THEORETICAL VIEWS

MEANING AND NATURE OF GUIDANCE

There are many definitions and explanations of guidance.

As stated by Shertzer and Stone (1981, p.40) "efforts have been made to clarify the use of the term by pointing out the distinctions implicit in the word guidance used as 'concept' (mental image), as an 'educational construct' (intellectual synthesis), and as an 'educational programme' (practices taken to meet the demand)."

Guidance as a ‘concept’

As a ‘concept’, guidance denotes a point of view about helping an individual. It represents the individualized and humanized approach to education, as the focus of guidance is the individual in need of help to become well adjusted. It implies a broader view of guidance where by it has been accepted as an integral part of education, as well as a means through which the purpose of education can be achieved.

Initially, school guidance was perceived as vocational in nature. As a result, it was designed primarily to provide students with occupational or job information and was focused on career guidance (Parson, 1908).

This limited concept of guidance was further broadened. For example, Peters & Shertzer (1963 p 3.) viewed guidance “as the assistance which enables the individual to move toward his fullest development. It includes examining decisions made and to-be- made, determining courses of action, and resolving concerns and problems.”

Miller ct.al.(1978) also viewed guidance from a broader perspective. To him guidance includes all educational activities in schools, ranging from individual guidance given by teachers to the whole school
According to Gysbers & Henderson (1994), guidance is "a vital, integral part of the total educational system supporting a base of academic success for each student. It is pro-active, clearly defined and accountable. By design, it is developmental and focuses on milestones that follow sequentially as preschool children become young adults. Guidance includes sequential activities organized and implemented by certified school counsellors, teachers, and administrators, in collaboration with students, parents/guardians, and community members. The purpose of a comprehensive counselling programme in a school setting is to promote and enhance the learning process. To that end, the school-counselling programme facilitates student development in three broad domains: academic, career, and personal/social development domain."

The implication of 'guidance as a concept' is that it is a point of view that should permeate each and every aspects of school programme. Indeed, it is a basic orientation towards working with students, whether in the capacity of teacher, counsellor or administrator. Thus, not only counsellors or guidance specialists but also teachers in the classroom have a role in guidance in so far as they foster the guidance point of view, as they assist the student to develop as a person.

**Guidance as an ‘educational construct’**

As an ‘educational construct’ guidance refers to the provision of experiences that help an individual firstly, to understand himself- his assets and limitations and second, to understand his environment- the choices, opportunities and challenges before him. On the basis of this dual understanding guidance helps to develop in him a capacity to think
critically and to find out ways and means of adjusting to his present situation and plan his future in line with his interests, abilities, and social needs.

Blake (1978, p.33) argued that the aims and objectives of guidance and counselling programmes in schools should be addressed in the context that students are unique individuals with their own worth, and can make a contribution to society if they develop their own potentialities and abilities. He summarized his central argument as follows: “Guidance and counselling programmes in the schools are intended to help students understand their own potentialities and develop them to the full. Besides learning about self and the ways of choosing educational and vocational opportunities students must also be helped to cope with personal crises in their lives, which if left unattended may affect their academic achievement in school.”

According to MacDonald & Sink (1999), guidance assists all students to benefit from their educational opportunities. It helps them to become fully functioning adults who have developed their talents and abilities and are able to demonstrate them for themselves and for their society.

Gysbers (2001) stated that “the guidance programme help students acquired the knowledge, skills and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.”

Thus, guidance as an ‘educational construct’ implies developing in an individual a capacity for critical thinking and to acquire effective problem solving and decision making patterns that will help to build personal values and life objectives.
Guidance as an *educational programme (service)*

Guidance can also be looked at as a programme of services to students based upon the need of each individual, an understanding of his/her immediate environment, the influence of environmental factors on the individual and the unique features of each school. Guidance is designed to help each person adjust to his/her environment, develop the ability to set realistic goals for him/herself, and improve his/her total educational programme. Guidance is part of the total educational programme.

Guidance as an integral part of the educational mission of an institution refers to a systematic and organized service, which is implemented to support the educational mission of an institution. An organized set of specialized guidance services like appraisal, information, counselling, placement, follow-up, etc. are provided in schools to achieve their educational mission.

Downing (1968, p.7) said in this context, “guidance is an organized set of specialized services established as an integral part of the school environment designed to promote the development of students and assist them towards a realization of sound wholesome adjustment and maximum accomplishments commensurate with their potentialities.”

Milner (1980) viewed guidance “as a process which help students toward self-development and the making of informed choices. It includes all educational activities in schools, ranging from individual guidance given by teachers to the whole school curriculum.”

Young (1994) termed guidance as “programmes which facilitate students’ educational, vocational and personal-social development.”
According to Henderson (1998), the ultimate goal of guidance programme is “assisting all young people to develop to their maximum. It also facilitates the development of all students in three domains: Educational, Career, and Personal/Social.”

All these definitions mentioned above cannot be rigidly categorized under ‘concept’, ‘educational construct’ and ‘educational programme.’ This has been done as per their predominant ideas and as per systematic planning by the investigator.

On the bases of views expressed by various authors in the preceding pages conclusions that can be drawn are: firstly, guidance is a point of view that permeates each and every activity undertaken in school. Secondly, guidance increases the individuals understanding of the environment, self, and ways of adjustment, assist him develop a positive yet realistic self-image, make appropriate personal choices; and help him to relate to others in a meaningful and mutually satisfying ways. And lastly, guidance is an integral part of the total school programme that includes a wide range of services that impact the academic, career, and personal/social development of students necessary to ensure success in school and in life.

GUIDANCE SERVICES

Guidance services at all educational levels embrace the cluster of systematic activities or experiences that assist the individual student to grow in self- understanding, to make wiser decisions, and to do increasingly effective planning. Guidance services are vital and integral part of the total educational system.

Hatch and Costar (1961) noted, "it seems more desirable to think of the guidance programme as a programme of services-services which
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can be defined, recognized, administered and evaluated. It is then possible to define a guidance programme as a programme of services specially designed to improve the adjustment of the individual for whom it was organized.

Shertzer and Stone (1981, p.41) stated that, “a programme of guidance is the formalized actions the school takes to make guidance operational and available to students.” These formalized actions typically consist of a set of processes, techniques, and functions that serve to carry out the guidance goals of a particular educational level.

Different types of classifications of guidance services are found in the literature available on guidance.

Smith (1951) identified various necessary guidance services to be provided to students. These include the individual inventory service, information service, counselling service, placement service, and follow-up service.

According to Humphreys & Traxler (1958), guidance services in colleges and universities include (i) the collection of significant and comprehensive information about students; (ii) the assembly of a large body of authentic educational and occupational information for the use of students and counsellors; (iii) the testing and counselling services; (iv) the job placement services; and (v) the follow-up of students.

Downing (1968, p. 8) identified basic guidance services as pupil inventory services—records, pupil appraisal—test and inventories, counselling, information service, placement and follow-up.

According to Gibson & Mitchell (1981), guidance services at all levels of education include individual assessment, individual counselling, group counselling and guidance, career development, placement, and
follow-up. Currently, these activities have expanded to include consultation, research, accountability, and prevention.

Shertzer and Stone (1981) enumerated components of guidance programmes in schools as follows: an appraisal component, an information component; a counselling component; consulting component, planning, placement and follow-up component, and an evaluation component. These components are called guidance services. Where as appraisal, information, counselling and planning, placement and follow-up components are provided directly to students, consultation and evaluation are not. The effect of the latter two are expected to reach students through changes created in the behaviour of teacher, administrators and parents.

The present study includes the following most commonly accepted classification of guidance services namely: appraisal, information, counselling, placement, follow-up and research services.

**Appraisal Service**

Appraisal service is also known as individual inventory service. This service consists of gathering background data information. These are updated each year to form a continuous file (cumulative) on health, personal, social and educational development. Test results, interview data, anecdotal records and other informational materials are kept in the cumulative folders that are strictly confidential. The obtained data through this service is useful in counselling and in planning a student’s educational and vocational programme. According to many investigators (e.g. Downing, 1968; Gibson & Mitchell, 1981), individual inventory service promotes the students self-understanding, as well as better understandings by teachers and counsellors. This service assists students in making realistic educational and vocational choices. It
strengthens the guidance services and contributes to the effectiveness of the total educational programme.

Appraisal service as viewed by Shertzer and Stone (1981) is one which is “designed to collect, analyse and use a variety of objective and subjective personal, psychological, and social data about pupils to achieve better understanding of pupils as well as assist them to understand themselves.”

Gibson & Mitchell (1981) defined appraisal service as “that activity which seeks, through systematic assessment efforts, to identify the characteristics and potential of every student.” To him, appraisal service is the primary activity of the professional counsellor because it provides a data base for more readily understanding the person in the counselling setting, the effective planning of group guidance and counselling activities that reflect student interests and needs, the development of responsive career and human potential development programmes, and the organization of systematic placement and follow-up programmes.

Testing is one of the objective techniques in uncovering students' abilities, interests, personality characteristics and needs which help the counsellors and parents determine the students' progress and development. Various tests on intelligence, aptitude, interest and personality should be regularly administered, scored and interpreted to students from kindergarten to the tertiary level.

Through testing, the counsellor is able to obtain information about the student that is inaccessible through a face-to-face interview or consultation with teachers, parents and other interested parties.
Moreover, the testing service is an important tool for evaluating the schools' educational programme, purposes and objectives, and relating this to the needs, abilities, interest and potentials of the students.

The tests are administered either individually or in groups.

Other popular and traditional techniques for individual analysis are observation and observation reports, self-reporting techniques such as the autobiography, and, in recent years, an increasing use of value clarification techniques.

A good appraisal service should be continuous, integrated, and useful.

As mentioned above, appraisal service consists of gathering background data for each student. For appraisal to be meaningful, it must be continuous (from kindergarten to the tertiary level.)

Appraisal must include a variety of information obtained from both test (e.g., aptitude, intelligence and achievement) and non-test (e.g., autobiographical information, questionnaires, interest inventories) methods. The integrated information will enable the guidance counsellor to have a wider and more accurate picture of the student.

Furthermore, the data collected should be translated into some practical application. It should be utilized, for example, in counselling, placement, prediction, and evaluation.

According to Gibson & Mitchell (1981), when putting the collected information to use, the privacy of the appraisal information should be maintained.
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**Information service**

The information service is an essential element in the guidance programme, and it serves many useful functions for students. This service provides for the accumulation, display, and utilization of educational, occupational, and personal/social materials. The goal of the information service is to assist the students in decision-making, problem-solving, behavioural change and with skills for coping with ever-changing circumstances in the fields of their personal, educational and career development.

Downing (1968) viewed the major purpose of information service as assisting students in learning more about their educational opportunities and in becoming acquainted with vocational possibilities.

According to Gutsch & Alcorn (1970, p.67), the primary function of information service is “assisting the individual student to discover information which he can relate to his personal needs. This function is usually accomplished by exposing the individual to stimulating and interesting information, which is related to educational, vocational, or personal-social areas of interest.”

Shertzer and Stone (1981, p.14) stated that information services is “designed to give students a great knowledge of educational, vocational and personal-social opportunities so that they may make informed choices and decisions in an increasing complex society.”

In the 1970s the concept of information service was broadened and a new and more appropriate label assigned: career guidance. In this type of service, standardized tests are used for career assessment and planning; descriptive materials and media are accumulated, organized, and then disseminated through planned group activities, as well as used in individual advising and counselling. Currently, the availability of
various computer-based programmes and other technological advances is significantly changing the career assistance resources available to counsellors (Gibson & Mitchell, 1981).

Thus, counsellors in secondary schools and institutions of higher education are expected to provide information in the areas of educational, occupational and personal/social for purposes of assisting students to develop the ability to set goals, consider options, and make decisions.

**Educational Information**

According to Norries et.al (1972, p.29), “Educational Information is valid and usable data about all types of present and probable future educational or training opportunities and requirements including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.”

**Occupational Information**

The field of Occupational Information provides a large amount of useful material, specifically prepared to help youth in obtaining information about the current and the probable future opportunities. According to Norris et.al. (1972. p.28), “Occupational Information’ is valid and usable data about positions, jobs and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers and, sources for further information.”

The dissemination of occupational information in guidance is carried out in the following ways: general group guidance; teaching of occupations; career day/week activities; trips and excursions to
industrial establishments; career clubs; and vacation jobs and work-study.

To conclude, occupational information is meant for acquainting the youth with the world of work giving details and specifications about current and possible future job opportunities and employment trends.

**Personal-Social Information**

Norries et al. (1972, p.30) have defined social information as “valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and inter-personal relations. It is that information about human beings which will help a student to understand himself better and to improve his relations with others.”

The personal-social information helps an individual to adjust well with his social environment. It deals with conditions such as achieving self-insight and understanding, achieving mature relationships with the same sex and opposite sex, understanding masculine and feminine roles, developing healthy personalities, understanding one’s behaviour and characteristics, understanding others’ behaviours and their needs, adjusting, accepting and understanding home conditions and family members, marital status, personal appearance and manners and etiquettes, social skills, financial planning, leisure-time activities etc.

Information Service provides every type of information needed by students in evaluating their environmental opportunities. Materials about environmental opportunities include information concerning such opportunities at all levels—national, state, local. While students may themselves obtain limited information about their environment, the responsibility of making the information available to them belongs to the school.
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Theoretically, any agency, organization or individual is a potential source of information. There are printed and audio-visual materials available. Printed materials are available from commercial, educational, industrial, professional and governmental sources. At the local level, information can be gathered by students, teachers and counsellors through surveys, visitations, interviews, work experiences and other types of personal contacts.

Information service utilizes all types of data needed by students in their planning or quest for optimum adjustment. The use of information material are many, varying from those with individual students in counselling situations to a wide variety of group procedures.

Information is an important first component in guidance; guidance counsellors need to know: i) the requirements of students, parents, teachers and school administration; ii) the sources of useful information nationally and locally; iii) systems for acquiring, storing and disseminating information; and (iv) methods of processing and using information in an integrated way with the student.

Counselling Service

Over the course of the 20th century, counselling grew from an educator role that supplemented vocational guidance to a full-blown profession in its own right. It is now described by many as the heart of the guidance programme.

It is difficult to think of one definition of counselling. This is because definitions of counselling depend on the theoretical orientation of the person defining it. Let us examine some of these definitions.

Williamson and Foley(1949) defined counselling “as face-to-face situation in which, by reason of training, skill, or confidence vested in
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him by the other, one person helps the second person to face, perceive, clarify, solve and resolve adjustment problem.

Smith (1955, p.156) defined counselling as “...essentially a process in which the counsellor assists the counselee to make interpretations of facts relating to a choice, plan, or adjustment which he needs to make.”

Arbuckle (1961, p. 139) defined counselling in this way “... a process which take place because of the relationship between two people. It is in the uniqueness of this relationship that the individual called the client begins to see things that he never saw before, begins to realize the strengths that he never knew he had, so that he can see and accept the unpleasant, and begins gradually see a new and bright world.”

Shertzer and Stone (1974, p.20) defined counselling “as interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviour.”

Drawing on the professional literature, Gelso and Fretz (1992) identified three roles and five unifying themes of counselling. The three roles they identified are prevention, remediation, and development. The five unifying themes they identified are these: (i) the focus on intact, as opposed to severely disturbed, personalities; (ii) the focus on people’s assets and strengths and on positive mental health, regardless of the degree of disturbance; (iii) an emphasis on relatively brief intervention; (iv) an emphasis on person-environment interactions rather than an exclusive focus on either the person or the environment; (v) an emphasis on educational and career development of individuals and on educational and vocational environment.
Gladding (1996) examined definitions of counselling offered by both ACA and Division 17 of the APA and identified the following common points: (i) counselling is a profession; (ii) counselling deals with personal, social, vocational, empowerment, and educational concerns; (iii) counselling is conducted with persons who are considered to function within the “normal range”; (iv) counselling is theory based and takes place in a structured setting; (v) counselling is a process in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking; and (vi) counselling encompasses various subspecialties.

According to Nayak (1997), counselling has threefold functions; adjustmental, orientational, and developmental... Adjustmental in the sense that it helps the student in making the best possible adjustment to the current situations in the educational institution and occupational world, at home and in the community... Orientational in the sense that it orients the students in problems of career planning, educational programming, and direction towards long-term personal aims and values... and Developmental in the sense it enables the students in achieving self-development and self-realization.

Summarizing the above viewpoints, it can be said that firstly, counselling denotes a relationship between the counsellor who is a professional possessing special knowledge and the client in need of help. This relationship is usually person-to-person, although sometimes it may involve more than two people. Counselling help people understand and clarify their views and to learn to reach their goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.
Placement Service

Placement service aims at assisting student progress satisfactorily from one educational level to another and helping them find their appropriate place in the world of work. It involves the application of a variety of guidance services such as counselling, testing, group work, and the dissemination of information.

Downing (1968, p.203) defined placement service as “a service within the guidance programme designed to assist students in the selection of suitable courses or curricula, extra-class activities and part-time and full-time employment.” So, it implies both educational and vocational placement.

According Gutsch & Alcorn (1970, p.136), placement services are designed not only to provide job placement but also to assist students with special problems related to academic placement.

Gibson, & Mitchell (1981 p.239) viewed placement services as “a co-operative enterprise, which involves the services of the school, community and the student. Placement service also includes giving the student work experience and placing him/her in an appropriate vocational training institution. It involves record-keeping, vocational counselling, employment contacts, supervision and follow-up”.

According to Singh (1994, p.419), it would be illogical to gather information about the student, provide occupational information for him in the selection and achieving of educational and vocational goals and then stop without aiding him to select and obtain employment. To him, without placement service the guidance programme would be incomplete. This service has three broad areas:
**Educational Placement**

Through the placement service, students are exposed to alternative educational choice patterns, made possible through identifying their strengths and establishing tentative goals in terms of their interest, abilities, aspirations, special aptitude, and personality characteristics.

Gutsch, & Alcorn (1970, p. 38) stated that “through the placement service, up-to-date information about educational courses and programmes is collected, organized and made available to students who are interested in exploring such information.”

**Vocational Placement**

Smith (1951) termed vocational placement as a “process of assisting the individual to find an appropriate place in the world of work, one which appeals to his interest, challenges his abilities and which serves the interest of the individual and of the society.”

Downing (1968, p. 207) viewed vocational placement as “that phase of the placement service which is primarily concerned with aiding students in obtaining part-time or full-time employment and assisting students in gaining appropriate vocational training in order to prepare for job placement. It is directly concerned with making it possible for students to obtain employment or prepare for employment at the most suitable time and in accordance with individual needs.”

Recognizing that students do not, of necessity, answer their vocational placement needs when leaving school, it now appears that the trend is to provide services both for students in school and those who have left (Gutsch, & Alcorn, 1970).

Thus, vocational placement is geared systematically to assist students in developing goals and choices related to their educational and
vocational pursuits. The service is intertwined with, testing, counselling, and information service. Career talks, job fares, and information on job opportunities are means to carry out this service.

Co-curricular Placement

Co-curricular Placement requires the provision of a variety of co-curricular activities so as to cater to the varied interests and abilities of students. Students are helped to choose the activities in which they show interest and have ability to cope with.

Follow-up Services

The purposes of the follow-up service are essentially to evaluate the progresses and status of students in the various educational endeavours and job activities and thereby to gain information needed for improving the educational offerings of the institution.

Through the follow-up conducted by a counsellor, the counselee learns the nature and extent of his progress. The counselee determines the areas of his life in which he as made successful adjustments and the areas in which he needs to make further adaptation. Without the follow-up, counselling is incomplete and so are other types of guidance services (Humphreys & Traxler, 1954, p. 207).

According to Downing (1968, p. 202), follow-up service is “a basic element of the guidance programme designed to provide information needed to assist students in making a better adjustment to school, to vocational training, or job. It provides information from which improvements in the school programme may be made and by which students may be given needed assistance and encouragement.”

Follow-up studies take the school beyond itself and into the community to discover the needs and problems of former students and to
find out whether or not the school programme is meeting those needs. They may also help maintain contacts with employees and to gather facts about jobs and all phases of employment in order to better serve the students.

The follow-up of the graduates is done by the school/college/university Alumni Association that aims to serve as a linkage between the school/college/university and the alumnac. Through this continuing relationship, they could, among other things, make the school/college/university aware of the affectivity of its educational programme.

According to Morell(1979), follow-up assessment provides advantages that no other evaluation strategy offers--information on programme staying power, a profile of programme effects over time, and the identification of unintended consequences.

**Research Services**

Scientific research and evaluation in the areas of guidance services are inseparable. If guidance services are to contribute effectively to the development of both of individual and society, they must be based upon scientific research and evaluation. Only through such research and evaluation can guidance workers determine the adequacy of the principles, procedures and tools within their area of responsibilities. Only thus can they help students (Humphreys, & Traxler,1954, p.239).

Research and evaluation of guidance services can make a major contribution to education and to society. The substance and methodology of guidance programme can be improved by utilizing research and evaluation feedback in programme planning. To know the effectiveness of a programme it is necessary to know the kind of changes desired, the
means by which the changes will be brought about and the signs which such changes will be recognized.

It is sometimes difficult to distinguish between research service from evaluative procedures and in some cases; there is only an arbitrary distinction. Many bits of research service may actually lead to some type of evaluation. Thus, evaluation makes use of research but it is not synonymous with research. Where as evaluative process involves value judgment, research service, in most instances has to do with a cross sectional normative survey, non-evaluative type of study.

**EVALUATION OF GUIDANCE PROGRAMME: MEANING OF EVALUATION IN GUIDANCE**

Peters and Shertzer (1963) defined evaluation of guidance as, “the process by which the counselors judge whether the goals of guidance are being attained.”

According to Good (1973), “evaluation of guidance programme involves determination of the worth and outcomes of guidance efforts through the application of sound research procedures in securing data.”

To Shertzer and Stone (1981), “evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards.”

Evaluation is the assessment of the relative effectiveness with which goals or objectives are attained in relation to specific standards. The major purpose of evaluation is to determine the quality and effectiveness of a particular programme (Rao, 1991).

Evaluation as applied to education according to Sing (1994), means “the process by which we find how far the objectives of the school programme are being realized.”
The term 'evaluation' as used in the present study involves judging the worth of the existing guidance programme both in quantitative and qualitative terms, in view of the stated objectives and essential characteristics of an effective guidance programme, for which criteria for evaluation have been formulated.

Evaluative process essentially involves value judgments. This is the main element, which differentiates it from research. Where as research looks for the ‘truth’, evaluation is after finding the ‘worth’. Research is a method or technique of evaluation. Research methods may be use to determine whether or not certain results are achieved or what results are obtained. It makes no judgment as to the desirability of these results. The ‘value’ aspect of evaluation has a connotation of goodness and badness, which maybe in terms of success in reaching certain goals or objectives accepted as desirable.

Evaluation begins with setting up specific goals of guidance programme, which should be in line with goals or objectives of educational programme. Evaluation must involve consideration to educational goals or objectives of school because evaluation of guidance is intimately related to the total educational and evaluative process.

**NEED FOR THE EVALUATION OF GUIDANCE PROGRAMME**

As Ricco (1962) noted, “the major purpose of evaluation is to ascertain the current status of a service or activity within a frame of reference, and on the basis of this knowledge, to improve the activity in terms of quality and efficiency.” Programme improvement is the fundamental purpose of evaluation.

To ignore evaluation, according to Gutsch & Alcorn (1970), is to invite at least four undesirable conditions: (i) a weak or mediocre service
at a level of quality far below the possibilities, (ii) an apathetic, indifferent staff and a student body with little motivation for improvement, (iii) a general failure to provide and utilize the proper activities, tools, and procedures essential to the educational progress of youth, and (iv) inefficiency in the use of staff members and the school’s resource.

To Rao (1991), the following are among the major goals of evaluation. Firstly, through a systematic and dependable evaluation, the appropriateness of the programme can be judged. Secondly, it can help locate the weakness or limitations of the programme, if any, such that suitable remedial steps can be taken to correct the shortcomings well in time. Thirdly, it can help discover effective measures to improve the programme. Fourthly, it can indicate to the subjects the nature of progress made and help motivate them towards more effective results. Fifthly, it can help the administration or management to make the necessary personal and material resources available to the programme to improve its effectiveness. Lastly, evaluation can be an effective means of demonstrating to the society or country at large, the meaningfulness as well as the utility of the programme.

**CHARACTERISTICS OF AN EFFECTIVE GUIDANCE PROGRAMME**

Shertzer and Stone (1981) listed certain external and internal evaluative characteristics of effective guidance programmes. Both external and internal characteristics are in reality, subjective in nature and are derived from personal judgments. Some, primarily external characteristics are however, accepted by consensus. External characteristics appear highly objective, more readily observable and easy to quantify.

External evaluative characteristics include – adequate counsellor – pupil ratio i.e. one counsellor for 250 to 300 students; well qualified counsellors; appropriate and usable records maintained for each pupil;
appraisal data to be used by school personnel to help pupils; school personnel to be self-evaluative and experimentally oriented; availability of information material; provision of adequate physical facilities and financial support to the guidance programme and; guidance programme to operate throughout the entire span of the pupil’s school career.

Mere presence of these characteristics does not guarantee effectiveness of the programme. The main issue is whether there exists any relationship between these characteristics and their meaningful impact upon the various facets of the school and, the personnel and students with in the school.

Internal evaluative characteristics are of qualitative nature stamped into successful programmes giving them particular strengths. These include-guidance programmes to be based on the needs of pupils; maintain balance of corrective, preventive and developmental functions; must be purposeful; must provide for a balanced programme of various guidance services; programme stability and flexibility; co-operation among teachers, counsellors and administrators; guidance personnel to utilize the resources of both the school and community; counsellors to have full understanding of their role and function; effective leadership should be provided by qualified and experienced persons and; guidance programme must produce behavioural changes in pupils.

**CRITERIA FOR EVALUATION**

Shertzer and Stone (1981) defined criteria as “specific base for adequate judgment.”

There has been lack of valid criteria for evaluating guidance services. An evaluative criterion developed by more or less armchair procedures is one type of criterion. It assumes that the mere presence of certain essential services, personnel, materials and activities leads to a
successful guidance programme. Though this assumption would be
difficult to disapprove, yet it has been impossible to prove it
experimentally.

Many other different criteria have been used in attempting to
evaluate guidance services. Though the ultimate objectives of the
guidance programme are long term ones concerning the adjustment of
students in adulthood, less use has been made of the criteria of adult
adjustment than of more immediate criteria (Froehlich, 1949).

Rothney and Farwell (1960) reported the following criteria of
guidance effectiveness: (i) persistence in school or post-high-school
activities, (ii) performance in college or other educational undertakings,
(iii) students’ grade-point averages, (iv) evaluation by client of guidance
offerings, (v) changes of goals or interests, (vi) job satisfaction, (vii)
tendency to use public welfare assistance agencies, (viii) level of affect,
(ix) amount of earnings, (x) client’s self-knowledge (xi) optimism about
the future, and (xii) specificity of choice of vocation. The use of such
varied criteria may result partially from the wide assortment of
assignments that counsellors undertook or were delegated.

However, the ultimate criterion for effective guidance services is the
life patterns of pupils when they are in schools and later when they enter
adult life.

A review of various criteria that have been used in the evaluation of
guidance programme clearly shows that there is no one measure that by
itself will give answer needed to make sound judgments about a
programme. All criteria provide some useful information if the data are
critically used. On the other had, all criteria are open to criticism. So,
whatever criterion is used it should be carefully selected keeping in view
its ultimate value.
METHODS AND TECHNIQUES OF EVALUATION

Methods of Evaluation: Survey Method

Evaluation of guidance programmes and practices has commonly taken the form of survey research designed to describe systematically the present situation as a basis for making improvements. It involves selection of predetermined criteria to judge the effectiveness of a programme; collection of evidences of guidance services being offered and; making judgments regarding the degree to which these services are provided in reference to pre-determined criteria.

Survey, as an evaluative procedure is extremely flexible and may take a number of forms. The particular type of survey will depend on the kind of information to be obtained, the types of respondents and the ability and resourcefulness of the personnel in carrying out the survey.

In survey research, it is to be kept in mind that ultimate objectives of guidance services are the same as those of the educational programme itself. Each service however, makes its contribution to these objectives. In using survey approach the focus is not on changes in students' behaviour, but on the presence of certain elements of the guidance programme that would favourably influence the behaviour of students. These elements are the intent and presence of certain services; the number of staff personnel involved; their qualifications; time devoted to guidance; availability of physical facilities and other external factors. Though survey methods of evaluation involve both objective and subjective judgment, they provide little evidence as to whether students' behaviour is significantly affected by services.

A simple survey approach has been much criticized as it suffers from many limitations like lack of experimental validation, difficulty in inferring causal relationships and sampling errors, bias survey data etc.
Despite these limitations survey approaches continue to be used frequently as is also evident from the studies referred to, in Chapter – 3 of the present study.

**Experimental Method**

Experimental method is a planned attempt to study one or more groups of individuals in terms of one or more variables such as exposure to counselling or occupational information. It generally involves determination of objectives and methods of attaining these objectives; the development of some ways to measure the attainment of these objectives; the selection of one or more groups for control and experimentation; the process of carrying out necessary steps for reaching the objectives and; a measurement of the outcomes of the experimentation.

The most obvious form of this method is the two-group, control and experimental approach.

Various research designs have been suggested involving experimental and control group like ‘after only’, ‘before-after’, ‘simulated before after’ and ‘before-after with control groups’. ‘After only’ design usually involves prior selection of experimental and control groups; exposure of experimental group only to experimental variable; assessment of both the groups and; difference between the results from experimental group and control group taken as a change resulting due to application of the experimental variable. ‘Before after’ design involves selection of an experimental group; assessment of the group; application of experimental variable; reassessment of the group and; the difference between the second and the first assessment taken as changes due to the application of experimental variable.

Simulated ‘before-after’ designs include experimental and control groups; assessment of control group only; exposure to experimental
variables; assessment of experimental group only and, the difference between measures of control group assessment and experimental group assessment taken as a change induced by experimental variable. 'Before-after' with control group design includes selection of an experimental group and a control group; assessment of both groups; only experimental group exposed to experimental variable; assessment of both the groups and, the difference between the second and the first assessment to be attributed to the change as a result of experimental variable.

'Before-after' approach with control group is regarded as the best design. It permits a check on the control group to ascertain if changes have occurred through factors other than the application of experimental variable.

**Case Study Method**

Case study method involves judging the changes that occur in an individual as a result of introducing a variable such as counselling. The steps followed in this method are formation of goals appropriate to the individuals; providing counselling; collecting data on the progress towards goals and; an assessment of changes in the individual that can be attributed to the procedure employed. Though it is much time consuming method, yet it has certain advantages. It emphasizes individual and personal development. It avoids the massing effect of many other evaluative methods by which much may be learned of the effect on the group but little is known of what happens to single individual.

**Comparative Studies/Correllational Studies**

Comparative or correlational studies make directional and quantitative comparisons between sets of data. Such studies are
nonmanipulative in nature and simply note similarities in variations among factors with no effort to discern cause-and-effect relationships.

**Techniques of evaluation: Questionnaire**

Questionnaire technique has been used more frequently than any other technique. Another equally important technique most frequently used is interview. In some studies interviews were conducted to supplement the information obtained through questionnaires. Opinion scale, checklist, evaluation sheet and rating by specialist are some other techniques used by the investigators. Many attempts have also been made to use tests to measure the effectiveness of guidance programme.

To conclude, since each of the above methods and technique to evaluate the outcomes of guidance has certain limitations, it is impossible to identify one as the best method. However, since evaluation is a continuous process every teacher and every counsellor should make judgments on the success and failure of his work and adopt the method for evaluation, which suits his purpose best. Preferably, a combination of 2-3 methods and techniques would make evaluation more comprehensive and reliable.

**LIMITATIONS INHERENT IN EVALUATION**

According to Shertzer and Stone (1981), the long-standing criticisms of evaluative studies for guidance services have been that they (i) lack clear, acceptable statements of objectives; (ii) fail to relate guidance objectives to all-institutional educational objectives; (iii) use immediate and easily available criteria and fail to validate such criteria against long-term goals; (iv) regard certain goals as equally desirable for all individual differences; (v) confuse means with ends or process with outcomes; (vi) make excessive use of subjective reactions and; (vii) give little attention to satisfactory, experimental designs.
Rao (1991) reported the following limitations inherent in evaluation: (i) school counselling personnel do not have time for evaluation; (ii) they are not trained to conduct evaluative studies; (iii) owing to the lack of better techniques and tools, most of them depend upon subjective approaches to determine the adequacy of their services; (iv) the necessary data for evaluation is often not available; (v) the required funds for evaluation are not available; (vi) the administration is not very keen about evaluation and; (vii) the necessary cooperation from the teaching personnel, administration and parents is often difficult to enlist.

The aforementioned issues need serious attention. Despite these limitations, systematic evaluative studies for guidance services continue to be made.

HISTORY OF GUIDANCE MOVEMENT IN THE WORLD

A brief account of development of guidance and counselling in some representative countries of the world has been presented here.

EUROPE

According to O’Leary (1990), the Minister for Education initiated a School Psychological Service in Ireland in 1966. This was followed in 1967 by University College Dublin’s establishment of a 1-year full-time course in guidance and counselling leading to a postgraduate diploma in career guidance. This diploma course is recognized by the Department of Education as a professional qualification in school guidance counselling. By 1979, Ireland had 400 guidance counsellors in high schools. These counsellors were woefully overworked, however, as the government had allotted only 1 guidance counsellor per 250 pupils. Of the 48 colleges that provide courses for postsecondary students, only 5 have a professional student-counselling service.
Dogan (1998) reported that counselling movement in Turkey dates back to 1950. The first school guidance counsellors were primarily teachers, and counselling was a function they performed in addition to their teaching responsibilities. In Turkey guidance and counselling is less developed, less organized, and still in search of its professional identity. Neither the quality nor the amount of guidance and counselling service is adequate to meet the demand.

Vuorinen (2003) reported that in Finland careers information, guidance and counselling services are provided mainly by two established public service systems: student counselling within the public school system, and the information, guidance and counselling services run by the public labour administration. The Ministry of Education is responsible for the organisation of guidance and counselling services in comprehensive and upper secondary schools and in higher education.

AUSTRALIA

Vocational guidance was first advocated in Australia in the 1920’s, but it was not accorded official recognition until the 1930’s. The state of New South Wales, containing the large industrial city of Sydney, made more progress than any other state. World War II influenced guidance movement in Australia in several ways.

AFRICA

Aluede, Egbule, & Okorodudu (1988) reported that organized and formal guidance in Nigeria was started in 1959 through the efforts of a group of Catholic nuns who gathered at St. Theresa’s College, Oke-Ado, Ibadan. This group established the Nigerian Career Council. One outcome of the meeting was the distribution, to 54 out of 64 graduating students, of much-needed career information that enabled them to gain employment after graduation (Ipay, 1983). Guidance and Counselling is a
relative new delivery system in Nigeria's educational system. Thus, the needs, functions and roles of school counsellors are widely misunderstood, particularly among teachers, parents, school administrators, counsellors, and the large society where they are expected to function.

NEPI(1992) reported that guidance and counselling in South Africa got recognition in schools in 1967. Some form of guidance service was introduced into the white and the coloured educational departments soon after 1967, but it was only in 1981 that guidance was included in the black education system. The scare resources allocated to guidance and counselling and the low priority it is given by administrative staff, teachers, and students has resulted in guidance and counselling being almost nonexistent in most schools.

Botswana introduced Guidance and Counselling in the education system in 1963, and now trying to develop comprehensive guidance programmers that cater for the personal, social, vocational and educational needs of the learner. In Botswana guidance and counselling is seen as supplementing and complementing all other educational programmes in the school. The guidance and counselling services aim at addressing the needs and concerns of learners at different levels of academic achievement, education and development.

Dixie(1998) stated that the need for a guidance and counselling programme in Malawi's secondary education system is being recognized more now than ever before. Following the many social, personal, educational and vocational concerns, issues and problems that have surfaced in the 1990s among secondary-school students, the Ministry of Education and Culture has officially introduced a guidance and counselling programme in all secondary schools. It has also occasionally
organized brief workshops for school counsellors on various issues related to the programme. In Malawi, guidance-counsellors have struggled with the problem of a lack of recognition and the realization of guidance and counselling as an integral part of the education and growth of every student.

According to Essuman (1998), the first attempt to establish formalized guidance in Ghana was in 1955 when the Ministry of Labour and the Ministries of Social Welfare and Education came together to establish a Youth Employment Department. Serious work in establishing guidance and counselling in the schools, however, began in the late 1960s. In 1976, a great stride in the establishment of guidance and counselling occurred. The Ghana government came out with a policy, through a directive issued by the Ghana Education Service (GES), for the establishment of guidance and counselling in all second cycle institutions, i.e., Secondary, Secondary/Technical/Commercial/Vocational schools and Training Colleges. Counselling has come to stay in Ghana even though there are many unresolved teething problems and hurdles to overcome before the country have a fully-fledged counselling profession.

**ASIA**

Hosseinian-Berenji (1986) reviewed the guidance programme in Iran and pointed out that in spite of the limited effectiveness and efficiency of the guidance programmes, there was an overall tendency among the Iranian respondents to support its improvement and expansion.

Ibrahim and Almas (1985) traced the development of the guidance and counselling movement in Pakistan focusing on Pakistani cultural traditions, the agrarian basis of the economy, the movement towards
industrialization and the effect these factors on the development of philosophical base. The prevailing base however remains rooted in the doctrine of Islam. They concluded that the educational and vocational guidance and counselling movement is well on the way of developing these services nationally at all educational levels.

Goh (1996) reported that in Singapore counselling is a relatively new phenomenon. Notwithstanding the still relatively taboo status of counselling in Singapore, there is a general consensus among the general public of the need for more counselling and for the establishment of more formalized counselling services.

According to the report of Hong Kong Education Commission (1997), Hong Kong guidance services have developed as a response to initiatives of the Government Education Department and the Education Commission. More recently, with the implementation of a whole school approach to guidance; guidance has come to be considered as a way of fostering positive behaviour and facilitating students in persona, social and school adjustment. Guidance services have evolved from a remedial, ‘casework’ approach to more preventive and developmental approach. Guidance as a responsibility of all teachers is now affirmed, and a school’s provision of guidance services is suggested as an indicator of quality education.

Kohli (1999) reported that guidance services in India are traced back to the universities of Taxila and Nalanda where learned monks used to provide individualized guidance to their students, but as formalized services, these can be traced back to the establishment the first psychological laboratory in Calcutta University in 1915 and then in 1938, and applied branch of psychological laboratory was set up to stress upon the conduct of research in educational and vocational
guidance and psychological testing. But despite early star, guidance services haven’t made much headway in India in the past 80 years.

Status survey of guidance services in India, as undertaken by the Department of Educational Psychology, Counselling & Guidance (NCERT, 1993) showed that out of 15,465 higher secondary schools, only 2,357 (15.24%) schools offer guidance services to students.

Kohli (1999) reported that unlike guidance and counselling services in schools, colleges and universities, these services do not really evolve from class-room instruction. These are evolved as ancillary services or ‘support services’ usually organized outside the administration of academic affairs. These are usually organized in centralized counselling centres under the overall authority of Dean Students Welfare and Dean/Principal Colleges. These services are referred to as ‘Student Counselling Centres’, Psychological Service Centre’, ‘Student Counselling and Testing Centre’, ‘Counselling Bureau’, ‘Counselling Centre’, ‘University Employment Information and Guidance Bureau(UEIGB), ‘University Students Advisory Bureau(USAB) etc.

Tai-Ho Kim & Young-Hye Kim (2001) stated that career guidance in South Korea is usually the homeroom teacher’s job and commonly focuses on the students’ academic achievement. Such guidance is mostly done based on academic reports, paper-and-pencil aptitude tests, and teachers’ interpretation on them. Schools and parents have routinely underestimated the necessity of career guidance. Accordingly, effective career counselling could hardly be expected. In addition, South Korea does not have school psychologists or school social workers. Unfortunately, there are few schools, which have professional school counsellors. Computer usage has also increased rapidly in South Korea but computer-assisted career guidance (CACG) programmes are not well utilized in school settings.
Doris (2002) summarized the development of career guidance in Taiwan into three stages. At the earliest stage (1960-1980) career guidance was managed through vocational centres and government agencies. The focus was almost exclusively on school-aged youth seeking employment. At the middle stage (1980-1990), the terms for career counselling were being translated into Chinese, and trained Career Counsellors were returning from study abroad. The emphasis was primarily on educational systems. At the present stage (1990-present), career counselling was provided to adults outside the school setting and corporations were organizing their own career counselling services.

**GUIDANCE MOVEMENT IN USA**

As a professional services guidance started in the USA during the end of 19th century. Its beginning can be traced to the work of a number of individuals and social institutions. People such as Frank Parsons, Meyer Bloomfield, Jessie Davis, Anna Reed, E. W. Weaver, and David Hill were instrumental in formulating and implementing early conceptions of guidance—working through a number of organizations and movements such as the settlement house movement, the National Society for the Promotion of Industrial Education, and schools in Grand Rapids, Seattle, New York, and New Orleans.

According to Kohli (1999), the following are among the various factors and forces that contributed for the emergence of guidance in the USA: (i) humanitarianism; (ii) change in philosophy of education as all-round development and the holistic approach to the study of the individual and not fragmented individuals; (iii) coming in of psychometrics and psychological testing for evaluating individual differences; (iv) psychoanalysis and client-centred counselling; (v) World War I and II; and (vi) increased concern for mental health of individuals.
Sink (2002) summarized the development of school guidance and counselling in the United States into three general stages.

The initial phase (1910s to 1950s) deployed a "position" approach, whereby guidance personnel (i.e., mostly vocational and classroom teachers) dispensed vocational and career information to high school students with the goal focused largely on job preparation and maintenance.

During the second stage (approximately 1960s to 1980s), a "services" or pupil-personnel model was instituted. Counsellors and other guidance personnel (e.g., nurses, attendance officers, teachers) provided psychoeducational support and reactive services to students at risk for school failure or those experiencing personal-social difficulties. School counsellors were also offering educational and career guidance to the college- or university-bound.

By the late 1970s and early 1980s, several prominent school counselling and career education researchers maintained that a philosophical reorientation in the profession was badly needed. As a result, the Comprehensive Guidance and Counselling Programme (CGCP) movement emerged as a viable alternative to a "services" orientation.

Comprehensive Guidance and Counselling Programme (CGCP) is a competency-based programmematic approach which attempts to be multisystemic, collaborative, developmental, prevention-minded, and educative. By the late 1990s, this programmematic view had become the most widely used organizational framework for the profession.

At one time, guidance focused mainly on helping young people make the transition from school to work. Guidance is now viewed, as an all-encompassing programme that assists individuals of all ages and circumstances be more effective learners, citizens, and workers.
Previously, guidance was structured only as a support service, and staffed as a position. Now guidance is seen as a comprehensive programme responding to individual and societal needs of all ages. Guidance has moved from a way to assess the aptitude and interests of individuals and to assist them in occupational choice making to one that assists all individuals to develop competencies in self-understanding, interpersonal relations, decision making, goal setting, and planning. As a result, youth and adults are able to make informed life and career choices (Gysbers, & Jensen 1999).

**A BRIEF HISTORY OF GUIDANCE AND COUNSELLING IN ETHIOPIA**

Before any attempts were made to establish formalized guidance and counselling services in Ethiopia there existed forms of guiding people through voluntary and non-formalized means. This took place in the form of pastoral care by significant persons in the church, mosque, school, home, and community.

In Ethiopia, especially in the boarding schools heads of institutions, housemasters and mistresses, and teachers provide voluntary guidance services to the students.

Outside the school (especially boarding schools) parents, guardians, and family elders, being custodians of their children, wards and family members, guided them as naturally expected by society. In the churches, pastors, priests, and Sunday school teachers and in mosques, shakes and ‘immames’ formed the significant persons who gave guidance. All of this is apart from the informal peer counselling which took place among age-mates or classmates. This seems to be the situation before attempts were made to begin guidance and counselling formally in the country. These voluntary services still exist and are found even where guidance and counselling has taken root.
Modern guidance and counselling is a recent phenomenon in Ethiopia. Documents show that it was only in the early 1960s that the term 'Guidance' was introduced into the educational literature of Ethiopia.

Addis Ababa University (AAU) is the first higher learning institute in Ethiopia to establish student-counselling centre with a purpose of offering guidance and counselling service in academic, career, and personal/social areas.

The Addis Ababa University Counselling Centre (UCC) has been functioning in one way or another since early 1960. For instance in 1961 some kind of guidance and counselling services were offered in the Dean of Student Office- the unit that housed the counselling services up to the present time. In 1964, an Ethiopian professional trained in the area of vocational guidance and counselling was directing the guidance and counselling service where leaflets on how to study and information related to course choices were distributed to students.

In 1966 when the Dean of Students office was headed by a formed Canadian Psychologist some kind of counselling service were established.

In 1970, a former Dean of Student presented a proposal for the strengthening the guidance and counselling services in Addis Ababa University.

Since 1976 to-date, two Ethiopian women professionals and the present researcher headed the Addis Ababa University Counselling Centre.

Academic programmes in guidance and counselling are also begin in AAU. In 1967, a course entitled 'guidance and Counselling' was given as a course in the Department of Psychology, Addis Ababa University.
the last three decades, more than two hundred fifty psychologists have been graduated as general psychologists from the Department. These general psychologists are assigned in higher learning institutions and higher secondary schools as guidance workers by the Ministry of Education. Presently, a significant number of colleges and universities and higher secondary schools in Ethiopia have such counsellor (Yusuf, 1994).

The main factors that have influenced the emergence of guidance and counselling in educational settings in Ethiopia are: (i) social changes, such as modernization, technological development, and democratisation, have created the need and the desire for counselling in education; (ii) guidance and counselling has been viewed as an effective means for developing human potential; and (iii) the counselling services have been seen as a useful means of modernizing and democratising the school system.

Addis Ababa University (Department of Psychology) is still the only higher learning institutions in Ethiopia that offer academic programmes in guidance and counselling.

Most of higher learning institutions in Ethiopia have established guidance and counselling units and offer some kind of guidance and counselling services to students (Yusuf, 1994).

The Ministry of Education is responsible for the organisation of guidance and counselling services in higher secondary schools and in higher education in Ethiopia.

Guidance activities at higher secondary school level are promoted and supervised by principals of the school. However, guidance and counselling services at institutions of higher learning are administratively
housed in the student affairs unit of the institution and supervised by the Dean of Student of the institution.

Apart from the counselling services found in educational institutions, many organizations or institutions in Ethiopia have realized the need for counselling and have instituted counselling services for their clientele. Hospitals and clinics now see the need for counselling in a number of areas: e.g., HIV/AIDS counselling, preventive counselling against STDs (sexually transmitted disease); and many other areas. Many Non-Governmental Organizations (NGOs) working with youth, women, street children, and displaced people etc. have instituted counselling services in their work.

**RECENT TRENDS IN GUIDANCE**

As mentioned earlier guidance as a professional services started in the USA during the end of 19th century. Since then, its meaning, aims, philosophy and scope have been changing, the trends have also been changing. However, trends mentioned here are not clear-cut and simple to describe, as “trends in any field are highly complex affair. They involve cluster of ideas, interests, institutions, and individuals all intricately interrelated, often tangled and untidy” (Shertzer and Stone, 1981). Yet they are more prevalent in many countries where guidance services are prevailing or making advance studies.

**Meaning of guidance**

The meaning of guidance shifted from ‘finding jobs and distributing to people’ to continuous, dual, group/multiple learning process. The term guidance is now used as (i) concept, (ii) an educational construct and as (iii) educational service/programmes. It’s now considered as a process, a ‘verb’ and as an action of human involvement besides services.
**Aims and philosophy of guidance**

From the simple aims of helping individuals in educational, vocational and personal life, shift in aims of guidance has been from self-insight, to self-understanding to self-enhancement and self-fulfilment. “Through guidance, individuals achieves greater awareness not only of who they ‘are’ but who they can ‘become’ ” (Rogers, 1961). So the shift in aims of guidance have been from ‘distributive’ to ‘objective’ function to ‘decision making’ to ‘social reconstruction’ and ‘complete man as what is called from helpless creatures in the hands of a trained counsellor to ontology or ‘science of being.’

**Scope of guidance**

From simple vocational information service to the school leaving youth, now the scope of guidance services has permeated the whole human life. The trends can be seen that guidance services are available in all areas of life may be ‘educational,’ ‘vocational’ or ‘personal’. Secondly, it is or should be available at all ‘levels’ of education and all stages of development right from birth to old age of the individual. Rather medical guidance services should be available during pregnancy as well. Thirdly, guidance services should be thought of as teamwork and should involve not only specialists but also teachers, administrators, parents and community at large. Fourthly, guidance services, if they are to be properly propagated and carried out, should involve ‘interagency’ approach of teamwork of schools, government and non-government agencies. And lastly, guidance services are not only meant for meeting ‘crisis’ situation/s or what is called ‘primacy’ guidance but are also meant for ‘developmental’ i.e., ‘secondary guidance purpose’, so that all individuals whether they are facing any difficulties or not, should be benefited by guidance. Besides, guidance service should be provided for ‘prevention’ purposes, i.e., ‘tertiary’ guidance. ‘Primary’ and ‘secondary’
guidance is meant for promoting mental health and 'tertiary' guidance is meant for prevention of mental illness to occur.

Shertzer and Stone (1981) listed major trends in guidance in three categories and described a number of subtrends in each category.

**Trends in guidance programme and practices**

In this main category the following subtrends are included: career counselling would continue to be an important element in a guidance programme; more and more schools would offer psychological education or a variant of it; the organization and administration of guidance services would become far more efficient; career placement services would be formally organized as an element of a guidance programme; schools would enact polices governing the management, use, and access to student records; greater effort would be placed on the search for causes and prevention of human emotional illness rather than continuously supporting the more costly treatment or repair of disorders once they occur; more and more counsellors would be employed on a full time basis; the number of guidance personnel employed in elementary, secondary, junior college, and collegiate institutions would increase; somewhat grater use would be made of automated equipment for the storage and retrieval of pupil appraisal data, of other information about the community and school, and in career development programmes; guidance programme accountability increasingly would be demanded; and counsellors practices increasingly would undergo modifications.

**Trends in counsellor preparation and credentialing**

This category include the following subtrends in guidance: major changes would continue to occur in counsellor preparation programmes; a variety of external forces would increasingly influence counsellor
preparation and certification, and growing numbers of women would enter counsellor preparation programmes.

**Trends in counsellors role and function**

The following subtrends in guidance were included in this category: practicing school counsellors, as individuals and as a group, increasingly would assume initiative and leadership in determining counsellor role and function; the counsellor, at both elementary and secondary school levels, is emerging as a counsellor to students, and as a consultant to teachers, parents, and administrators; more and more counsellors would be attracted to part time private practice and; school counselling is becoming a lifetime career field.