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Definition of evaluation in guidance and counselling

1 EVALUATION OF GUIDANCE PROGRAMMEPresented by: Jaskiran Kaur Dayal Assistant Professor, Babe Ke College of Education Daudhar, Punjab 2 Judgments regarding Guidance and its practitioners are inevitable.-Shertzer and Stone 3 GUIDANCE Guidance is a process of helping individual, through his own efforts, to discover & develop his potentialities for his personal happiness and social usefulness Ruth Strang 4 EVALUATION It is a process of making judgments that are to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth towards goals in the light of the judgments. It is a procedure for improving the product, process and even goals themselves Wiles 5 WHY TO EVALUATE A GUIDANCE PROGRAMME? 6 To ascertain how far the aims of Guidance programme has been achieved?To Judge the relative effectiveness with which goals have been attained in relation to standards To determine the impact of the guidance program on students, faculty, parents and school climate To identify effective components of the program. 7 To eliminate or improve less effective components of the programTo discover and devise effective means to bring improvement in Guidance Programme To ascertain if Guidance do anything good? To encourage Guidance worker or school Counsellor for self evaluation. To study changing needs of adolescents and to meet those needs accordingly. 8 To adapt and refine the guidance program and implementation process.To identify unintended consequences of the program (both positive and negative) To identify other areas that need to be addressed. To establish goals for the counselors' professional development.To determine staffing needs and workload adjustments 9 To obtain financial support for guidance Programme.To determine additional resources required to adequately carry forward the program. To provide accountability information to educators and the community. To facilitate, selection, improvement & to devise various testing and non-testing techniques and tools . 10 To ascertain whether the existing material and human resources are sufficient to meet needs and demands of rapidly increasing number of students. To acquaint the guidance personnel, teachers, & other stakeholders with students' learning conditions, development and progression. To set a standard for a qualitative Guidance Programme. 11 APPROACHES TO EVALUATION OF GUIDANCE PROGRAMME? Shertzer & Stone 12 SHERTZER & STONE APPROACHES SURVEY METHOD EXPERIMENTAL METHODCASE STUDY 13 FROECHLICH APPROACHES EXTERNAL CRITERIA SPECIFIC TECHNIQUESEXPERT OPINION PRE -POST TEST CLIENT OPINION SPECIFIC TECHNIQUES 14 SURVEY METHOD EXPERIMENTAL METHODQuestionnaire Rating Scales inventories EXPERIMENTAL METHOD Experimental control Group method Pre-test -Post test method 15 PROGRAMME OF EVALUATION 16 Defining aims and objectives of EvaluationEstablishing Criteria of Evaluation Designing techniques and tools of evaluation Data Collection regarding various aspects of Guidance programme. Arriving at conclusions in reference to criteria 17 CRITERIA OF EVALUATION OF AN EFFECTIVE GUIDANCE PROGRAMME 18 There are two main aspects for establishing criteria for evaluating a guidance programme:INTERNAL ASPECTS EXTERNAL ASPECTS 19 INTERNAL ASPECTS Needs and demands of studentsEstablishment of balance among corrective, Preventive and developmental functions. Coordination among various guidance services Stability of Guidance Programme Flexibility Cooperation among guidance Personnels 20 INTERNAL ASPECTS Role and function of Counsellor.Counsellor –Counselle relationship. Leadership qualities of Guidance personnels. Qualities like empathy, patience and genuineness 21 EXTERNAL ASPECTS Counsellor- Counselle ratioQualification and experience held by Counsellor Record maintenance Accessibility of information material Qualitative and quantitative aspects of testing and non testing techniques used. 22 EXTERNAL ASPECTS Interpretation of dataSelf evaluation by guidance personnels Continuity of comprehensiveness of the programme. Physical facilities Financial facilities and support 23 PROBLEMS IN EVALUATION OF GUIDANCE PROGRAMME Guidance is not efficient to conduct self - evaluation Lack of proper evaluation tools Lack of seed money and adequate time Measurement, evaluation, and techniques used in guidance and counselling Evaluation of guidance Evaluation is used to mean appraisal or measurement. It means the identification and formulation of a comprehensive range of major objectives... their definition in terms of human behavior and use or construction of valid, reliable, and practical instruments for appraising various phases of human behavior. (Wrightstone) Guidance itself is not evaluated. Evaluation is not the end but the means of attaining the end, which is self- dev't. of an individual. Evaluation is a difficult task, a complex one, because of lack of set of standards. In evaluating a guidance program, these factors are to be considered: 1. The location of the school, which means there are as many different guidance programs as there are provinces with different attitude, needs, and assets; 2. The number and quality of the students enrolled and who are in need of guidance with their different attitudes, abilities, needs, and interests; and 3. The time of evaluation. The purposes of evaluation According to Tyler, the purposes of educational evaluation are as follows: 1. To provide a periodic check on the effectiveness of a guidance program, and thus indicate the points in which the program may be improved. 2. To determine the correctness or incorrectness of the hypothesis on which the guidance operates. It may operate on the belief that well-trained personnel will eliminate pupil maladjustments and that the distribution of guidance services throughout the teaching staff is most effective. Systematic evaluation seems to indicate that neither hypothesis is correct. 3. To provide information basic to individual guidance -- this includes pupil's accomplishments, abilities, and personality. 4. To provide a certain psychological security to school staff, to pupils, and parents. 5. To provide a sound basis for public relations. The critical attitudes of parents and taxpayers can often be turned into cooperation if concrete evidences of the school's accomplishments are available. Raymond Hatch and Bufford Steffire enumerate ten purposes of evaluation, as follows: 1. To determine the scope and nature of the guidance services offered in school. 2. To find out how effectively the guidance program is functioning to meet the needs of the school population and of out-of-school youth and adults. 3. To consider other aspects of the program that may be included for further improvement of guidance services. 4. To find out what techniques and procedures have been effective in carrying out the aims and objectives of the guidance program. 5. To determine how the program has contributed to the development of the total educational program of the school. 6. To determine what contributions to education in general have been made by this specific guidance program 7. To aid the principal, the counselor, and the teacher in understanding and meeting the needs of the individual pupil. 8. To find out what remedial measures are necessary to strengthen the guidance program. 9. To inspire all the guidance personnel to exert more efforts to promote the program. 10. To indicate how better use of the community resources may be made in the guidance program in further improving the guidance services. The following are aspects of the guidance services which must be studied and analyzed: A. INDIVIDUAL INVENTORY 1. The use, accuracy, up-to-dateness, and availability of records 2. The purposes of a testing program 3. The flexibility of the program -- based on pupils' abilities, ap titudes, and interests. 4. Use of various instruments in securing needed pupil information. 5. Effectiveness of available individual guidance resources B. INFORMATION SERVICES 1. Information about community agencies and resources 2. Availability and accessibility of educational and vocational information 3. Pupil information about different occupations 4. Method of disseminating occupation information 5. Pupil information on curricular and co-curricular offerings C. COUNSELING SERVICES 1. Pupil plans along educational and vocational lines --whether stable and permanent 2. Availability of qualified counselors 3. Pupil failures -- causes 4. Guidance and counseling 5. Provision for individual counseling 6. Pupil reactions -- school activities 7. Pupil problems -- number, types 8. Efforts of pupils being exerted D. PLACEMENT SERVICES 1. Correlation of educational and vocational plans before and after pupils leave school. 2. Pupils' reasons for educational and vocational choice. 3. Guiding pupils and placing them in occupations where they fit E. FOLLOW-UP 1. Attitude of parents toward the program. 2. Extent of available community resources utilized. 3. Correlation of achievements of students in high school and in college. 4. Number of pupil withdrawals. F. ORGANIZATION AND ADMINISTRATION PROGRAM 1. Attitude of teaching staff toward guidance 2. Help given by the teacher in providing information on the vocations 3. Problems encountered by school staff in administering guidance services 4. Participation of specialists, psychologists 5. Philosophy and objectives of the guidance program 6. Correlation between objectives and actual carrying out of those objectives. 7. Attitude of principals, supervisors, superintendents, towards the program. Forms of Measurements and Evaluation Techniques SCHOOL Categories of Measurement The tools are sorted by the following categories and subcategories: 1. Academics 1.1 Academic Achievement 1.2 Academic/Educational Attitudes and Values 2. Psychological/Social Development 2.1 Future Orientation/Future Plans 2.2 Life Events and Experiences 2.3 Mental Health and Behavior 2.4 Relationships 2.5 Identity Perceptions and Self-Esteem 2.6 Alcohol, Tobacco, and Other Drug (ATOD) Use Prevention 2.7 Program Quality/Program Environment 1 EVALUATION OF GUIDANCE PROGRAMMEPresented by: Jaskiran Kaur Dayal Assistant Professor, Babe Ke College of Education Daudhar, Punjab 2 Judgments regarding Guidance and its practitioners are inevitable.-Shertzer and Stone 3 GUIDANCE Guidance is a process of helping individual, through his own efforts, to discover & develop his potentialities for his personal happiness and social usefulness Ruth Strang 4 EVALUATION It is a process of making judgments that are to be used as a basis for planning. 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