GC305
Organization and Adminstration of Guidance and Counseling Programme

SELF-LEARNING COURSE MANUAL
Version 1.0

Centre for Distance Learning
MAUTECH
Yola, Adamawa
Organization and Administration of Guidance and Counselling Programme

GCE305

Modibbo Adama University of Technology
Open and Distance Learning Course Development Series
Course Development Team

The Academic Collective wishes to thank those below for their contribution to the Special Edition of this Course Manual (Modibbo Adama University of Technology).

Prof. Abdullahi Liman Tukur  
Editor-in-Chief

Prof. Francis Egbokhare  
Consulting Editor

Folajimi Olambo Fakoya  
Production Editor & Learning Technologist

Dr Abdullahi S. Bashir  
ODL Editor

Dr J.D. Medugu  
Content Editor

MAUTECH  
Content Attribution / Author

Moriahu Vivien Bello-Osagie  
Language Editor

Credits

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Organization and Administration of Guidance and Counselling Programme

GCE305 is provided to you by MAUTECH-CDL, AS IS. Module is localised and adapted to ODL format under the Academic Collective.

How this Course Manual is structured

Course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you can expect from the course.
- How much time you will need to invest to complete the course.
- Where to get help.
- Course assessments.

We strongly recommend that you read the overview carefully before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Learning outcomes.
- Study Session preview.
- New terminology.
- Structured content of the study session with a variety of focus articles, learning activities and learning devices.
- Study Session review.
- Self Assessments.
- Resources for further studying.
Your comments

After completing Organization and Administration of Guidance and Counselling Programme we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assessments.
- Course duration.

Your constructive feedback will help us to improve and enhance this course. You can forward your comments to feedback.mautech@edutechportal.org
Welcome to Organization and Administration of Guidance and Counselling Programme

GCE305

This course is expected to enlighten you on how guidance and counseling services could be effectively organized in schools. You will be exposed to the philosophy, goals and objectives that guidance and counseling services are meant to fulfill in the school. As such, this study guide will help you understand what you need to do to setup counseling services in school setting with lean resources.

This course manual supplements and complements a blend of resources & platforms:

GCE305 Audiobook – available via Audio Resources Library app on your official mobile device and accessible online at: www.arlibrary.cdl.mautech.edu.ng.

GCE305 Courseware – available in your course pack as a disk, it is also downloadable from your course website: www.cdl.mautech.edu.ng/schoolboard.

Schoolboard – offers a multi-channel platform for you to discuss with content experts and other learners from across the nation and the globe at large. You may also use the platform to enrich your learning with engaging webinars, articulate presentations, smart puzzles, audiobooks, podcasts, interactive glossaries, smart quizzes, case studies and discussions. Schoolboard comes with updates and is accessible on web and on app. It is also linkable from your course CD.

Course outcomes

- The objective of this course is to equip you, the counselor in-training, to acquire the requisite guideline for meaningful practice; defining the role and functions of various school personnel in guidance programme; examine the needs of the school and how those needs could be satisfied; draw a typical chart of comprehensive guidance services in school and discussing the various factors that influence the organization of guidance services in schools.
**Study Skills**

Being a self-learner has become increasingly feasible due to Open and Distance Learning (ODL) Systems. Studying a course or obtaining a certificate for career advancement can occur from the comfort of your home, on your own time, and at your own pace.

You can be a successful higher education student by self learning, it isn't magic! But it does require desire, dedication and a lot of work. Active listening to your audiobook, desktop publishing on your laptops, reading comprehension in your course manual, notetaking in the white margins, stress management, time management, assessment taking, and memorization are study skills required for a self learner.

If you really want to learn how to become a successful student, then you should explore the links that follow:

- [http://www.oercommons.org/courses/communication-skills-study-skills-pdf/view](http://www.oercommons.org/courses/communication-skills-study-skills-pdf/view)
- [http://www.edutechportal.org/resources/studyskills](http://www.edutechportal.org/resources/studyskills)

**Timeframe**

This is a 15 week course. It requires a formal study time of 12 hours. We recommend you take an average of one to two hours for an extra personal study on each Study Session. You can also benefit from online discussions with your course tutor.

**Need help?**

You may contact via any of the following channels for information, learning resources and library services.

CDL Student Support Desk
Email: support@cdl.mautech.edu.ng

For technical issues (computer problems, web access, and etcetera), please visit: [www.cdl.mautech.edu.ng/support](http://www.cdl.mautech.edu.ng/support); or send mail to support@cdl.mautech.edu.ng.
Academic Support

A course facilitator is commissioned for this course. You have also been assigned an academic tutor to provide learning support. See contacts of your course facilitator and academic advisor at the course website: www.cdl.mautech.edu.ng/schoolboard

Assessments

Generally, there are two types of assessment: formative assessment and summative assessment. With regards to your formative assessment, there are three basic forms of assessment in the course: in-text questions (SELF-CHECKs), self assessment questions (SAQs), and tutor marked assessment (TMAs). This manual provides you with SELF-CHECKs and SAQs. Feedbacks to the SELF-CHECKs are placed immediately after the questions, while the feedbacks to SAQs are at the rear of manual.

You will receive your TMAs as assignments at the MAUTECH schoolboard platform. Some of your TMAs will be graded and will constitute 30 percent of your course marks. Feedbacks to TMAs will be provided by your tutor in not more than 2 weeks after entries.

Your summative assessment is your final examination. GCE305 exam is in multiple choice / essay format; and it carries 70 percent of your total earning in the course.

Schedule dates for submitting assignments and engaging in course activities is available on the course website.
In this session, you will examine the definitions of basic concepts of guidance administration and organization. You will be discussing, as well, topics like organization, administration, guidance services, and the types of guidance services carried out in an organization with the purpose of meeting clients’ needs.

**Learning Outcomes**

When you have studied this session, you should be able to:

1.1 *define* the terms in bold:
   - organization,
   - administration
   - guidance programme

1.2 *highlight* different types of guidance services

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.
1.1 ORGANIZATION, ADMINISTRATION AND GUIDANCE PROGRAMME

We will be starting this session by looking at the definitions of some key words. We will look at each of them one after the other.

1.1.1 ORGANIZATION

Organization is defined as a group of people working together to achieve a common purpose or goal. It is a planned system of cooperative effort in which each participant has a role to play and specific duties and tasks to perform. It is a platform for human relationship.

1.1.2 ADMINISTRATION

Administration is defined as the management of human resources in the school (that is, staff and students). It involves cooperative efforts by a number of people to achieve certain objectives. For administration to be effective, the people must be organized and ready to cooperate with each other to achieve the desired end. This requires an organizational structure. Note that no administrative action can be implemented without an organization.

**SELF-CHECK**

**Question**

○ Define the term organization.

**Feedback**

• **Organization** is defined as a group of people working together to achieve a common purpose or goal. It is a planned system of cooperative effort in which each participant has a role to play and specific duties and tasks to perform. It is a platform for human relationship.

1.1.3 GUIDANCE SERVICES

Guidance services are the activities organized by a counsellor in an organization such as orientation, counselling, placement, follow-up, referral, and research and evaluation services in order to meet the needs of people in the organization. Guidance services are majorly concerned with helping individual gain insight and understanding of him/herself in relation to present and future environment such that decisions or choices made would lead to more satisfying and rewarding experiences.

1.1.4 GUIDANCE PROGRAMME

Guidance Programme in school refers to a comprehensive, developmental programme designed to benefit students on their journey through school. It provides benefits to students by addressing their intellectual, emotional, social and
psychological needs. Guidance programme is however not limited to school and family setup. It is present where there are people who need help such as hospitals, correctional facilities, business and industry.

1.2 TYPES OF GUIDANCE SERVICES

Guidance services available to students by the school are discussed here. It must be noted however that even though guidance services are formal, the learner has the option to seek the services or not without being coerced.

1.2.1 ORIENTATION SERVICE

This is also referred to as “Adapture service”. This is designed to assist students adjust adaptively when in new school environment for effective learning. Programmes are drawn to familiarize the new students with the school administrative setup, rules and regulation governing students conduct and use of school facilities; staff, fellow students and so on. The teachers should also be given orientation on how to handle the learners from time to time.

1.2.2 INFORMATION SERVICES

This service is designed to provide students with data about educational, social and vocational opportunities. It involves collection of data for clients/students.

1.2.3 APPRAISAL SERVICES

Appraisal involves the collection, administration, interpretation and clinical usage of variety of test devices in order to provide effective counselling services to students. (Akinade, 2012).

1.2.4 PLACEMENT SERVICES

The goal of this service is to ensure that students achieve placement whether on programme of the study, a career, work-study or even a medical treatment programme.

<table>
<thead>
<tr>
<th>SELF-CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
</tr>
<tr>
<td>○ What is the service provided to a student that is new to an environment so that he/she can adapt?</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td>• Orientation service.</td>
</tr>
</tbody>
</table>
1.2.5 FOLLOW-UP, RESEARCH OR EVALUATION SERVICE

The goal of this service is to provide feedback on the effectiveness of school guidance through research into the concrete outcomes of the school guidance.

1.2.6 REFERRAL SERVICES

This is sending a client to another person or agency for assistance where the counsellor is unable to solve the problem. The counsellor does not claim to know everything and so the need for referral to other needs of the students (Salawu, 2000).

1.2.7 COUNSELLING SERVICES

Okon (2006) stated that counselling service is the interaction between a client and counsellor that aims at solving or understanding the client’s problems the more. He also stated that this interaction enhances effective teaching and learning.

1.2.8 TEACHERS FORUM

The Teachers Forum is meant to gather all the teachers in the school to discuss teacher/students problems (Teaching and Learning). The counsellor uses this programme to introduce himself to the teachers and what he stands to do in the school. The counsellor invites some resource persons who will talk to teachers on some students need areas that affect teaching and learning, like Harmony in the place of work, cordial relationship between teachers and students, handling students without stress, different methods of teaching, learner’s individual differences and so on. Guidance and counselling services when rendered as it should be rendered in the schools bearing in mind the national goals of education will no doubt go a long way in ensuring effective teaching and learning in schools.

Session Review

1.1 Define the terms in bold:

- **Organization** is defined as a group of people working together to achieve a common purpose or goal.
- **Administration** is the management of human resources in the school (that is, staff and students).
- **Guidance programme** program that prepares individuals to apply the theory and principles of guidance and counselling to the provision of support for the personal, social, educational, and vocational development of students, and the organizing of guidance services within elementary, middle and secondary educational institutions.

1.2 Highlight different types of guidance services

- There are many types of guidance services. Some of them include:
  - Orientation service
  - Information services
Study Session 1 Organization and Administration of School (Basic Concepts)

- Appraisal services
- Placement services
- Follow-up, research or evaluation service
- Referral services
- referral services
- Counselling services
- Teachers forum

**Assessment**

**SAQ 1.1 (tests Learning Outcome 1.1)**
Define the following terms:
1. Organization
2. Administration
3. Guidance services
4. Guidance programme

**SAQ 1.2 (tests Learning Outcome 1.2)**
Explain any four types of guidance services that a counsellor can provide to clients.

**Resources**

**Articulate Presentation**
This is a complimentary resource to facilitate the quick delivery of this session. It is available in your course pack (Schoolboard disc / online page), and also linked here.

**Schoolboard**
Access your schoolboard app, or visit www.schoolboard.edutechportal.org/introductiontomicroeconomics to access updated online activities and resources related to the units of this Study Session.
Study Session 2

Aims of School Guidance Programme

INTRODUCTION

In this session, you will be discussing why counselling services are important in the school setup, components of guidance and counselling programme, objectives of school guidance programme. The purpose of this session is to equipping you with the requisite knowledge of what need to be considered when trying to setup a school guidance programme.

Learning Outcomes

When you have studied this session, you should be able to:

2.1 highlight objectives of school guidance programme
2.2 give reasons for organized guidance and counselling programme

Session Preview

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

2.1 OBJECTIVES OF SCHOOL GUIDANCE PROGRAMME

The objectives of the guidance and counselling service are similar to the purposes of education in general—to assist the student in fulfilling his/her, basic physiological needs, understanding herself and acceptance of others, developing associations with
peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence. The purposes of guidance and counselling provide emphasis and strength to the educational programme. Some specific objectives of the school guidance and counselling programme include the following:

2.1.1 **BUILDING STUDENTS’ POTENTIALS**

To Provide for the Realization of Student Potentialities. To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counsellor’s role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

2.1.2 **TO HELP CHILDREN WITH DEVELOPING PROBLEMS**

Even those students who have chosen an appropriate educational programme for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher’s full attention to their needs. The counsellor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.

2.1.3 **DEVELOPMENT OF THE SCHOOL'S CURRICULUM**

Counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counsellors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts.

2.1.4 **TO PROVIDE TEACHERS WITH TECHNICAL ASSISTANCE**

Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counselling functions essential to the educational programme. Specifically, the guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their
students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

2.1.5 **To Contribute to the Mutual Adjustment of Students and the School**

 Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counsellors must be of students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for programme improvements, conducting research for educational improvements, contributing to students' adjustment through counselling, and fostering wholesome school-home attitudes (Lunenburg, 2010).

<table>
<thead>
<tr>
<th>These objectives of school guidance programme are stated around the duties to be performed by the school counsellor, which are as follows:</th>
</tr>
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<tbody>
<tr>
<td>1. Providing personal, social and career counselling to promote students’ emotional, health and adjustment in school and intelligent career decisions and plans.</td>
</tr>
<tr>
<td>2. Collecting occupational and educational information and making them available to students regularly and in a well-structured classified manner as well as developing the idea of job family.</td>
</tr>
<tr>
<td>3. Keeping and maintaining cumulative records on each student in school.</td>
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<tr>
<td>4. Referral of students with more than normal counselling needs to the appropriate agencies, that is, psychologist and special education experts.</td>
</tr>
<tr>
<td>5. Providing group counselling in the classroom settings over subjects like self-discipline, responsibilities, values classification, sex education, relaxation techniques, appropriate use of leisure, and qualities of leadership and so on.</td>
</tr>
<tr>
<td>6. Identifying and nurturing the talented and gifted students.</td>
</tr>
<tr>
<td>7. Rehabilitating the disabled persons.</td>
</tr>
<tr>
<td>8. Contributing to the development of a flexible curriculum to provide a meaningful education for each student.</td>
</tr>
<tr>
<td>9. Assisting students in planning programmes of educational and vocational training consistent with their goals.</td>
</tr>
<tr>
<td>10. Preparation of transcripts for students graduating or for those going on transfer from the school.</td>
</tr>
<tr>
<td>11. Identification of students with problems who cannot cope academically with the pace of the class.</td>
</tr>
<tr>
<td>12. Consulting with the principals and teachers over student’s academic problems and helping students resolve academic difficulties in different subjects on the curriculum.</td>
</tr>
<tr>
<td>13. Consulting with parents or guardians with the principal’s support over adult’s personal and emotional problems that are family-based.</td>
</tr>
<tr>
<td>15. Conducting annual orientation programme for new students as well as periodic orientation for the senior students.</td>
</tr>
</tbody>
</table>
16. Promoting career education through organized visits to industries, institutions of higher learning and through guest speakers on career days and career club meetings.
17. Building up career education and occupational information library in the school.
18. Conducting local research and communication of developments of academic and professional interest to guidance and counselling section of the federal or state ministries of education.
19. Working of annual report to be forwarded to the guidance and counselling section of federal or state ministries of education through the school principal.

SELF-CHECK

Question
- List the objectives of guidance serve Programme in school as proffered by Lunenburg (2010).

Feedback
- The objectives are:
  1. To Provide for the Realization of Student Potentialities.
  2. To Help Children with Developing Problems.
  3. To Contribute to the Development of the School’s Curriculum.
  4. To Provide Teachers with Technical Assistance.
  5. To Contribute to the Mutual Adjustment of Students and the School

The demands on the school counsellor are enormous. It is therefore clear that establishing a school guidance Programme to achieve stated objectives is not an easy task, but it is essential to the attainment of school objectives.

2.2 REASONS FOR ORGANIZED GUIDANCE AND COUNSELLING PROGRAMME

Certain factors have been responsible for the establishment of organized guidance and counselling programme in Nigerian schools. These factors include:

2.2.1 NATIONAL POLICY ON EDUCATION

The National Policy on Education makes provision for students of varying age groups to be in the same school environment. Since the characteristic needs of these students vary, the help they need will also vary.

2.2.2 CHARACTERISTICS OF SECONDARY SCHOOL STUDENTS

Students in the junior secondary school are just in their early adolescent period, a time when rapid physical, psychological and emotional changes take place in the students. They experience physical and psychological tension and worries because
of such developments. As they mature into the senior section, the students become interested in understanding who they are. They increasingly desire to be independent and are likely to get quite confused. They therefore need help to understand themselves, successfully progress through school and acquire skills and knowledge to prepare them for employment and other roles they have to play in life. From the junior secondary school onwards, students are increasingly required to take decisions about choice of curriculum and school and so may require guidance.

2.2.3 **Range of School Subjects**

Junior secondary school students are exposed to wide variety of school subjects from which to choose and will therefore need the help of the principal, teachers and counsellors. The senior secondary school students on their part will be faced with another type of decisions and choices. They need now to narrow their subject options. They have to relate their choice of subjects to specific but tentative job areas and further training areas and to a particular life style.

2.2.4 **National Situation**

Economically, oil has made it possible to generate new jobs, but not enough to go round for everybody. It has also become difficult to get a job with first school leaving certificate. As educational requirements for work increases daily, this serves as source of frustration because the new opportunities call for fresh knowledge on the part of the Nigerian youth. These changes demand new ways of coping which can be provided by counselling services.

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**Session Review**

2.1 **Highlight objectives of school guidance Programme**

The objectives of the guidance and counselling service are similar to the purposes of education in general—to assist the student in fulfilling his/her, basic physiological needs, understanding herself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence.

2.2 **Give reasons for organized guidance and counselling programme**

Some of the factors that give rise to organized guidance and Counselling Programme in Nigerians schools are:

1. National policy on education
2. Characteristics of secondary school students
3. Range of school subjects
4. National situation
Study Session 2  Aims of School Guidance Programme

Assessment

SAQ 2.1 (tests Learning Outcome 2.1)
1. What are the objectives of school guidance programme?
2. Enumerate any eight duties of the school counsellor in achieving the guidance and counselling objectives.

SAQ 2.2 (tests Learning Outcome 2.2)
Discuss the reason why counselling services are relevant in Nigerian schools.

Resources

Articulate Presentation
This is a complimentary resource to facilitate the quick delivery of this session. It is available in your course pack (Schoolboard disc / online page), and also linked here.

Schoolboard
Access your schoolboard app, or visit www.schoolboard.edutechportal.org/introductiontomicroeconomics to access updated online activities and resources related to the units of this Study Session.
Study Session 3
Overview of Guidance and Counselling Services

INTRODUCTION

In this session, you will look at the meaning of guidance, counselling, and psychotherapy. Likewise, you will differentiate between guidance and counselling. You will also see why it necessary for guidance services to be in the school and non-school settings.

Learning Outcomes

When you have studied this session, you should be able to:

3.1 define the terms in Bold:
   - Guidance
   - Counselling
   - Psychotherapy

3.2 give justification for guidance and counselling in both school and non-school settings

Session Preview

Overview of Guidance and Counselling Services

Defining Guidance, Counselling and Psychotherapy

Why Guidance and Counselling in School and Non-School Settings

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.
3.1 DEFINING GUIDANCE, COUNSELLING AND PSYCHOTHERAPY

In this section, we will be looking at the meaning of three concepts; Guidance, Counselling and Psychotherapy.

3.1.1 WHAT IS GUIDANCE?

Guidance means to direct, guide, pilot, assist, show, inform, control, advise, help, teach, give facts and instruct. Within the school, guidance is a process of helping an individual to understand him/herself and his/her world. It involves personal help given to someone. It is designed to assist a person to decode where he/she wants to go, what he/she wants to do or how he/she can best accomplish his/her purpose, it assists him/her to solve problems that arise in his/her life.

3.1.2 WHAT IS COUNSELLING?

Counselling means consultation, deliberation, exchange of ideas and process of decision-making. It involves a person-to-person relationship in which one person (counsellor) helps another (client) to resolve areas of conflict that have not hitherto been resolved. It involves two individuals, one seeking help and the other, a professionally trained person who can help the one in need of assistance. Counselling services include educational counselling, vocational counselling and personal-social counselling.

**Educational counselling** involves measures aimed at facilitating learning and high achievement. It includes activities such as entering appropriate educational programmes, subject selection, effective study habit, strategies for maximizing examination anxiety and success in examination.

**Vocational counselling** aim at providing adequate information on condition of jobs and the existing opportunities in the world of work. Vocational counselling helps individuals to have clearer understanding of the attitude, attainments, interest and dispositions concerning occupational demands. It also exposes an individual to possible careers and jobs which an individual can take to in relation to his/her talents, aptitudes, interest and personality characteristics.

**Personal-social counselling** is concerned with counselling individuals with personal problems such as low self-esteem, negative self-concept and lack of self-understanding. It also deals with social problems such as emotional disturbances, sexual malfunctioning, family, financial and other socially induced problems. Personal-social counselling is a process whereby an individual is made to understand how his/her emotional, intellectual and motivational forces affect his/her relationship with others and his/her personal adjustment in the pursuit and attainment of his/her life goals.
3.1.3 **What Is Psychotherapy?**

Psychotherapy has several definitions but for this course, we shall adopt the following definition. **Psychotherapy** is the treatment of problems of emotional nature or mental illness through psychological means by a trained person (therapist) with the aim of promoting positive personality growth and development.

**SELF-CHECK**

**Question**
- Counselling services could be grouped into three. What are the groups?

**Feedback**
- They are educational counselling, vocational counselling and personal-social counselling.

**Types Of Counselling**

Counselling can be categorized into two major categories: individual counselling and group counselling.

**Individual counselling** is defined as one-on-one, face-to-face relationship marked by rapport between the counsellor and the counselee. Individual counselling is private in nature. The type of problems usually discussed during individual counselling are mainly personal-social ones.

**Group counselling** involves more than one person having counselling session(s) with the counsellor. The number of counselees may vary between four and eight members. It is usually used with people who have similar problems.

Guidance and counselling are most of the time used interchangeably by individuals, but they are not the same. Below are the differences between them.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Guidance</th>
<th>Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is very broad in scope</td>
<td>It is the heart of guidance and hence narrower. It is one service within guidance.</td>
</tr>
<tr>
<td>2</td>
<td>It is usually initiated by the counsellor.</td>
<td>It is usually initiated by the client/counselee.</td>
</tr>
<tr>
<td>3</td>
<td>It employs authoritarian approach.</td>
<td>It employs more democratic approach.</td>
</tr>
<tr>
<td>4</td>
<td>It is preventive.</td>
<td>It is curative.</td>
</tr>
<tr>
<td>5</td>
<td>It could be conducted by non-specialist.</td>
<td>It is more technical and therefore only conducted by trained specialist.</td>
</tr>
</tbody>
</table>
### Study Session 3  Overview of Guidance and Counselling Services

<table>
<thead>
<tr>
<th></th>
<th>Study Session 3  Overview of Guidance and Counselling Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>It is less intimate and less personal. It is usually structured and more public.</td>
</tr>
<tr>
<td>7</td>
<td>Guidance is informative and more didactic in approach. In other words, it is more directing, teaching client on how to solve his/her problem.</td>
</tr>
<tr>
<td>8</td>
<td>It deals more with facts, principles, and methods and so cognitively oriented.</td>
</tr>
<tr>
<td>9</td>
<td>The number that can be treated at a time can range from one to a large people.</td>
</tr>
<tr>
<td>10</td>
<td>Client is assisted, directed on how to get rid of his/her problem.</td>
</tr>
<tr>
<td>11</td>
<td>It may end in a single session.</td>
</tr>
<tr>
<td>12</td>
<td>It helps client too answer the question ‘who am I?’</td>
</tr>
</tbody>
</table>

Counselling and psychotherapy are both professional activities that utilize interpersonal relationship to enable people to develop self-understanding and to make changes in their lives. Counselling and psychotherapy overlap but there are recognized differences between them.

1. Counselling deals with normal clients who are within the normal range of functioning. Psychotherapy on the other hand is more concerned with restructuring of personality or self and development of insight. In other words, psychotherapy deals with individual whose behaviours are neurotic.
2. Psychotherapy operates in medical setting whereas counselling operates in non-medical setting.
3. Psychotherapy is deeper in scope, it is typically more intense, longer in duration and there are more attempts to gain insight into the past or long-standing psychological problems whereas counselling is broader in scope and it deals more on current situation.
4. A counsellor cannot be a psychotherapist; a psychotherapist can be a counsellor.
3.2 WHY GUIDANCE AND COUNSELLING IN SCHOOL AND NON-SCHOOL SETTING?

The need for guidance is universal. It is old as man himself. This is based on the fact that every human being needs help in one way or other way. There is hardly any individual who does not need help. Every individual needs assistance at some time in his life. While some may need help constantly and throughout their entire life, others may need it only at rare intervals. There is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalization, liberalization, the need for outstanding leadership, a shift in standards of morality and integrity, people’s high aspiration etc. we shall discuss the need for guidance under two headings - schools setting and non-school setting.

3.2.1 SCHOOL SETTING

Nigerian schools like other schools in other parts of the world exist in communism, which rely on the school as an agent of change. Our nation Nigeria is faced with many problems arising from different sectors of our national life. Such problems include corruption, bad leadership, greed, insecurity, moral decadence, unemployment, armed robbers, and drug trafficking and so on. All these problems can cripple any developing nation. A growing child in such an environment needs some sort of guidance and counselling in order to be free from the societal ills. This becomes very necessary because many parents in Nigeria today do not have time to discuss with their children. This, often leaves many children without the parental care, thus, they now look forward to the school to provide the much needed love, care and guidance, which the guidance and counselling services are all about.

In the school, guidance and counselling services are needed to help solve problems of poor study habit, lack of concentration, inability to adjust to school environment, under achievement, inability to decide on subjects as well as career, truancy, bullying, school anxiety, school drop-out and the likes. It is important to note many students in the secondary school are adolescents. This period is a critical period often termed as a period of storm and stress. Because of many physical changes taking place in them, they are bound to have conflicting ideas, values and beliefs about themselves. They have the problems about their parents and family, their relations to boy and girlfriend for tackling all these situations successfully, guidance and counselling services are needed to assist the adolescents in resolving these conflicts and help them in developing realistic expectations.

Note

The importance of guidance and counselling services cannot be overemphasized because they are needed to help in the total development of the students and in the reduction of wastage of potential and talents.
Considering the numerous problems facing the nation and the people presently, it is necessary that the services of guidance counsellors would be required in different contexts i.e. several institutions, agencies and groups outside the school system. A good number of such institutions are found in industrial and commercial settings. This is because, in such settings, many working conditions could create emotional tension in the employee, which could require counselling. Frustration, conflict, job dissatisfaction, resistance to change, long working hours and psychological stress among workers could result to low productivity and low morale if the services of guidance and counselling are not available.

Counselling is not only required in industrial and commercial settings outside the school system in Nigeria today, the services of guidance counsellors are also needed in hospitals, religious settings, courts, the law enforcement and security agencies as well as corrective institutions such as prisons, and remand homes. It is obvious that not only students need guidance and counselling services – adults, parents, teachers, administrators and all members of the society need it. Among the adults, social maladjustment includes marital conflicts, lack of jobs, retrenchment, financial difficulties, emotional upset, fear of death, political instability, anxiety, when these are present, adults may find it difficult to adjust to situations especially when the situations are frustrating and if not well handled could lead to mental illness.

3.1 Define the terms in Bold:
- **Guidance** is advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority.
- **Counselling** is the provision of professional assistance and guidance in resolving personal or psychological problems.
- **Psychotherapy** is the treatment of mental disorder by psychological rather than medical means.

3.2 give justification for guidance and counselling in both school and non-school settings
In the school, guidance and counselling services are needed to help solve problems of poor study habit, lack of concentration, inability to adjust to school environment, under achievement, inability to decide on subjects as well as career, truancy, bullying school anxiety, school drop-out and the likes. Counselling is not only required in industrial and commercial settings outside the school system in Nigeria today, the services of guidance counsellors are also needed in hospitals, religious settings, courts, the law enforcement and security agencies as well as corrective institutions such as prisons, and remand homes. It is obvious that not only students need guidance and counselling services – adults, parents, teachers, administrators and all members of the society need it. Among the adults, social maladjustment includes marital conflicts, lack of jobs, retrenchment, financial difficulties, emotional upset, fear of death, political instability, anxiety, when these are present, adults may find it difficult to adjust to situations especially when the situations are frustrating and if not well handled could lead to mental illness.
enforcement and security agencies as well as corrective institutions such as prisons, and remand homes. It is obvious that not only students need guidance and counselling services – adults, parents, teachers, administrators and all members of the society need it.

**Assessment**

**SAQ 3.1 (tests Learning Outcome 3.1)**
Define the terms guidance, counselling, psychotherapy, individual counselling and group counselling.

**SAQ 3.2 (tests Learning Outcome 3.2)**
Differentiate between:

i. Guidance and Counselling

ii. Counselling and Psychotherapy

**SAQ 3.3 (tests Learning Outcome 3.3)**
Explain briefly the importance of guidance and counselling in:

i. School setting

ii. Non-school setting

**Resources**

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Study Session 4

Problems of Guidance and Counselling

INTRODUCTION

This session is designed to give you an insight to the factors that constitute the impediments to the development of guidance and counselling. These factors are either structural or ethical problems by the author. Some solutions are also suggested to tackle the problems.

Learning Outcomes

When you have studied this session, you should be able to:

4.1 highlight the structural problems of Guidance and Counselling in schools

Session Preview

**Problems of Guidance and Counselling**

**The Structural Problems**

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

4.1 THE STRUCTURAL PROBLEMS

Some of the structural problems obstructing development of guidance and counselling are:
4.1.1 Shortage of Qualified Counsellors

Counselling as a profession requires a considerable length of training. To be a qualified and efficient should intensify efforts in the production of more qualified counsellors and universities that do not run the course should consider stating it.

4.1.2 Employment and Placement Problems

Guidance and Counselling is still a relatively novel idea in the Nigerian education system. Most of the practicing counsellors were originally employed as teachers especially in public schools. These teachers come in as teachers and advance on the job as teachers. They may end up having nothing to do with counselling again especially when they begin to have duty posts as vice principals and principals.

Thus they should see their accession to leadership positions as an opportunities to promote the development of guidance and counselling particularly in schools.

4.1.3 Role Conflict

Closely linked to the above issue is the problem of role conflict or confusion about the position of the school counsellor in the school nominal role. Due to the poor state of many of the schools where physical infrastructures are visibly inadequate, teachers are often crowded in a room called staffroom. As a matter of necessity, a counsellor needs a separate office of his/her own. Sometimes, when the counselling centre is created, it generates ill feelings toward the counsellor. Those who feel the counsellor is unduly favoured may begin to question his/her role. It is also possible for the counselling to be seen as a lone ranger, a rival to the vice-principal or someone whose position and roles are ambiguous. In view of this, to ensure the development of guidance and counselling, the position and roles of the counsellor must be clearly defined. Above all, the counsellor must be able to carry other school personnel all in his/her activities.

4.1.4 Policy Fluctuation

Government policies and commitment are largely unstable. Although it was entrenched in National Policy on education that guidance and counselling is germane to all levels of education but there is little effort to really show government commitment to it. It is difficult to determine what the policy is in many states of the federation. There is no structure in place to promote viable guidance services in schools. There is need for clearly defined policies and adequate commitment to the provision of guidance and counselling services in order to safeguard the future of the nation. Necessary effort must be made by stakeholders to inform and enlighten the leadership of the nation to show enough to this helping profusion inadequate.
4.1.5 **INADEQUATE FUNDING**

Lack of fund is definitely hindering the development of guidance and counselling. Guidance and counselling as a service oriented programme is capital intensive. Fund is needed to build structures, equip the counselling centre, procure equipment and tools, organize and deliver services in addition to manpower development and maintenance in Nigerian schools. In resolving the issue of fund, budgetary allocation should be made to guidance and counselling both at the governmental and institutional levels. In addition to this, public spirited individuals, corporate organizations and other donor agencies should come to the aid of counselling. It is also imperative for counsellors to organize guidance services in a way that can generate more resources. For instance, communism oriented services and programmes could be organized in such a way that they can attract sponsors.

4.1.6 **SHORTAGE OF TOOLS**

There are some schools that do not have enough structures to accommodate the counselling session and there are some that provide offices without chairs and tables while many do not make provision for other necessary tools such as psychological tests, one-way mirror, play gadgets, computers, journal and shelves.

**Note**

School authorities should include counselling materials in the school budget and reach out to those who could be of help.

4.1.7 **INADEQUATE ACCESS TO MODERN ICT**

The world is now global village, up to date, information about research findings, modern practices and opportunities for clients all over the world are often available on the internet. Unfortunately, many schools are not internet connected. This often puts a limit to the extent to which counsellors could explore information and provide efficient services.

4.1.8 **COUNSELLING AND THE SCHOOL TIMETABLE**

Most Nigerian Secondary Schools do not accommodate the argument on whether counselling should teaching of guidance and counselling on the usual class time feature on the school timetable is inconclusive. Some schools prepare the timetable in a way that does not provide time for the students at times are not interested in attending the lessons since it does not consult the counsellor. Where counselling features attract marks that can lead directly to their promotion on the timetable, students may cluster at the counselling session at the same time and this may not augur well for individual counselling. Such periods at best can only be used for
group guidance in the classroom or seminars. It will be very difficult for individual
counselling to take place during the period. This calls for every school to be
properly staffed with adequate number of counsellors.

**SELF-CHECK**

**Question**

- List any four structural problems that impede the effective
  implementation of guidance and counselling service in Nigerian schools.

**Feedback**

- Shortage of Qualified Counsellors, Employment and Placement Problems,
  Role Conflict/Interpersonal Rivalry, and Policy Fluctuation.

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**Session Review**

### 4.1 Highlight the structural problems of Guidance and Counselling in schools

Some of the structural problems obstructing development of guidance and counselling are:

1. Shortage of qualified counsellors
2. Employment and placement problems
3. Role conflict
4. Policy fluctuation
5. Inadequate funding
6. Shortage of tools
7. Inadequate access to modern ICT
8. Counselling and the school timetable

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**Assessment**

**SAQ 4.1 (tests Learning Outcome 4.1)**

Identify and discuss the structural problems of guidance and counselling in Nigerian schools.

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**Resources**

**Articulate Presentation**

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Study Session 5

Process of Developing Guidance and Counselling Programme

INTRODUCTION

In this session, you are going to examine the practical steps in the organization and administration of guidance and counselling services in schools.

Learning Outcomes

When you have studied this session, you should be able to:

5.1 highlight the different stages in the organization of school guidance and counselling

Session Preview

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

5.1 PHASES IN THE ORGANIZATION OF SCHOOL GUIDANCE PROGRAMME

The success of school guidance programme depends largely on the extent to which the programme is seen as an entire school activity. The counsellor cannot function as a lone star, he needs the support of entire guidance team members which includes the principal, the counsellor, students, staff (non-academic and academic) PTA members, visitors to the schools and resource people around school guidance programme should be operated as a “teamwork”. However, in organizing and
establishing guidance and counselling programme in school, three phases are involved namely – planning phase, implementation phase and the evaluation phase.

5.1.1 PLANNING PHASE

This phase may be regarded as a preparation stage. The first step towards a successful operation of a responsive school guidance programme is a thorough and well executed planning stage. The planning stage should involve a number of sub-steps, which including:

1. Assessment of the needs of the school
2. Cultivation of team spirit

**SELF-CHECK**

**Question**

- Which phase is regarded as the preparation stage?

**Feedback**

- The planning phase

---

**Assessment of the needs of the school**

This could be done by conducting opinion survey in order to identify the topmost or immediate guidance and counselling needs of the people he/she is to serve. The counsellor may be interested in finding out what particular aspects – educational, vocational or personal needs emphasis or in what order or combination, who needs it and how urgently it is needed.

**Cultivation of team spirit**

The counsellor should be aware that for him/her to succeed, he/she needs the support of every member of the school communism. There is the need for him/her to develop team-spirit. Before this can happen, the student and staff should be given adequate information on the meaning and importance of guidance and counselling. When this is properly done, it can reduce resistance, non-support, or even antagonism of the programme from any individual.

The counsellor should seize every opportunities to inform staff and students about guidance and counselling. The first person to whom the counsellor should explain the necessity of school guidance programme is the principal courteously and intimate him/her about ways in which guidance programme could be of tremendous help to his/her administration, students overall development and the staff as a whole. Once the principal is convinced of the need for guidance programme, the staff should the next and the students.

Some common ways of initiating guidance-counselling services are:

1. **School Magazines**: The counsellor could put up a write up about the importance of guidance and counselling in the newsletter, club or school magazines.
2. **Paper cuttings**: The counsellor should search for and make cuttings from current newspapers or magazines on important issues that are of interest to the students such as information about various institutions of higher learning and
courses available in them. As information about industries and job opportunities available.

3. **Advertisement**: At an early stage, the counsellor should create awareness in such a way that it cannot be unnoticed. This could be in the form of using cardboards with bright coloured captions such as (a) troubled? See the counsellor (b) Battling with poor study habits? See the counsellor for help and many more like these.

4. **Posters**: Relevant posters giving information about educational, socio-personal and vocational matters should be displayed where they can be easily seen by the students.

5. **Classroom visitations**: The counsellor could visit the classrooms during free periods or before the arrival of the next teacher. On such occasion, the counsellor can briefly tell the students the functions of the counsellor and solicit for their maximum support.

### 5.1.2 IMPLEMENTATION PHASE

This phase is based on the need assessment of the school already carried out by the counsellor. The findings of the need assessment will show the counsellor what to embark upon. Here the counsellor presents to the principal (school manager) his findings, indicating what is needed to achieve improvement in terms of office facilities and personnel. The counsellor must acknowledge practically the importance of the principal, staff and students in the successful implementation of his/her activities. He/she should show that he/she is a good human relation officer to win the unalloyed support of the principal. There is the need for the counsellor to summarize his functions as a counsellor to the principal in a preliminary meeting with him/her. However, the counsellor should let the principal take a lead on how to execute the programme. The school principal should be at the apex of administration of guidance programme at the implementation phase.

### Guidance Committee

At this stage, the guidance committee is set up. This is to ensure the smooth administration of the school guidance programme. First is the ad-hoc and later a permanent one. The Ad-hoc committee can be formed from the staff members. It is to steer the group to determine the best guidance services the school needs, who is to do what, when and where.

The later guidance committee that evolves from the adhoc guidance committee should have its members drawn from all the strata in the school. The counsellor should of course function as the resource person in the committee. The guidance committee becomes a livewire of the guidance programme. Usually the guidance programme should have offshoots inform of sub-committee with each sub-committee responsible for specific aspect of the programme.

Akinade, Sokan and Osarenren (2005) outlined the following as the duties of the guidance committee:

1. Identifying staff and students needs and categorizing them
2. Drawing up agenda termly and yearly about counsellor (planning a calendar of activities)
3. Acquiring needed resources: identifying useful strategies and office accommodation
4. Carrying out programmes
5. Giving feedback regularly to the principal and school
6. Seeing to adequate funding and managing of resources
7. Evaluating the implemented guidance programme
The degree of success of the guidance committee in achieving its goal would go a long way in determining the success of guidance programme in general.

### 5.1.3 Evaluation

The final phase of organization and administration of guidance programme is evaluation. Evaluation of guidance programme becomes very necessary if the effectiveness of its services is to be known or be improved upon. Evaluation data are necessary to assist school personnel in interpreting the guidance programme to the community, parents and even government agencies. The tools that can be used include psychological and non-psychological tools, interviews, questionnaire, observation etc. It could be carried out occasionally, periodically, termly, yearly, biannually depending on the level of those being served. The results of evaluation should provide the impetus necessary for the improvement of the school guidance programme.

### Session Review

#### 5.1 Highlight the different stages in the organization of school guidance and counselling

There are basically three phases of developmental process for school guidance and counselling. They are:

1. Planning phase
2. Implementation phase
3. Evaluation

### Assessment

**SAQ 5.1 (tests Learning Outcome 5.1)**

Discuss the stages involved in the development of guidance and counselling in school.

**SAQ 5.2 (tests Learning Outcome 5.2)**

What are the roles of the guidance committee in the implementation of guidance and counselling programme?

### Resources

**Articulate Presentation**

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INTRODUCTION

In this session, you will highlight requirements for an effective running of school guidance and counselling programme. You will also discuss issues such as accommodation, time, career library and finance. You are to familiarize yourself with the requirements because they are very important in the discharge of the responsibilities of a counsellor.

Learning Outcomes

When you have studied this session, you should be able to:

6.1 describe the types of facilities and logistics needed for school Guardian Services

Session Preview

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

6.1 FACILITIES AND LOGISTICS REQUIRED FOR SCHOOL GUIDANCE SERVICES

We will be looking at the different facilities and logistics that are required for school guidance and counselling. Let us take them one after the other.
6.1.1 Accommodation

Recognition of the need for organized and systematic education and career guidance in our schools, with teachers suitably qualified and equipped to give it, has brought with it an acknowledgement of the accompanying need for space in which to carry out the work. Guidance and counselling will not have proper status in the school or be seen by students to be important if career masters or counsellors have to keep their materials in their ordinary subject rooms, workshops or laboratories and if there is no way in which parents can easily come to members of the guidance and counselling team for information and advice. Provision of career room is to enable the orderly storage and easy retrieval of relevant and up-to-date material on higher and further education, career and training together with adequate administrative support for teacher and provision for interviewing students in reasonable comfort and privacy. If the room allocated is too open to passers-by, or if people can easily hear what is being discussed inside, students are likely to avoid such place.

Location

This is the most important factor that may constitute a threat to client’s privacy. Rather than a noisy environment, the counsellor’s office should be located in a quiet place where heart-to-heart discussion can take place.

SELF-CHECK

Question

○ Where should the counsellor’s office be located?

Feedback

• It should be located in a quiet place where heart-to-heart discussion can take place. The counsellor’s office should be located away from the full glare of everybody and distance from the administrative block especially the principal’s office and his assistants as well as the staffroom. It should not be located in a high floor of a tall building or overlook the window of a living room. The location is certainly not conducive for counselling. Students would easily avoid such locations for fear of being seen by the principal and teachers. The assembly hall, dining hall, school library and dormitory are not equally ideal for location sites of a counsellor’s office. The counsellor’s office should be located in a place that guarantees privacy, confidence and complete relief to clients. This however does not mean that it should be located in hidden place or else it attracts endless rising of eyebrows by the public. In other words, it should be located in a place not tucked away from where people will forget entirely about its existence and the same time it should be accessible to the would-be-clients.
Structure

It has not been easy reaching a consensus on a particular structure, which the office should take. While some authors favour a three-room size apartment, some others suggest four. However, many authors seem to support a four room structure comprising:

1. The counsellor’s main office serving as the interview room
2. Conference room
3. Library/equipment room
4. The Secretary’s office/waiting room

The Counsellor’s Main Office (The Interview Room)

The Counsellor’s office occupies a central position in counselling service. Therefore, it should be different from what the staffroom looks like. The colour of the inner walls of the room must be cool. A colour such as grey or blue paint might be ideal for most clients since it depicts gentleness and business mindedness. The wall could be beautifully decorated with some psychological words like “There is no problem without solution”. “A problem that is well stated is half solved”. The dimensions of the office could be 10feet x 12 feet. The list of items one expects to find in the office of the counsellor is endless. It includes, a table of moderate size and design, few chairs with cushion, a rotating chair for the counsellor, a call bell to be used for emergency, a mobile phone, an intercom for internal communication, a filling cabinet or a cupboard with lock and key for keeping sensitive records, enlarged photographical tests, tape recorder, enlarged photograph of counselling session, rug on the floor or good tiles, pleasantness looking transparent door and window blinds.

The inclusion of each of these items has a lot of implications for effective counselling service. For instance, a bell is necessary to call the secretary or client into the interview room or else he or she comes in uninvited and by so doing embarrasses both the client and the counsellor during an interview session. Non-transparent door and window blinds are vital for shielding the client from external intrusion during counselling session. The cabinet in the counsellor’s office gives the client the assurance that his file cannot be looked through by just anybody. It is necessary to have a box of tissue paper around for emotional clients.

The office should be a “welcoming” one. It should be well ventilated with appropriate lights. The surrounding of the counsellor’s office has to be beautiful flowering plants with cooling effect could be planted round it and the environment should always be neat. If it is neat and beautiful, it will give a calming effect on the client and make him feel he is going to discuss his private life with an organized and disciplined somebody. It is therefore necessary that the environment has to be attractive and not repelling.

The Receptionist or Secretary Waiting Room

The waiting room enhances complete relief to the client. This is because the waiting room is supposed to be an atmosphere that will assure the client that the solution to his problem is at hand. The secretary/receptionist must have a pleasant personality.
and must be emotionally stable. He/she is responsible for welcoming clients, giving them personal data forms to fill; opening of files for new clients and passing them to the counsellor. His/her office needs to be equipped with stationary, telephone and computer. There should be chairs for the client waiting to see the counsellor. The colour of the wall should have calming effect and should be decorated with beautiful pictures and good write-up that will depict responsibility, credibility and business mindedness. There should be journals, newspapers, magazines and picture albums of psychological relevance.

**Library/Equipment Room**

It should be a large room equipped with bookshelves, chairs and stack tables suitable for storage of books and pamphlets. The room should serve as a storeroom where newspaper cuttings on different aspects of life, magazines that provide information about different types of career, nature of work and specialized instruments such as Bio-feedback, one-way mirrors and others are kept. These equipment should be arranged in such a way that they do not hinder the movement of clients and the counsellor.

<table>
<thead>
<tr>
<th>The aims of careers library include the following:</th>
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</thead>
<tbody>
<tr>
<td>1. Pooling of all available resources and information about the world of work in an organized setting foe easier access to students.</td>
</tr>
<tr>
<td>2. Encouraging the entire school to always be on the lookout and to go in search of career information materials to be stored in the library.</td>
</tr>
<tr>
<td>3. Providing a centre of attraction for students with career development problems.</td>
</tr>
<tr>
<td>4. Providing the needed impetus and initiative for developing various kinds of career guidance educational activities.</td>
</tr>
</tbody>
</table>

The following kinds of materials are very relevant in career library:

1. Encyclopaedias or manuals on careers and the world of work.
2. Journals, that is, newsletters, magazines, newspapers and bulletin about careers and occupations.
3. Manuals, brochures, prospectus and calendar of post-secondary institutions and public examination bodies such as universities and other higher institutions, WAEC, JAMB, NECO, NABTEB, etc.
4. Career public information materials or booklets from many organizations and occupational setups, that is, public relations information materials form banks, the military, insurance companies, agricultural organizations, departmental stores, government parastatals, and so on. Such information materials include calendars and special releases or magazines.
5. Biographies of successful career persons.
6. Careers guidance books that describe careers, their requirements and how to set about those careers.
7. Career information materials for special populations like handicapped or even women.
8. Information about financial aids and materials, that is, scholarships, loans and grants from organizations and government.
9. Stock of all forms of jobs and entry into higher institutions of learning.
Conference Room

The conference room should be big enough to accommodate a number of people for group counselling, seminar, talk, workshop and film shows. It could also be used for storage of audio-visual equipment like the slides, tape recorders, video sets, television sets, projectors, computer/laptop and other multimedia devices.

SELF-CHECK

Question
- Where does group counselling take place?

Feedback
- Conference room

Staffing

In designing the counsellor’s office and considering the delicate nature of his job, there is the need to mention the personnel specification with which a counsellor needs to work within his/her office. In ideal situations, it is appropriate to have at least four workers apart from the counsellor. These people include the secretary who also acts as the receptionist, a driver, in case there is need for one, a cleaner – cum messenger and a night guard.

Note

It is important that the entire staff be people of amiable and pleasant personality. They should be prepared to render service and empathize with clients.

6.1.2 TIME

A lot of time is required by the counsellor to carry out the following duties:

1. Organization of records and information about students.
2. Meeting and answering enquires from students, teachers or parents needing instant factual information about their career plans and aspirations.
3. Interviewing students individually or in group.
4. Administrative arrangements, working out a programme with class teachers and organizing excursions, visits, films, career day, careers club and other activities.
5. Liaising with employment agencies, for instance, federal and state ministries and other occupational establishments.
6. Conducting local research on occupational opportunities and making such information available to students.
7. Setting up an effective library in order to have more time for counselling role.
6.1.3 Finances

Apart from the initial equipment and furniture, the counsellor will need money for books, pamphlets, transport fare when students go on career excursions, records system, student’s cumulative records cards, folders, stationeries for use, film strips, slides and hired films, salary allowance and hospitality for invited guest speakers at career day or career convention. The school should therefore have an annual allocation of funds sufficient to install and maintain their equipment, literature and teaching aids.

6.1.4 Career Information Factors

For the counsellor to tackle his/her job more systematically and more scientifically, and if he/she is to guide the students effectively about the choice of jobs, he/she must have comprehensive knowledge and be well informed about jobs. Career information addresses the current and future conditions of work, education, training and job opportunities and requirements. Most youths however continue to enter the labour market with little and often-erroneous information about work preparation and entry retention satisfaction. The information that are obtained about subjects being taught in relation to possible available career tends to have little relevance to specific local job situation and is often out of date or incomplete. The counsellor should therefore provide the following information in order to make the transition from school to work smooth:

1. Appropriate and accurate information about employee and employer coping and adjustment.
2. Realistic information on the varied work environments of each occupational category.
3. Current information about attitudes, values and general sociological factors that exist in employment areas and how they differ from one’s existing community’s characteristics.
4. Realistic comparison data on income potential versus cost of living in different geographical areas.
5. Information about the levels of training needed for both entry and advancement in specific occupations.
6. Data on the personal attitudes, advantages and disadvantages associated with fields of occupation of interest.
7. A range of information about the requirements of various unions and other trade requirements for entry into occupation with organized labour.
8. Appreciation of the variety of skill training options available in private, public and armed forces establishments. An awareness of the possibilities of financial support from the federal, state and local government.

Therefore, the goals for information and career factors should be:

1. To provide logical groupings of occupational opportunities,
2. To provide logical groupings of educational and training opportunities;
3. To provide basic characteristics of specific jobs;
4. To specify basic occupational and education exploratory skills;
5. To help determine the relationship between personal values and interests in jobs and education choice;
6. To encourage the use of current information in career decision making;
7. To acquire knowledge on courses and career, and
8. To develop students concept of the variety of roles in society that people play through their work.

Students should be fully involved and motivated to take part in every phase of the career education programme planning and implementation.

### Session Review

#### 6.1 Describe the types of facilities and logistics needed for school Guardian Services

Some of the requirements needed for school Guardian Services include:

1. Accommodation
2. Time
3. Finances
4. Career information factors

### Assessment

**SAQ 6.1 (tests Learning Outcome 6.1)**

Discuss how provision can be made for the following for success of guidance services:

1. Counsellor’s office
2. Career library
3. Finance

**SAQ 6.2 (tests Learning Outcome 6.2)**

What are the goals of information and career information?

### Resources

**Articulate Presentation**

This is a complimentary resource to facilitate the quick delivery of this session. It is available in your course pack (Schoolboard disc / online page), and also linked here.

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Study Session 7

Methods and Techniques of Educational and Vocational Information

INTRODUCTION

In this session, you will look at the different methods and techniques that are used to administer educational and vocational information services. Essentially, the assistance given to students comes in the form of information. This is given either individually or in-group. To be successful, the information has to be given with the cooperative effort of all school personnel such as the principal, teachers, counsellor, the school librarian, house masters/mistresses, dean of students and trained senior students.

Learning Outcomes

When you have studied this session, you should be able to:

7.1 list the techniques of education and Information Service

Session Preview

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.
7.1 TECHNIQUES OF EDUCATION AND INFORMATION SERVICES

A number of techniques have been used by counsellors to facilitate students’ career development. These techniques describe both the role of occupational information in career work and the ways information in career work can be used. Occupational information can be defined as “facts about jobs for use in vocational guidance” or “a description of man’s work and its related conditions”.

### SELF-CHECK

<table>
<thead>
<tr>
<th>Question</th>
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<td>Define occupational information.</td>
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<th>Feedback</th>
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<tr>
<td>Occupational information can be defined as “facts about jobs for use in vocational guidance” or “a description of man’s work and its related conditions”.</td>
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Some of the methods and techniques used in providing education and information services are:

#### 7.1.1 ORIENTATION

When any student comes to school for the first time, either as a fresh in-take in class one, a transfer from another school, or a student progressing normally from junior to senior section of a new school, especially where both are located in separate compounds, the student needs a tour of the school compound or campus to become familiar with the available facilities in his/her new school. He/she needs to know what they are used for and where they are located. This includes classrooms, libraries, clinics, laboratories, toilets, etc. He/she needs to be shown administration offices and especially the counsellor’s office where students can go to for help whenever they need clarification on any matter. He/she should know the games field. This tour should be carried out preferably in groups. In the junior and senior secondary especially, the older students should be trained to take the new students round. The advantage of involving students is that being closer to their peer groups, students feel more relaxed and able to ask questions when they do not understand.

### Note

The tour is very important because it helps early in the school year to make students feel they are part of the school system and not strangers.

Because new students tend to feel very tense and home sick having just left the safety of a familiar environment, there is need to make effort to make fresh students feel at home. The behaviour the school expects of its students, the relationship between the senior and junior; between students and teachers, school regulations
concerning bullying, fighting, regulation governing exits, and visiting periods should be made known to the students. A carefully written school handbook made available to students and their parents help give clear directions to new students to know where they are going and school regulations, report cards the year school calendar including long holidays, mid-terms, prize and foundation days, PTA meetings, school history, motto should be prepared in advance to give parents an opportunity to attend some. Acquaintance with the general layout of the school compound as well as the school personnel may also take place during a PTA meeting. Specific information peculiar to the developmental level of the students is also necessary. The primary school child between six and eleven year’s old needs to be loved, to feel safe and happy. He is curious, active and full of energy. He likes to do things rather than being told about them.

In the first three years, the child should be shown how to wash his hands after play, blow his nose, or ease him/herself. This should be demonstrated repeatedly and in a kindly manner. They need to be helped to enjoy the company of other children and to treat one another with respect. Children should learn the names of the teachers with whom they come into contact. A child who does not know the names of those who teach him cannot effectively communicate his school experiences with teachers to his parents. Punctuality to school and classes should also be stressed because this habit will be required in adjusting to the world of work. Some of this information could be given at PTA meeting, through newsletters sent to parents or in class and school assemblies. Church meetings can be used to convey these announcements. Individual counselling should be used for cases that do not respond to group treatment.

7.1.2 WORK VISITS

One of the oldest forms of career education is going out of school to visit work places. Work visits aim at widening of knowledge and aspiration about occupations. It should be directed to the achievement of the requirements of occupation. To obtain the best results from any visit, it will be necessary to prepare the students before they set out on the visits. Each visit should be planned in advance so that students know what to look for and questions they should ask. Students should have knowledge of what is to be seen during the visit. A job questionnaire could be designed to draw the attention of the group to certain points that they may wish to consider when they undertake their visit rather than for them to do so on return. The occupational establishment or the educational institution to be visited could be sent an advance copy of the questionnaire after the date of visit must have been confirmed but the institution or occupational establishment. During the visit, the following points should be considered:

1. Name and address of the occupational establishment or institution.
2. Geographical location (state, local government or town)
3. Aims and objectives of the institution
4. Careers or courses offered
5. Nature of work:
   - Does it involve travelling and how often?
• Work hours
• What does one do in the job
• Type of material one works with
6. Work environment
• Kind of surrounding, e.g., temperature, noise level, etc
• Working
7. Employment prospects
• Are the workers in demand?
• Is demand increasing or waning?
8. Qualification
• Education or training preferred or required
• Length and cost of training
• Essential experience
• Personality required for the job, e.g., age, sex, height and weight
• Physical requirements, e.g., good vision, hearing, etc.
9. Prospects
• Advancement opportunity, promotion and rate of pay, steady rising income, continuity of income
  ▪ Recreational facilities
  ▪ Medical services
  ▪ Trade unions
  ▪ Contacts and further information
  ▪ Name of individuals and addresses or organization

Note

Visits should be followed-up as soon as possible while the experience is still fresh in the minds of the students. The simple way to conduct follow-up is to hold a brief discussion and attempt to draw conclusions.

7.1.3 Work Experience

Work experience is a technique in which the students actually do a job under as nearly as realistic conditions as possible but without payment for their labour and not necessarily in an occupation which they ultimately hope to enter. It should be stressed that work experience is not an attempt to find job for students but rather it is an attempt to widen the horizon of students and ease the ultimate transition from school to work. Work experience can consist of anything from one full day at a place of work to as much as a week or even longer. It usually involves students turning up at the work place at the workers starting time and remaining there for the entire working day. It is hoped that work experience would have impact on the vocational thinking of the students.
The following are aims of work experience:

1. The experience gained by rubbing shoulders with the working world can give a clearer insight into careers and occupations.
2. It can help to develop confidence, personality and increase awareness of one’s responsibility as a young citizen in the community.
3. It develops a sense of regularity, punctuality, responsibility and knowledge of the world of work.
4. It enables the pupils to have an insight into the stresses and tensions that may be experienced in the transition from school to life.

The selection of students to undertake work experience may vary from school to school and so does the timing of such schemes in the student’s education. It is however advisable to send students out first, when they are in primary six, second, when they are in JSS three and at the end of junior secondary as education of others may terminate at this level; third in the senior secondary. It is important that experiences should be arranged for the students that will facilitate their progress through primary, junior and senior secondary schools. A primary school child should be able to indicate where his parents work, what they do and how their work helps others. In this way this way, educational guidance with the vocational implication can be given in the primary school. Work experience should form an integral part of school pupils’ general education.

With non-test observation techniques such as sociogram, rating scale, socio-drama, anecdotal, etc., each child is continuously assessed. With feedback on their behaviours, attitudes to school, to property, to their mates, teachers, their academic performance and participation in games and extracurricular activities, children begin early to learn what they can do or cannot do successfully and how to improve. To be able to monitor child’s developmental pattern, the school must use school records that are well kept and cumulative in nature. The cumulative record folder which gives a picture of each child’s development in the academic, health, family, school attendance and behaviour areas is very essential. Each school should organize one that meets the local needs of its school population. As the senior primary, junior secondary and senior secondary draw to a close, students should be taught how to fill simple application forms, attend closely to instruction on each form and how to behave in an interview.
7.1.4 Career Convention

Career convention is known also as careers day, or careers conference, or careers forum or careers symposium or careers week or even careers consultation. Whatever the name, careers convention serves the following reasons:

1. To stimulate careers thinking and widen occupational horizons.
2. To focus attention on particular jobs in order to help an individual crystallize his/her preferences
3. To create a situation in which parents can meet employers and discuss the opportunities they offer and on the other hand, meet the career teacher and the career officer with whom they can exchange views.

Careers convention if properly organized can be a potent factor in motivating students to aspire to higher achievement and it can help subject teachers to see the relevance of their subjects for specific careers. Career conventions can take the following forms:

1. One whole day, a half day or several evenings
2. A complete Saturday
3. A small events on related professions such as engineering, construction, health services, finance, etc.
4. Exhibition with manned stand
5. A series of formal lectures in the school hall with exhibitions and displays in the background
6. Evening activities limited to parents, the students having attended during the day

Planning and preparation for the convention need proper organization and follow-up in the class if students are to get the maximum benefit from it. The career teacher is advised to take the following steps:

1. Consult with the principal on every step you take in the preparation for the convention and make sure you secure his consent before you start to implement your programme.
2. Decide on the type of convention and amount of room and seating available.
3. Prepare students for what is going to happen. For example, students can be given advance copy of the list of occupations to be presented and encourage them to select not more than three, which they are interested in.

Getting students to write an essay or complete interest inventory or checklist questionnaires on the kind of information they want about careers can be used in clarifying their minds about the sort of questions they can usefully ask the speakers. The Bakare Interest Inventory can be used to supplement the questionnaire. They can be scored to indicate some area of interest to enable career convention to take place within the context of the profile. The counsellor should:

1. Compile information from the questionnaire and inventories to calculate the popular areas of interest
2. Consult other members of staff, getting volunteers for particular tasks.
3. Approach prospective speakers at least three months before the event, write at least twice and select dates.

Resources persons or speakers can be drawn from:
1. State chamber of commerce
2. Professional associations
3. National Directorate of Employment
4. National Manpower Board
5. Federal Institute of Industrial Research office (FIIRO)

Next, decide whether the convention is to be open to students from other schools.

Other preparations include:
1. Informing PTA of what is to happen and the extent to which they may be asked to help.
2. Write letters to speakers confirming dates.
3. Advertise convention day through posters and local newspapers.
4. Contact radio, television and newspaper editors about coverage.
5. Provide refreshment for speakers after sessions.

7.1.5 Audio-Visual Aids

The use of films, television, tape recorders and other aids seem to be of more value in career guidance because they bring the world of work right into the classroom. The use of audio-visual aids will achieve a great deal if the careers teacher and the students participate actively and no one will be merely a passive observer. Career films are very useful in stimulating thought, discussions, imagination and widening of horizon. They provide an opportunity for portraying a realistic picture of the worker at his/her job. They also enable students to get a greater idea of job setting, tools and equipment the worker uses and the products to which the worker’s effort contribute. In order to achieve maximum benefit from film shows, the film should be previewed by the careers teachers, checking for technical and functional details and points of special relevance summarized and presented to the class before they see the film. Students should be equipped with writing materials in order to make notes of any important points of career interest. The film should be discussed as soon as possible after it has been shown. A film projector is needed to help in screening hired or borrowed films.

The following are the audio-visual aids that the teacher can use to advantage:

1. **Television**: Teachers can encourage students to watch programmes designed to help educational and career choice. Teachers can video tape the programme for a repeat in the classroom during lessons. It is important that the teachers preview the recorded programme before showing it to the class. A television broadcast can be followed up by a visit to a work place or educational institution where students can see a first-hand example of the techniques and processes shown in the broadcast.

2. **Radio**: A wide range of types can be assembled from selective listening to radio programme on careers. Both the state and federal radio stations
sometimes provide suitable materials for careers education in particular by featuring items about available local industries and other occupational establishments owned by the public or private sectors. Careers masters and students can be invited to participate in discussion programme on employment aspirations and opportunities or debate on advantages and disadvantages of selected occupations.

3. **Photographs:** Students can be asked to collect sets of photographs relating to local industries. These can be obtained from ministries of information and labour or the dailies and periodicals. Many national newspapers now carry regular advertisements on career and job openings. They provide useful and up-to-date information about educational and occupational opportunities available in the country. A survey of jobs advertised in the back issues of the newspapers and periodicals, say over the past five years, can provide a useful information about the changing nature of the world of work vis-à-vis the occupational scene.

It is no doubt that the roles and responsibilities of a professional counsellor are formidable. It is also clear that establishing a career guidance programme is time consuming and difficult task but it is essential to attainment of programme quality. The school counsellor as a career guidance professional is the person to assume leadership in the implementation of career development outcomes.

### Session Review

**7.1 List the techniques of education and Information Service**

There are many Techniques of education and Information services. Some of them include:

1. Orientation
2. Work visits
3. Work experience
4. Career convention
5. Audio-visual aids

### Assessment

**SAQ 7.1** (tests Learning Outcome 7.1)

What are the techniques and methods that can be used to disseminate educational and vocational information?

**SAQ 7.2** (tests Learning Outcome 7.2)

What are the factors to be considered in selecting a film for showing in the class?
**Articulate Presentation**

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Study Session 8

Establishment of Guidance Services in Various Organizations

INTRODUCTION

In this session, you will get to know the various organizations where Guidance and Counselling Services may be required. Among these organizations are Nursery, Primary and Secondary Schools, Tertiary Institutions, Government Ministries, Private Establishments, Hospital, Psychiatric homes, Prisons Remand homes, Social Welfare Centres, Refugee Camps, Sport squads, Religious Centres, Non-Government Organizations and other Rehabilitative Institutions.

Learning Outcomes

When you have studied this session, you should be able to:

8.1 point-out the organizations where Guardian and Counselling Services are needed

Session Preview

Establishment of Guidance Services in Various Organizations

Places Where Guidance and Counselling Services can be Provided

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.
There are several organizations where Guidance and Counselling Services are needed. Some of these organizations are described below.

### 8.1.1 In the School

Some major problems faced by students in the school are emotional social, psychological, interpersonal, educational, etc. In order to help resolve these problems and provide vocational and moral guidance and help the students to adjust to school and take charge of their future, the professional trained counsellor is highly needed. When a counsellor is newly posted to a school where there had not been a guidance-counselling centre before, he/she needs the following steps:

1. He/she first watches the school environment, the culture of the school, philosophy and the policies of the school, the general behaviour of other personnel (the principal, vice principal, academic staff and non-academic staff), the attitude of the students and the dire need of guidance and counselling centre in the school. He/she does not need to rush.
2. He/she discusses with the principal the goals, objectives, philosophy and the ethical codes guiding guidance and counselling services as well as the relevance of it.
3. He/she discusses with the teachers and then with the students.
4. The counsellor is introduced to the Parents’ Teachers Association (PTA) so that they will give the counsellor all the necessary support he/she needs to tackle whatever problems facing the students. The school counsellor activities should go beyond the four walls of a school to the community through the parents. In the process, if the school had educational problems like mass failure in WAEC, cheating in examination, social problems like bulling, truancy and other interpersonal problems, proffering solutions to these problems would lead to quick acceptance of establishment of guidance and counselling in the school.

With the establishment of guidance and counselling centre, the counsellor needs to work cooperatively with all the ‘school family members’. Learners stand to benefit from the following guidance services:

1. Information services
2. Orientation services
3. Research services
4. Placement services
5. Follow-up services
6. Appraisal services
8.1.2 IN INDUSTRIES

An industry worker is expected to be emotionally, socially and psychologically stable in order to contribute positively to the organization. This therefore calls for the services of a professionally trained counsellor in order to help in the realization of the above. Some of the functions of industry counsellor include the following:

1. Recruitment, selection and placement of workers; industrial relations and joint consultation employees’ welfare; training and development of workers; gathering of relevant information and dissemination to the workers (Shobola, 2008).
2. The counsellor’s functions also include counselling workers with adjustment problems and make referrals to the appropriate quarters as well as helping to boost the morale of workers.

8.1.3 IN THE HOSPITALS

Hospitals such as psychiatric homes, maternity centres, clinics etc. stand to benefit from the various guidance services. Guidance services in health institutions must be designed to address the unique needs of prospective clients in such institutions. Working in the medical setting may be slightly different from that of school and industry because of some extra medical things the counsellor needs to know. The counsellor needs to familiarize him/herself with some medical terms like ‘patient’ and not ‘client’, medications in treating anxiety disorder, depression, psychosomatic disorders, anorexia, schizophrenia etc. A health institution is often headed by a medical director who by training is a qualified medical doctor with deep knowledge of the interrelationship between physical and psychological health. Hence, it is easy for the counsellor to convince the leadership of the health institution about the relevance of counselling services and the need to enjoy their support and cooperation in order to ensure the success of the programme. The counsellor needs to maintain a good relationship with other personnel working in the health institutions such as medical doctors, consultants, opticians, nurses, pharmacists, laboratory technologists and host of others.

Note

To organize viable guidance and counselling services in health institutions, counsellors should follow the steps discussed under guidance Programme development and implementation.

SELF-CHECK

Question

- Where can you possibly establish guidance and counselling services?

Feedback

- In schools, industries, hospitals and rehabilitative centers
8.1.4 Rehabilitative Institutions

Rehabilitative institutions are designed to rehabilitate people with some forms of personality disorder. Some examples of them are prisons, remand homes, social welfare centres and refugee camps. The goal of rehabilitative institutions is to reform, correct and rehabilitate people so that they can become useful members of the society. In order to accomplish this task, the services of professional counsellors would be highly needed. Cases like drug addiction, criminal tendencies, social dysfunction, hopelessness, depression, anxiety, criminal tendencies, schizophrenia and other psychopathological disorders are being handled in these institutions by the counsellor. These centres are normally headed by a director whose training encompasses the knowledge of social works, psychology, criminology and the likes. To start guidance and counselling services in these centres the counsellor would need to convince the leadership of the centre and the entire members of staff of the importance of guidance and counselling services in such canters.

Note

To organize viable guidance and counselling services in rehabilitation institutions, counsellors should follow the steps discussed under guidance programme development and implementation.

Self-Check

Question

○ What is the first step to be taken in starting guidance and counselling services in rehabilitative center?

Feedback

• Counsellor has to convince the leadership of the center as well as staff of the importance of guidance and counselling services in the center.

Session Review

8.1 Point-out the organizations where Guardian and Counselling Services are needed

Guidance Counselling Services can be provided in the following places:

1. In the School
2. In Industries
3. In Hospitals
4. Rehabilitative Institution
Assessment

SAQ 8.1 (tests Learning Outcome 8.1)

Discuss the role guidance and counselling services can play in the achievement of the objectives of the following:

a) In school
b) In industries
c) In hospitals

Resources

Articulate Presentation

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Study Session 9

Roles of School Personnel in the Administration of Guidance Programme

INTRODUCTION

In this study session, we will be describing the roles of school personnel in the administration of Guidance Programme. Guidance programme is a teamwork approach in which all school personnel are considered responsible for contributing to the success of the programme. Some of the personnel we will be looking at are the Principal, Vice Principal, Teachers and School Health Personnel.

Learning Outcomes

When you have studied this session, you should be able to:

9.1 highlight the roles of school personnel in the administration of Guidance Programme

Session Preview

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

9.1 SCHOOL PERSONNEL AND GUIDANCE PROGRAMME

The term personnel used here include everyone who has direct or indirect contact with the students for whom the programme is developed. They include the principal,
vice-principal, teachers’ students, school worker, counsellors and non-academic staff such as clerks, messengers, gateman and drivers. Others connected with the school life are professional association members, employment agencies, resource person, old students association and Parents Teachers Association (PTA) members. The responsibility of coordination is one of the primary functions of the school counsellor. The counsellor cannot work in isolation from the other members of the school as every member has a role to play in order to ensure the success of the guidance programme. All the members of staff are working together for the same purpose. The roles of some members of school personnel are discussed below.

SELF-CHECK

Question
- Why is it important to involve other school personnel in the administration of guidance Programme?

Feedback
- The counsellor cannot work in isolation from the other members of the school as every member has a role to play in order to ensure the success of the Guidance Programme. All the members of staff are working together for the same purpose.

9.1.1 THE PRINCIPAL

The principal’s work involves planning, directing, coordinating and managing human and material resources. As the boss, he/she is the liaison officer between the school and the Ministry of Education as well as the community. He/she is potentially the most singularly important person in the development of guidance programme in the school being the chief executive officer in the school. In fact, the guidance programme can only succeed if it has the support and backing of the principal. Essentially, the principal’s roles in the school programme are as follows:

1. Explores and interpret the objectives of guidance programme to the teachers, parents and immediate community where the school is located
2. Encourages and motivates the staff to help and cooperate with the counsellor
3. Provides furnished office space for the counsellor
4. Provides financial support and suitable facilities such as bulletin board, up-to-date career library, stationery and other relevant facilities
5. Refers students, staff and parents to counsellor for assistance
6. Allocates time officially for counselling
7. Supports continuous evaluation of the programme to ensure that it is fulfilling stated objectives

9.1.2 THE VICE-PRINCIPAL

The Vice-Principal is appointed to assist the principal in the day-to-day activities. Guidance programme is one of school duties that the principal may assign to the vice principal. This shows that the support of the vice principal is highly needed too
because he/she also has strong influence in the operation of guidance programme in the school.

### 9.1.3 THE TEACHERS

The teachers are the closest staff to the students. This is due to the extended contacts they have with students. This important position makes them very important in the guidance team. The following are the roles in educational guidance:

1. Recognize, identify and refer students who need counselling (it could be in the area of academic, vocational or socio-personal) to the counsellor
2. Assist in the diagnosis of some problems prone to some students in the school
3. Orientate and encourage to seek the help of a counsellor by telling them the relevance of guidance and counselling
4. Assist in identifying other resource persons or helpers outside the school or among the PTA members
5. Prepare and make students’ continuous assessment available to the counsellor.

The teachers are in fact the most useful allies of the counsellor. For the implementation of the guidance programme to be successful, the counsellor needs to develop a good rapport with them. The counsellor should be in mind that he/she needs the teachers more than the teachers need him.

### 9.1.4 THE SCHOOL HEALTH PERSONNEL

The medical team comprises the doctors, nurses, dentist, etc. The medical team is needed in the school to provide basic preventive health services including routine checks for ear, nose, throat, eye and teeth problems. They also provide appropriate remedy for ailments and advise students on basic hygiene rules. The medical can refer clients to the counsellors and counsellors too can refer clients to the medical personnel for adequate treatment of any ill health. The counsellor should therefore develop good rapport with members of this team for the success of the school guidance programme.

### 9.1.5 OTHER NON-ACADEMIC STAFF

Other non-academic staffs that have peculiar roles to play in the administration of guidance programme include the school drivers, clerks, messengers, librarian and gateman. For instance, the gateman can carry out referral work since by virtue of his position within the school; he knows the habitual late comers and could provide this information to the counsellor. Another example is the librarian, he/she can be helpful to the extent that he/she collects the books, journal and pamphlets on guidance, occupational information and provide necessary help to students for their use.

**Note**

In order to establish guidance services on firm footing it is essential to get cooperation of parent-teacher association, religious and labor organizations, etc.
9.1.6 The Parents

The role of the parents in guidance programme is realized through cooperation with the school authority and the counsellor. The responsibilities of the parents include the following:

1. They need to provide information, which will be useful for the counsellor to assist their children
2. They need to consult with the counsellor to know more about their children
3. They need to encourage their children to make use of the guidance services
4. They can act as resource persons during the school’s career week.

Session Review

9.1 Highlight the roles of school personnel in the administration of Guidance Programme

In order to run an effective and successful Guidance Programme, some school personnel must play important roles. Some of these personnel are:

1. The Principal
2. The Vice Principal
3. The Teacher, and
4. The School Health Personnel

Assessment

SAQ 9.1 (tests Learning Outcome 9.1)

Why does the counsellor require the support of other personnel in the school for successful administration of guidance programme?

SAQ 9.2 (tests Learning Outcome 9.2)

Explain the roles of each of the following in the administration of school guidance programme:

a) The Principal
b) The librarian
c) Health personnel
d) The parents
e) Other non-academic staff
Resources

Articulate Presentation

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Study Session 10
Tests Used in Guidance Programme

INTRODUCTION

In this session, you will explain what a test is, types of test that can be used, characteristics of a good test and the limitation of test in guidance and counselling. By the end of this session, you would have had an overall view of what test is all about and the use of it in guidance and counselling.

Learning Outcomes

When you have studied this session, you should be able to:

10.1 *explain* psychological test
10.2 *list* different types of tests used in guidance and counselling
10.3 *discuss* how tests are used in guidance and counselling

Session Preview

Tests used In Guidance and Counselling Programme

What is a Test?

Types of Test used in Guidance and Counselling

The Uses of Tests in Guidance and Counselling

Study Session Duration

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.

10.1 WHAT IS A TEST?

A test is a set of tasks or question intended to elicit particular types of behaviour when presented under standardized conditions. Cronbach (1970) defines a test as a systematic procedure for comparing behaviour of two or more persons. Testing,
therefore, is a way of exposing an individual to a particular set of questions in order to obtain a score.

**SELF-CHECK**

**Question**
- What is a test?

**Feedback**
- A test is a set of tasks or question intended to elicit particular types of behavior when presented under standardized conditions.

### 10.1.1 WHAT IS A PSYCHOLOGICAL TEST?

More than just ordinary test, psychological tests are basic and fundamental tools used by school counsellors. A psychological test is an objective and standardized measure of sample of behaviour or character. Below are some of the characteristics of a psychological test.

1. The test has to be suited to the age and range of the candidates
2. The test should be culturally free
3. Task/items are usually graded in order of difficulty
4. The tasks must be free of bias
5. The test must be valid and reliable.

The term validity refers to the degree to which a test actually serves the purpose for which it is intended, and reliability refers to the consistency with which a test yields similar scores from the same group of individuals in two or more tests.

### 10.1.2 LIMITATIONS OF TESTS IN GUIDANCE

Although tests are used in numerous ways in guidance and counselling, there are some limitations, which restrict the extent and precision of the use of test results. Limitations of tests are generally found in some aspects like choice of tests, administration of tests, scoring of tests and interpretation of tests. According to Miller (1968), there are three major types of limitation of tests as tools for gathering information on students. According to him, there are those inherent in the tests themselves. Under this, he explained that tests provide inexact and limited measurement; that even the best tests give approximate rather than an accurate measure of an individual’s ability, knowledge, skill or interest. The second type of limitations according to Miller is those caused by the variety of factors, which may influence test performance. Such factors include:

1. Worry, anxiety, excitement, or other temporary emotional conditions experienced by the individual;
2. Unusual or adverse testing conditions involving lighting, temperature, instructions, the size of the group being tested or the length of the testing period
3. Hunger, fatigue, or other aspects of the physical condition of the individual
4. The testee’s test sophistication or previous experience with similar tests;  
5. the degree to which the testee is motivated to perform to capacity or to answer questions honestly;  
6. The testee’s reading and writing skills  
7. The ability of the examiner to establish rapport and to administer the test without modifying the test instructions or the time limit.

The third type of limitations identified by Miller (1968) are those resulting from improper interpretation of test scores. According to him unless there is a thorough understanding of the test, its validity, reliability and the nature of the group on which the norms were established, errors will be made in interpreting test scores.

10.2 TYPES OF TESTS USED IN GUIDANCE AND COUNSELLING

There are many types of tests used in the administration of Guidance Programme. Let us take a look at few of them.

10.2.1 ACHIEVEMENT TEST

Achievement tests are usually designed primarily to measure the outcome of teaching, the quantity and quality of progress pupils have made in a particular class. An example is the Teacher-made class test. The application of achievement tests will enable the counsellor to obtain test scores on which he can predict future educational success of individuals in the subject covered by the tests. It may also be used for vocational guidance and for obtaining information concerning the general academic aptitude of the counselees. They are usually used for selection of students into secondary schools like the Common Entrance Examination, the selection into universities like JAMB, the GCE and the WASCE.

10.2.2 INTELLIGENCE TESTS

Intelligence tests are tests that measure the general intellectual ability or mental abilities of an individual to reason and the capacity to learn. Intelligence tests are commonly utilized within the school system especially for screening students into different academic or vocational groups. Some of the foreign intelligence tests are Stanford-Binet Intelligence Scale (SBIS), Wechsler Adult Intelligence Scale (WISC), and Wechsler Intelligence Scale for children (WISC).

10.2.3 APTITUDE TESTS

Aptitude tests are primarily designed to predict future performance and success of a person in any human endeavour. Some aptitudes, which can be tested, include verbal, numerical, musical, mechanical, artistic, clerical scholastic, etc. Most of these aptitude tests are internationally developed.
10.2.4 Interest Tests or Inventories

Interest inventories measure what an individual likes or dislikes. In guidance, information about an individual’s interest with regard to vocation or career is very important. Such information may assist the counsellor in guiding an individual along the line of his/her interest. Local examples of interest inventories Vocational Interest Inventory (VII) by Bakare, Motivation for Occupational Preference Scale (MOPS) by Bakare. Those internationally developed are – Ohio Vocational Interest Survey (OVIS), Minnesota Vocational Interest Inventory (MVII), Kuder Preference Records (KPR), Strong Vocational Interest Blank (SVIB) etc.

10.2.5 Personality Tests

Personality tests are designed to measure individual’s psychological makeup. They are used to test the affective or non-cognitive aspects of behaviour such as emotional stability, friendliness, motivation, dominance, attitudinal peculiarities, leadership, and introversion – extroversion. Examples are Rorschach Ink Block, Thematic Apperception, test completion, checklists, rating scales, picture-true-Arrangement test. Some other non-tests utilized in counselling are sociometry, case study and Autobiography.

SELF-CHECK

Question

○ List the types of test that the counsellor can use?

Feedback

• Achievement test, aptitude test, personality tests, interest tests or inventories and intelligence tests.

10.3 The Uses of Test in Guidance

Cronbach (1970), Shertzer and Stone (1976) and Nitko (1983) identify five major uses of test by the guidance counsellor in a guidance and counselling programme. These are as follows:

10.3.1 Counselling and Guidance

The guidance counsellors use tests to secure accurate and reliable information about each student’s abilities, interests, aptitudes and personal characteristics in order to assist students in gaining self-understanding. Furthermore, tests are frequently used to assist students in exploring and choosing careers, and directing them to prepare for the careers they select. A single test is not used for making guidance and counselling decisions. A series of tests are administered, including an interest inventory, various aptitude tests, and personality questionnaire and achievement tests.
10.3.2 PREDICTION
The guidance counsellors use tests to help predict future performance such as college success, performance in mechanical occupations etc.

10.3.3 DIAGNOSIS
Guidance counsellors use tests to diagnose student problems, for example, their inability to cope with social environment; problem of growth and development or academic deficiencies may be identified and plans for their remedy may be put in place.

10.3.4 DECISION MAKING & CLASSIFICATION
Counsellors use tests to help students arrive at decision basic to planning their education and vocational futures. To do this, counsellors refer to test data that reflect student’s aptitudes, achievements, interests and personal characteristics, even limitations of abilities. The counsellor can then interpret such information to help students develop insight into their own pattern of assets and liabilities in relation to various occupational and environmental demands Furthermore, tests could be used to classify or group individuals.

10.3.5 EVALUATION
Guidance counsellors use tests to help them evaluate the outcomes of guidance and counselling programme, methods, treatments etc. Furthermore, tests eliminate a great deal of subjective judgment on an individual’s ability. Tests help the counsellor to know and understand the strengths, weakness and needs of individual pupils. Tests measure individual differences, which are the centre of counselling and guidance efforts.

SELF-CHECK

Question
○ What are the uses of test in Guidance?

Feedback
• For counselling and guidance, prediction, diagnosis, decision making and clarification and evaluation.
10.1 Explain psychological test
Psychological tests are basic and fundamental tools used by school counsellors. It is an objective and standardized measure of sample of behaviour or character.

10.2 List different types of tests used in guidance and counselling
There are many types of tests that are used in Guidance and Counselling Programme. Some of which are:
1. Achievement Test
2. Intelligence Test
3. Aptitude Test
4. Interest Test
5. Personality Test

10.3 Discuss how tests are used in guidance and counselling
We have five major uses of test by the guidance counsellor in a guidance and counselling Programme. These are as follows:
1. Counselling and guidance
2. Prediction
3. Diagnosis
4. Decision making & classification
5. Evaluation
Schoolboard

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This study session is designed to give you an insight into evaluation of guidance programme. All we have been discussing from the beginning of this course can only have meaning if evaluation is carried out at the end of the day. In other words, to determine the extent to which the guidance programme has achieved the desired goals, evaluation has to be carried out. Evaluation checks not only deficiencies but also allows for programme improvement. Hence, in this session, you shall be looking at the value and purpose of evaluation, types of evaluation, approaches to evaluation and techniques or tools for evaluation.

**Learning Outcomes**

When you have studied this session, you should be able to:

11.1 *discuss* the purpose of evaluation of Guidance and Counselling Programme  
11.2 *highlight* different types of Guidance evaluation  
11.3 *illustrate* evaluation procedure

**Session Preview**

- Guidance Programme Evaluation  
- Purpose of Evaluation of Guidance and Counselling  
- Types of Guidance Evaluation  
- Evaluation Procedure

**Study Session Duration**

This Study Session requires a one hour of formal study time. You may spend an additional two hours for revision.
11.1 PURPOSE OF EVALUATION OF GUIDANCE PROGRAMME

Gibson and Mitchell (1986) define programme evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of a programme in order to aid management, programme planning, staff development, public accountability and promotion. Evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, and adequacy and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives. Evaluation seeks to provide evidence of whether the programme has met the desired objectives. It provides an opportunity for programme planning and decision-making. It is therefore important to evaluate guidance programme since it offers a chance for continued programme improvement. Proper evaluation of guidance programme will help to ensure that all categories of clients and beneficiaries of the guidance programme including students, teachers, administrators, parents, employees and the public will continue to benefit adequately from the guidance programmes.

Evaluation of guidance Programme provides a means of communication among school counsellors, teachers, school administrators, parents and community in general. Text here

It defines expectations for counsellors, and provides a systematic means of measuring the counsellor’s performance in relation to programme expectations. The most compelling reason for guidance evaluation is to improve the effectiveness of every counsellor as well as the programme itself. Evaluation of guidance programme determines what the programme has achieved so far. It also provides a basis for identifying critical gaps in service delivery, and for planning programme changes. In evaluating the programme’s effectiveness, the following can be measured:

1. Student awareness of the services;
2. Satisfaction of students involved individual counselling; and
3. Satisfaction of students involved in classroom and out-of-class, guidance activities.

Evaluation offers a counsellor an opportunity to evaluate himself/herself and guidance personnel. It also gives him/her a basis for assessing the attainment of goals. The evaluation of individuals assesses their performance skills and proficiency, while the assessment of goal attainment focuses on the individual’s programme and improvement efforts. It checks the quality of the programme and its attempt to address the needs of students.
11.1.1 **Tools for Guidance Evaluation**

There are several tools or ways of collecting data in guidance evaluation. It is important for the evaluators or counsellor to choose or select the best tool to suit the purpose of the guidance programme evaluation. These tools include:

1. Observation techniques;
2. Questionnaire;
3. Interviews;
4. Inspection of guidance records – comprehensive reports, daily activity records, case notes and case study
5. Discussions;
6. Open box suggestions;
7. Self rating;
8. Peer reviews
9. Supervision reports and
10. Clients’ assessment form

11.2 **Types of Guidance Evaluation**

There are two types of evaluation, viz formative and summative, both of which are applicable to the guidance programme.

11.2.1 **Formative Evaluation**

This type of evaluation is conducted during the planning and design of the programme. It provides immediate feedback for programme modification and improvement. This type of evaluation is on-going. It helps to determine programme strengths and weaknesses.

11.2.2 **Summative Evaluation**

This is concerned with the evaluation of an already completed programme. When all that has been planned has been done, summative evaluation can be carried out to determine whether the programme has achieved its goals. It is the kind of evaluation that summaries the strengths and weaknesses of a programme. It may help the counsellor to determine whether the programme is worth continuing. It is done when the programme is considered to be ready for general use. It helps to check the effectiveness of the programme. Formative and summative evaluations are both important, since decisions are needed in the early and final steps of a programme. The early decisions are needed for programme improvement, while the final decisions help to check its worth.

**Self-Check**

**Question**

- What are the types of guidance evaluation?
11.3 EVALUATION PROCEDURES

The evaluation process involves a series of activities in a sequence. These are:

11.3.1 IDENTIFICATION OF GOALS TO BE ASSESSED

It is important to establish the limits, or variables for evaluation in the initial stages. In other words, evaluation can focus on the entire programme or some aspects of it. Objectives should be clearly stated, concise, specific and measurable. An example of such an objective would be: make students a career seminar by the end of the first term. This is when the purpose of evaluation is classified, and the issues to be evaluated are identified.

11.3.2 DEVELOPMENT OF AN EVALUATION PLAN

After the establishment of evaluation objectives, there is a need to identify the most appropriate way of judging the extent to which a programme has achieved its goals and objectives. There should be specific information on how the data is collected, when it is collected and by whom. The plan should also indicate how the data is organized. It should provide findings on the future development of the programme. At this stage, the evaluation team is identified and the techniques to be used are selected and designed.

11.3.3 APPLICATION OF THE EVALUATION PLAN

When the evaluation plan has been approved, it can be put into effect. Its success depends on the competence of the evaluator, its timing and how effectively it has been planned. This is when data collection and analysis take place.

11.3.4 UTILIZATION OF THE FINDINGS

Evaluation alone is of little value. The application of the findings makes it worthwhile. Through evaluation of guidance programme, the counsellor learns his strengths and weaknesses, and the findings offer an opportunity to determine future programme improvements. Adequate use of evaluation findings should be planned, implemented and followed up. A failure to use evaluation findings adversely affect the programme and contribute to failure. The essence of a follow-up is that it will lead to a review, which will determine whether there is a need for revision of the exercise.
It is important to consider the following, if evaluation procedures are to bear fruits:

1. Deciding when to evaluate;
2. Deciding what precisely to evaluate;
3. Deciding who the evaluation is intended to serve;
4. Deciding who should conduct the evaluation;
5. Deciding what questions the evaluation should address;
6. Planning the evaluation study;
7. Deciding how to report the evaluation study; and
8. Dealing with political, ethical and interpersonal issues in evaluation.

### SELF-CHECK

**Question**

- List the procedures for guidance evaluation

**Feedback**

1. Identification of goals to be assessed
2. Development of an evaluation plan
3. Application of the evaluation plan
4. Utilization of the findings

### Session Review

#### 11.1 Discuss the purpose of evaluation of Guidance and Counselling Programme

Evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, and adequacy and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives. Evaluation seeks to provide evidence of whether the Programme has met the desired objectives. It provides an opportunity for Programme planning and decision-making. It is therefore important to evaluate guidance Programme since it offers a chance for continued Programme improvement. Proper evaluation of guidance Programme will help to ensure that all categories of clients and beneficiaries of the guidance Programme including students, teachers, administrators, parents, employees and the public will continue to benefit adequately from the guidance programmers.

#### 11.2 Highlight different types of Guidance evaluation

There are basically two types of evaluation:

1. Formative evaluation: this type of evaluation is conducted during the planning and design of the programme.
2. Summative evaluation: this is concerned with the evaluation of an already completed programme.

#### 11.3 Illustrate evaluation procedure

The evaluation process involves a series of activities in a sequence. These are:

1. Identification of goals to be assessed
2. Development of an evaluation plan
3. Application of the evaluation plan
4. Utilization of the findings

### Assessment

**SAQ 11.1** (tests Learning Outcome 11.1)
Justify the need for guidance programme evaluation.

**SAQ 11.2** (tests Learning Outcome 11.2)
Describe in details the two types of guidance programme evaluation.

**SAQ 11.3** (tests Learning Outcome 11.3)
Discuss the activities involved in guidance programme evaluation.

### Resources

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