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ABSTRACT
This article highlighted Evaluation Service in Guidance and Counselling the mirror of the counsellor: The What? Why? How? And When? Two major methods were adopted in the development of the paper, they are, descriptive and analytic methods, the paper is qualitative in nature. Related and relevant information were gathered from the internet, text books and journals. The basic motivation that ignited interest in this paper is the misconception of evaluation service in counselling held by some counselling professionals, many perceive it as being synonymous with Appraisal service, others equate it with follow up service. The paper descriptively and analytically discussed the true nature of evaluation service. The concept of Evaluation service was extensively discussed at the introduction. The questions raised were carefully answered: what is evaluation service, why evaluation service is carried out, how evaluation service is done and when it should be done. In addition the uses, principles and characteristics of evaluation were used to answer some of the questions raised. Conclusion was made in line with the position of the paper. It was suggested amongst others that: the practical aspect of evaluation service not just the theoretical aspect should be taught in departments where guidance and counselling is offered. Again Professional counselling Associations like Association of Professional counsellors in Nigeria (APROCON) and Counselling Association of Nigeria (CASSON) should teach evaluation service procedures during skills training sessions in their annual conferences.

Keywords: Counsellor, Evaluation, Guidance and Counselling, Mirror, Service

INTRODUCTION
Evaluation is an indispensable service of the guidance programme. It is the mirror of the counsellor, just as the mirror keeps the individual looking sharp and maintaining a personal image throughout the day so also evaluation service helps the counsellor to keeps the counselling programmes sharp to achieve the goals it is meant to meet.
Unfortunately some professional counsellors misconstrue what evaluation service is all about and equate it with Appraisal and follow up services. This is actually misleading as evaluation service is distinct from appraisal and follow-up services. This misconception limited its actual usage in the school system as most
counsellors shy away from this crucial service and play around other services without evaluating the worth of the services they render. Evaluation programme is designed to provide counsellors the necessary feedback regarding participants’ impression of the adequacy of their experiences in the guidance programmes and services.

Akinade (2011) says that every endeavour that needs improvement or modification qualifies for evaluation. This assertion is true of evaluation programme and can be compared to the mirror because, the mirror gives you feedback for improvement and modification of yourself so also the evaluation programme (for instance, the mirror tells you if you are looking good or not, and enables you to make a value judgement about yourself, that value judgement naturally tells you the next step to take either to improve or modify yourself before stepping out). That is why evaluation service is regarded as the mirror of the counsellor. Programme evaluation is aimed at making systematic judgement regarding the relative effectiveness of the guidance programme in attaining the objectives for which it has been established, it gives the counsellor feedback about his programme effectiveness.

When the counsellor has initiated and started the guidance programme for some time, the need to find out how far the objectives of the programme have been implemented arises because it will help to determine whether the programme is succeeding or not.(Uzoeshi, 2013). Evaluation is used to find out the extent to which the guidance and counselling objectives have been met. Shertzer and Stone in Uzoeshi (2013) noted that the major aim of evaluation is to ascertain the current status of the counselling service within some frame of reference and on the basis of this knowledge, to improve its quality and efficiency. The above assertion of evaluation reveals that it involves making judgement with regard to the effectiveness of the guidance programme.

The quality of any guidance programme depends on the quality of evaluation carried out on the programmes and services of the guidance programme. Guidance counsellors are responsible for developing a vision and strategy for the development of the guidance programme and mobilization of support as well as cooperation of all stakeholders (school administrators, principals, teachers, parents, students, community etc) for implementing the vision for a better service delivery. The true nature of evaluation service will unfold as we answer the questions, what? Why? How and when of evaluation.

The Question “What?” of Evaluation can be answered with an explicit definition of the concept and an answer to what to be evaluated?

Evaluation service is the service rendered under the guidance programme that measures the effectiveness of the programme in terms of its activities, performance etc. against its pre-determined goals or objectives. Programme evaluation according to Kpolovie (202) is a systematic method for collecting, analysing, and using information to answer questions about the effectiveness and efficiency of the guidance programme in meeting the objectives it is set out to measure. Let us examine some definitions giving by some eminent scholars.

Akinade (2011) regards evaluation as the process of determining what the actual education/ guidance outcomes are and comparing them with expected outcome. It involves finding out or judging or deciding the value of an attribute. Advancing on this definition, Akinade (2012) sees evaluation as consisting of making systematic judgements of the relative effectiveness with which goals are attained in relation to specific standards.

Sidhu (2008) defines evaluation as the assignment of symbols to phenomena in order to characterize the worth or value of the phenomena, usually with resources to some social, cultural or scientific standards. On the other hand Onunkwo (2005) viewed evaluation as a process that involves making value judgement on a person, thing, programme, object etc. based on data elicited with test, observation, sociograms, etc. Olusakin (2011) says evaluation is the process by which we find the extent to which the objectives of the guidance programme are being attained. Akinboye in Akinade (2011) says that evaluation is a term that may involve a number of activities such as collecting, organizing and interpreting information derived from other assessment activities. Its primary goal according to him is decision making based on information collected, organized and interpreted. The information used to make evaluation may be
qualitative or quantitative. An acceptable evaluation is made when it is based on systematic process of measurement.

A proper analysis of the definitions of evaluation shows the following core elements:

1. Evaluation answers the question; what value does the programme have on recipients? It is an act of ascertaining if the guidance programme met its set objectives. This is achieved by assessing the impact it has on the recipients through the interpretation of information gathered through a test or none-test procedure.

2. Evaluation is done within a frame of reference. It is carried out within the limits of predetermined standards that cannot be altered. A structure of observations, values, views etc must be put in place to perceive or evaluate the programme in order to communicate its outcome. The objectives and specific things to search for in a programme evaluation must be clearly stated.

3. Evaluation brings about decision making. The information received from evaluation helps decision makers to take decision about the retention, improvement, adjustment or correction of the guidance and counselling programmes. Evaluation determines if the programme will be corrected, adjusted, improved or retained for better service delivery.

4. Evaluation is systematic in approach. A step-by-step process is involved in evaluation to identify the most efficient means to generate consistent optimum results.

What is to be evaluated?
What is the subject matter of evaluation in guidance and counselling? To make evaluation meaningful, it must be holistic to include the following among others according to Akinade (2011):

1. Specific guidance services should be included
2. Working environment of counsellors
3. Guidance counsellors personality, experience, skills etc
4. Clients/counselees
5. Treatment plans and Approaches
6. Guidance and Counselling programme, courses or their objectives
7. Tools used during the guidance service. These and other aspects of the programme need to be embedded.

The “Why” of Evaluation Service? This can be addressed by revealing the purpose, uses and importance

When the purpose of a thing is not known abuse is in-avoidable says a wise man. No wonder some professionals use it synonymously with appraisal and follow-up services because the true knowledge of evaluation is not known. Olusakin (2011) says that any programme without evaluation can be likened to a boat drifting without a ruder. She said the purpose of evaluation is to provide a periodic check on the programmes effectiveness and indicate the points in which such may need be improved.

According to Vacc, Rhyne and Poidevant as stated in NCERT (2009) the main purpose of evaluation service in guidance and counselling is to acquire an understanding of how present guidance services are being utilized and to determine areas that need additional emphasis. Evaluation may be done due to the following purposes according to these authors;

(a) To find the need and meaningfulness of a programme or activity
(b) To identify the strength and or weakness of a programme/activity.
(c) Assess the degree of satisfaction of the target group with the services rendered/activities organized.
(d) To analyse the kind of intervention to be used for a particular group of students
(e) To observe the progress of desired change to be brought in students with the help of guidance and counselling programme.
(f) To set a baseline for remedial actions and to improve subsequent efforts.
(g) To assist school administration/counsellors and teacher to assess proper use of facilities, budget and other resources.

In the same vein Kpolovie (2012) enumerated the uses of programme evaluation as follows:

1. To understand, verify or increase the impact of services on clients.
2. Improve delivery mechanisms to be more efficient and less costly. In some cases service delivery ends up to be an inefficient collection of activities that are less efficient and more costly than need to be. Evaluation helps to identify programmes strengths and weakness to improve the programme.
3. Verify that you are doing what you think you are doing. Most often plans about how to deliver service, end up changing substantially as those plans are put into practice. Evaluation can verify if the programme is really running as originally planned.
4. Facilitate managements real thinking about what their programme is all about, including its goals, how it meets its goals and how it will know if it has met is goals or not.
5. Provide data or verify results that can be used for public relations and promoting services in the community.
6. Provide valid comparisons between programs to decide which should be retained e.g. in the face of pending budget cuts.
7. Fully examine and describe effective programmes for duplication elsewhere.

Why evaluation? Could also be answered by its importance, Akinade, (2011) enumerated the following among others:

(a) Counsellors need to know the effects that programmes and counselling strategies have on clients
(b) Formally analysing the results of counselling sessions and programmes help counsellors learn about themselves and their services
(c) Evaluation is necessary to attract funding. Counselling programmes that demonstrate effectiveness are likely to receive financial support from any part of the world.
(d) It provides the counselee a fairly objective measurement to determine whether the original problem was solved and to what degree.
(e) It can also assist the counsellor to determine whether the intervention was successful or not. This will enable the counsellor to try other strategies, fine-tune those applied or even recommend them to colleagues (if they have to treat similar cases).
(f) It provides information that can be used to improve management decision making.
(g) Evaluation has a quality of immediate utility. It offers counsellors immediate knowledge of effects of their intervention whether positive, negative or zero.
(h) It yields information about new services counsellors need to offer.
(i) It is useful for every counselling programme within an agency or educational institution.
(j) It helps to find out whether or not the established objectives and desired results are achieved at the end.
(k) It is useful for determining the richness of the programmes or the various guidance services.
(l) It can be used to cross-check the various methods employed to carry out the programmes.
(m) It can be used to project for the future needs or correction of approaches used.
(n) It can be used to assess the role played by those involved in guidance programmes.
(o) It is a process for professional and programme improvement.
(p) It verifies or rejects practices by providing evidence for what works or what does not work.
(q) It can show the degree to which an activity seems to be effective during counselling intervention.
(r) It can improve overall accountability and demonstrate evidence of accomplishments and growth.
(s) Lewis, Lewis and Souglee in Akiande (2011) summarized importance of evaluation as: it can be used to aid in administrative decision making, to improve currently operating programmes, to build increased support for effective programmes and even to make generalizations about connections between specific activities and their effects.
In summary the why of evaluation lies in the fact that it is done to determine the value of various activities and resources used, in order to make decisions about the programme for the future. Evaluation studies the desirability of the objective of a programme on the basis of needs assessment, the effectiveness and efficacy of unit-by-unit implementation of the combined resources via formative evaluation, or the results of the entire programme after due implementation by summative evaluation (Kpolovie, 2010, Trochim, 2006, National Marine Sactuaries, 2012). Data based value judgement are then made on whether the objectives should be modified and improved upon, whether the facilities or resources and the execution procedure should be changed for additional thoroughness, or whether the programme should be terminated entirely either for having met all its goals or for its gross inability to achieve the set goals.

The “HOW” of Evaluation Service
This can be addressed by focusing on how evaluation service should be done, its principles and characteristics and goals. Evaluation of any programme/activity is based on certain principles. A true evaluation of the guidance programme should reflect the following principles, as best as possible to get the best result.

i. Establishment of pre-determined goals or objectives against which evaluation is done.
ii. Set up valid criteria to make evaluation more meaningful.
iii. Apply the evaluation criteria by making use of appropriate tools and techniques necessary.
iv. All stakeholders (such as students, parents, teachers, school management) should be involved.
v. A proper feedback and follow-up to improve and/or develop guidance programme must be put in place.
vi. Continuous evaluation to rectify the weakness/problems in the programme.
vii. Credibility and confidentiality should be well established so that students, parents and other stakeholder’s can share the information willingly with the counsellor.
viii. Place emphasis on the positive aspect of the programme and improve or replace the negative (Akinade, 2011, Kpolovie, 2012)

The characteristics of evaluation service also answers the question “how” Sharma in NCERT (2009) listed the characteristics of evaluation as follows;

a. Evaluation is intended to contribute to the solution of a particular kind of practical problem.
b. Evaluation is a decision-oriented study in which the evaluator is asked to provide information wanted by a decision maker e.g. a government policy maker or school management. Thus evaluation is a commissioned study.
(c) Evaluation is an idiographic activity i.e. descriptive of the particular activities, it is not nomothetic i.e. law giving.
(d) The primary purpose of evaluation is not to give an explanation of the phenomenon being evaluated. A proper and useful evaluation can be conducted without producing an explanation of “why” the programme being evaluated is good or bad or how it operates to produce its effects rather the goal is to determine the worth of its materials, programmes and activities.

In simple term evaluation seeks directly to assess social utility. Evaluation has to be done considering specific objectives of the programme and the target group for which the programme is planned. Value questions are the indispensable features of evaluation and they usually determine what information is sought. The evaluator’s role is largely that of a methodological expert applying inquiry techniques to the solution of a particular type of practical problem.

There are several methods/ techniques of conducting evaluation in guidance and counselling. Akinade (2011) identified 3 methods of evaluation namely;

(1) Before and After Method – This approach can be used to find out the progress made with the use of treatment strategy in clients. Its main criterion is based on time. It seeks to find out progress made between the start and end of a counselling programme as a result of guidance and counselling intervention. For instance; fresh students on arrival will be given an adjustment form
to fill, after receiving orientation as an adjustment programme they should be required to fill the same form to ascertain if they indicate better adjustment to their school or not, by this method decision can be taken if the programme is beneficial to the participants by retaining, modifying or discarding such programmes.

(2) Comparison Method- This approach is used to compare one group against the other, for instance comparison of possible guidance and counselling services in federal Government secondary schools against State secondary schools, this will reveal relatively more efficient type that can be adopted. The criterion germane to this method is comparison, Gibson and Mitchell in Akinade (2011) wrote the ‘how do we compare’ on the basis of comparing:
(a) One group against another or
(b) One group against the norms of a number of groups
(c) Or comparison of different techniques for achieving the same goal.

(3) The How do we stand Method- Gibson and Michell in Akinade (2011) says that this method is based on identifying desirable programme outcomes, related characteristics and criteria. This method can provide guidelines that enable programmes to be compared with generally accepted standards.

On the other hand Uzoeshi (2013) identified 4 techniques of evaluation namely:
(a) Survey Method – This method is used to find out the feelings, attitude, opinions and perception of beneficiaries of the guidance programme so as to make judgement with regard to the objectives earlier set. This is achieved by developing series of questions about the conditions in the guidance programme to which individuals are asked to answer. This can help in ascertaining the outcome of the programme for decision.
(b) Observation Method – this method involves anecdotal records or behaviour descriptions because it has to do with watching an individual. This can be achieved with the use of checklist which should contain a list of behaviour traits to be investigated by the observer. Each attribute noted can be rated on a scale of strongly agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The observer (Evaluator) while observing participants makes a brief and accurate description of important events about the participants for decision.
(c) Case study – Case study is designed to find out changes that have taken place in an individual as a result of introducing an intervention programme such as orientation. In case study an individual, organization or an institution is studied extensively to discover as much as possible how a problem relates to that individual. The information collected through case study should be comprehensive and detailed enough to understand the problems and needs of the individual or organization, and not just an aspect of the individual or organization.
(d) Experimental Method – This method involves the manipulation of the independent variable (counselling programme) to see its effect on the dependent variable (target behaviour). This method involves the use of two or more groups involving experimental and control groups. The experimental group(s) will receive treatment while the control group(s) will not receive treatment but it is expected that the effect of treatment should be noticed on it. The outcome of treatment is compared on both experimental and control groups, if a significant difference in performance is noticed, it is attributed to the method of treatment instead of chance. Experimental method is very objective, reliable, valid and not usually affected by bias or value judgement.
Akinade (2011) enumerated sequential step-by-step process of how to carry out evaluation of guidance services.

Step 1: Needs assessment: the need base of individuals in a particular setting should be well x-rayed. It is necessary to study clients and their environment for a better understanding of their needs before stating the goals and performance objectives of the evaluation programme for instance a counsellor may have assessed the need base of fresh students as “need for adjustment” counsellor at this point can design an evaluation programme to measure the adjustment programme carried out. Let’s say an orientation has been conducted for them as an adjustment programme. This will be clearer as we move down to the next step.

Step 2. Stating goals and performance objectives (i.e. terminal and ultimate programme outcomes). Having established the immediate need of clients as “need for adjustment” one can now identify the goals establishing its limits of evaluation. The variable has to be coined in clear, simple and concise statements, or put in objectives that can be performed and measured. The behaviour to be changed must be stated in terms that permit accurate observation and evaluation such terms must exhibit the following features:

1. Behaviour of interest must be stated in observable or measurable terms.
2. Performance standards by which the target behaviour will be judged should be stated precisely and
3. The conditions under which the target behaviour will be exhibited should be clearly identified.

Let us do an exercise here, having identified “need for adjustment” goals of orientation programme designed for students can be stated as follows putting the above mentioned features into consideration.

1. By the end of the orientation programme students should be able to adjust to the school environment.
2. Students should be able to carry on the normal school activities with ease.
3. Students should be able to operate in the school environment without asking for assistance.

Step 3: designing the evaluation programme. By describing achievable goals in clear and simple terms the design of programmes that could be evaluated successfully is made easy. The first step here is to
select a suitable model bearing the following in mind, external restriction such as the audience or stakeholders, methods available, counsellor’s experience and ability and internal restrictions such as purpose, assumptions and questions people ask or expect answers for.

The complete evaluation design should specify several criteria such as
i. The type of data to be gathered (nominal, ordinal interval or ration and decide which?).
ii. When (is it unit-by-unit evaluation or evaluation of the entire programme?)
iii. By whom? (Who should carry out the evaluation?) It should indicate how the data will be arranged.
iv. Reported by whom?
v. Reported to whom

To develop a workable plan proper timing should be put into consideration. It could be longitudinal or immediately after assessment.

**Step 4: Revising and Improving the Programme.** After evaluation of a programme if the programme works successfully, it is retained, if it shows that there is need to revise specific aspects of the programme it may be modified to meet the objectives. This could be done by adding or subtracting the particular aspects that need attention. This ultimately leads to programme improvement.

**Step 5: Noting and reporting programme outcomes.** The evaluator in his/her use of a particular model of evaluation, should take time to observe and note programme outcomes. Questions such as the following should be answered by the evaluator.

i. Did the model help?
ii. Is there any need for a change?
iii. Do we retain the programme or modify it?

The real worth of evaluation lies in its application. Be that as it may, whatever it is, there is need to report programme outcome objectively and file copies appropriately after submitting to the superior officer for action. In summary, the following should be done about evaluation according to Akinade (2011);

- Write out a brief statement of desirable objectives
- These objectives should be in measurable terms
- Final or ultimate targets and not intermediate criteria should be used
- All interested parties should be fully involved at the end of intervention about the specific or overall objectives.

**When should Evaluation be carried out?**
The timing for evaluation will answer this question. There is no hard and fast rule on when evaluation should be done, when to evaluate a guidance programme depends on what the evaluator wants to achieve. Evaluation is needed when;

- ✓ Decision making is necessary to retain, correct, modify or adjust a programme.
- ✓ It is necessary to construct intervention strategies to improve service delivery.
- ✓ Treatment plans compatible with the needs of the recipients is necessary.

Evaluation could be done after the execution of a guidance programme to ascertain its effectiveness, this could be done;

- Weekly – weekly evaluation can be done for continuous improvement when evaluation is formative in nature.
- Monthly – monthly evaluation can be done to improve on a programme that runs through the month, it is also formative in nature.
- Termly – termly evaluation can be done to assess all the programmes carried out within a month.
- End of each Session (Yearly)- this is needed to determine the effect of counselling outcome carried out throughout the year, it is summative in nature.
CONCLUSION
Change is the only permanent thing in life, to introduce any meaning change in the guidance and counselling programme one needs a thorough evaluation of the counselling programmes and services. Evaluation justifies the need for change, adjustment and improvement, it is the counsellors’ mirror to reflect the programmes and services he/she undertake to ensure they meet the desired objectives. Just as the mirror helps us to adjust our looks to what we desired, so also evaluation service helps the counsellor to make amends to meet his programme objectives. Unfortunately most counsellors’ lack training to carryout evaluation, as a result of this, they (counsellors) avoid evaluating the guidance and counselling programmes in their different domains. Evaluation gives the counsellor the confident to adjust, replace or retain a programme for a better service delivery. For the practice of guidance and counselling to thrive and develop properly evaluation is very much needed to achieve this. A programme that undertakes evaluation will surely receive timely information during the planning, budgeting, implementation and other management cycles to make continuous improvement to achieve greater success than one that does not pass through evaluation. Programmes that perform evaluation activities out of a desire to promote continuous improvement are motivated by the need for timely information to inform decisions and will automatically be able to answer calls for public accountability by stakeholders. From the fore going it is evident that evaluation is an indispensable service in the counselling programmes and services.

Suggestions
From the what, why, how and when of evaluation service, the following suggestions were made;
(1) Professional counsellors should acquire basic practical knowledge of evaluation procedures through online training or by contacting senior colleagues in the field of counselling who are very knowledgeable in evaluation to put them through.
(2) Practical aspect of evaluation in guidance and counselling should be taught in departments offering guidance and counselling, this should be distinct from the course ‘Appraisal in guidance and counselling.
(3) Association of Professional counsellors in Nigeria (APROCON) and Counselling association of Nigeria (CASSON) should train their members’ evaluation techniques and procedures during skills training sessions in their annual conferences.
(4) Counsellors with the technical knowledge of evaluation should be actively involved in programme evaluation and not to shy away from it as its advantages cannot be over emphasised.

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