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UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

DEPARTMENT OF OF

CURRICULUM

AND EVALUATION

**AN EVALUATION OF GUIDANCE COUNSELLORS
PROGRAM ON STUDENTS' NEEDS IN SOME SELECTED
BILINGUAL HIGH SCHOOLS IN THE MFOUNDI
DIVISION**

A Dissertation submitted in partial fulfilment of the requirements
for the award of a
Masters' Degree in Education (M.Ed.)

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CERTIFICATION

We the undersigned hereby certify that this study titled: An Evaluation of guidance counsellors program on student's need in some selected Bilingual high Schools in the Mfoundi Division was carried out by Ashu Bessem Kate matricule, 14Z3307, a student of the Department of Curriculum and Evaluation in the University of Yaounde I.

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This work is dedicated to the Ashus/ Ebots families.

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ABSTRACT

This work was designed to evaluate guidance counsellors program on students' needs in some selected Bilingual High Schools in Mfoundi division. Four research questions and hypotheses guided this study. The literature review examined the classroom guidance contents on student's needs, the methods used by counsellors to effectively implement their program in order to meet student's needs, the availability of resources, and challenges faced by counsellors during program implementation. Three evaluation models and two theories were also used to explain the concepts of the variables. The CIPP model of Stufflebeam was chosen as a framework to guide this study. The sample population composed of 1178 students and 53 counsellors. The survey research designed was employed in this study and the instrument for data collection was the questionnaire with a reliability coefficient of 0.79. The data was analysed with the use of SPSS software version 20.0, wherein descriptive statistic and hypothesis tests was used.

The results of the surveyed counsellors show that the classroom guidance content is suitable in meeting student's needs; different counsellor's methods are implemented in order to meet students need; the necessary material resources are not available; and counsellors' face challenges during program implementation. On the other hand, the results of the surveyed students shows that, students are not totally satisfy with the classroom guidance contents provided by counsellors in meeting their needs and counsellors methods are not effective in meeting their needs. They gave reasons for their dissatisfaction. The study also identified the strength and weaknesses of the program and areas of neglect. Even though counsellors agreed that the program is effective in meeting student's needs, 72% of them, still think that there are some aspects of the program that need improvement. They propose curriculum innovation in the classroom guidance contents considering the changing society and complex needs of students. For example, they proposed the inclusion of concepts such as, ICT, resilience, patriotism in the guidance curriculum. Based on these findings, the researcher recommended that curriculum planners should revised the program and develop more innovative contents that are suitable in meeting the needs of the 21st century students. Other recommendations were made to government, counsellors, principal teacher, parents and students. The researcher also suggested new and pertinent research axes.

RESUME

Ce travail a été conçu pour évaluer le programme des conseillers d'orientation sur les besoins des élèves dans certains établissements secondaires bilingues du département du Mfoundi. Quatre questions de recherche et hypothèses ont guidé cette étude. La revue de la littérature a examiné les contenus d'orientation en classe par rapport aux besoins des élèves, les méthodes utilisées par les conseillers pour mettre en œuvre efficacement leur programme afin de répondre aux besoins des élèves, la disponibilité des ressources et les défis rencontrés par les conseillers. Trois modèles d'évaluation et deux théories ont également été utilisés pour expliquer les concepts des variables. Le modèle CIPP de Stufflebeam a été choisi comme cadre pour guider cette étude. L'échantillon était composé de 1178 élèves et 53 conseillers. La recherche conçue sur le modèle d'enquête a été utilisée dans cette étude et l'instrument pour la collecte de données a été le questionnaire avec un coefficient de fiabilité de 0,79. Les données ont été analysées à l'aide du logiciel SPSS version 20.0, où la statistique descriptive et des tests d'hypothèse ont été utilisés.

Les résultats des conseillers interrogés montrent que le programme d'orientation exécuté en classe convient aux besoins des élèves; les différentes méthodes d'orientation sont implémentées pour répondre aux besoins des élèves; les ressources matérielles nécessaires ne sont pas disponibles; et les conseillers font face à des défis pendant l'exécution du programme. D'un autre côté, les résultats des élèves interrogés montrent qu'ils ne sont pas totalement satisfaits du contenu de l'orientation proposé par les conseillers en classe pour répondre à leurs besoins et que les méthodes des conseillers ne répondent pas à leurs attentes. Ils ont donné des raisons de leur insatisfaction. Cette étude a également mis en lumière les forces et les faiblesses du programme ainsi que ses axes négligés. Même si les conseillers sont convaincus que le programme répond efficacement aux besoins des élèves, 72% d'entre eux pensent toujours que certains aspects du programme doivent être améliorés. Ils proposent une innovation du programme scolaire dans les contenus d'orientation de classe en considérant la société changeante ainsi que les besoins complexes des élèves. Par exemple, ils ont proposé des concepts tels que les TIC, la résilience, le patriotisme, qui doivent être ajoutés dans le programme d'orientation. Sur la base de ces résultats, le chercheur a recommandé que les planificateurs du programme le révisent et élaborent des contenus plus innovants qui répondent aux besoins des élèves du 21e siècle. D'autres recommandations ont été faites au gouvernement, aux conseillers, à l'enseignant principal, aux parents et aux élèves. Le chercheur a également suggéré des axes nouveaux et pertinents de recherche.

LIST OF ABBREVIATIONS

ASCA:	America School Counsellors Association.
CIPP:	Context, Input, Process, and Product.
CPOSPS:	Centre for Psychological Counselling and Vocational Choice
ECA:	Economic Commission for Africa
FAWE:	Forum for African Women Educationalist
GBHSES:	Government Bilingual High School of Essos
GBHSET:	Government Bilingual High School Etougebe
GBHSM:	Government Bilingual High School Mimboman
GBHSN:	Government Bilingual School Nkol -Eton
GBHSNK:	Government Bilingual School Nkorezok
GBSS:	Government Bilingual Secondary School.
GC:	Guidance Counselling
GPBHS:	Government Practical Bilingual High School Yaounde
ICT:	Information and Communication Technology
MINEDUC:	Ministry of Education
MINESEC:	Ministry of Secondary Education.
NGCD:	National Guidance Counsellors Day
SCI:	Sciences
SPOSP:	Service for Psychological Counselling and Vocational Choice.
SPSS:	Statistical Package for Social Science.
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children Fund

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CHAPTER ONE

INTRODUCTION

Any educational system that cares about performance and efficiency should be built on administration, pedagogy and educational counselling (MINESEC, 2009). The advent of educational counselling in schools was to respond to the growing needs of students in a complex and dynamic world, in which Cameroon is not an exception. Due to lack of manpower, low academic performance of students, indiscipline in schools, high rates of dropouts, poor choice of career, high rate of unemployment, student's exposure to social stress, deviant behaviour, etc. It became inevitable for the presence of guidance counsellor's in school establishments. Guidance counselling program plays an important role in the development of students' personal/social academic and career needs thereby helping them to be fully functional in the society. For the purpose of accountability, sustainability, quality education, it becomes imperative to constantly evaluate the school counselling program in order to ascertain if the objective of the program has been attained. In this view, Lewis (1983) pointed out that if counsellors can prove the impact of their program through evaluation, he/she has proven his professional ability and has help to limit attacks from critics. Rye and sparks (1999) added that proper evaluation produce the necessary data needed for accountability. Thus, this chapter presents the background of the study, the statement of the research problem, objectives of the study, research question, hypotheses, the significance of the study, the scope, assumptions and the definition of concepts.

1.1 Background of the study

According to Garzoni (1626) in his book: the universal plaza of all profession in the world, Guidance counselling can be traced back to the 16th century in ancient Greece and Rome with philosophical teachings of Plato and Aristotle. There's enough evidence to argue that some of the techniques of modern guidance counselling were also practiced by catholic priests in the Middle Age. Towards the end of the 16th century, one of the texts of career options appeared.

Nonetheless formal guidance and counselling started in the beginning of the 20th century (Lum, 2001). Evidence has proven that guidance counselling as a discipline originated in America. Schmid (1997) noted that guidance counselling began in America in the early 1900's to help students in their educational and career development. The factors leading to formal guidance counselling originated from the need to guide individual for

vocational choices during the period of industrial revolution. Gysbers & Henderson (2001) added that school guidance counselling was introduced in America during the period of industrial revolution, a period of rapid growth and social reform, thus there was need for guidance counselling to address the negative social effects of industrial revolution. Behavioural difficulties were also vital aspect to take care of especially at work place.

Thus, in the United States guidance and counselling started in the 1890's with the social reform movements. In 1890 Frank Parson wrote a book in the discipline titled "choosing a vocation". The vocational guidance movement was concerned with guiding people in their work place to become more productive members of the society. Frank Parson is credited for being the father of vocational guidance movement. In 1908, Frank Parson founded a vocational bureau in Boston. Parson believed that if people understand their strength and weaknesses, it will help them to choose the right vocation. His effort played a tremendous role in the evolution of guidance counselling in the world. In 1918, the bureau had influence Uruguay and China, guidance counselling at this time was mainly vocational in nature, as the profession advance, other activities became part of the counsellor's agenda

The 1920's and 1930's saw an expansion of counselling. Psychological assessment was introduced in secondary schools, counselling went beyond vocational activities because attention was also given to social, personal and the educational aspects of an individual. The great depression of the 1930's almost slowed the evolution of guidance counselling because it led to minimum fund to run its activities. However in 1938 a recommendation from presidential committee, with the passage of the George Dean Act in America provided the necessary fund needed for vocational counselling.

After World War II, people became more aware about the services of counselling. Many people were assessed in order to work in industry and military. Carl Rogers was one of the people responsible in developmental counselling psychology. Many people adopted Carl Rogers' approach of "non directive counselling" which was later called "client centered counselling". Carl Rogers works on counselling and psychotherapy was published in 1942. In 1951 he published the client centred therapy. These works greatly influence the development of counselling psychology. Ibid.

More so, the soviet's union launching of sputnik and the fear that other countries were out performing in USA, in the field of math's and sciences induced the development of guidance counselling because adequate fund was provided for education including counselling, it was believed that most students will find their way into the sciences. In 1950's, the American School Counsellor Association (ASCA) was formed thereby helping

the advancement of guidance counselling. Also the work of Gilbert Wrenn together with his 1962 book titled “the counsellor in a changing World” exposed the need for cultural sensitivity in school counselling. The 1960’s saw the advent of many counselling theories such as William Glasser’s reality therapy, Frederick perls Gestalt therapy, Abraham Maslow, John Krumboltz’s behavioural counselling approach and also Roll May’s existential approach. Guidance counselling made fast development in the United States of America at the turn of 20th century especially with the creation of the ASCA in 1952. This association (ASCA) had fought relentlessly to develop a comprehensive Guidance counselling program with standards, in order to meet 21st century needs and most of the school guidance counselling program we have today had been borrowed from America comprehensive School Program.

In Britain, school counselling was introduced in response to the changes in the society, especially in family settings and in schools which created conditions where greater attentions to individuals were necessary (Taylor, 1971). In France, school counselling started in 1922 and by 1930’s. Guidance counselling was intergraded in that educational sector because it was a common belief that guidance counselling is an important tool to shape learners and help them in their vocational choices. In Japan the aim of school counselling is to help students develop abilities and competence of self-understanding, decision making, life planning and action to adjust in career choices he/she decides to pursue (Watanabe-Maraoka, Senzaki, & Herr, 2001).

In Africa, the Brazzaville conference of 1944 emphasized the need for African countries to have counselling services which is needed to select the necessary manpower in industries and factories. This greatly helped in the Evolution of guidance counselling in Africa. UNESCO (1998) states that “Guidance Counselling services were introduced in African Countries to counteract unprecedented economic and social changes in African Countries” Formal guidance counselling can also be traced in the 1950’s in Nigeria and Botswana. They introduced counselling in their educational systems, however, most cases of guidance counselling was limited to final year classes and secondary schools (UNESCO, 2000)

From the 1980’s the economic commission for Africa (ECA), organized a sequence of Seminars in order to fight against the suffering of guidance counselling activities in Africa educational system. Feedback from international scene and coordinated efforts from Africa intellectual led to the creation of April 1997 board of governors which composed of Africa ministers of education. These ministers’ were responsible for decision making and policies

and also for establishing the necessary procedure needed for the development of guidance counselling program. Also Africa countries got support from international organization such as UNESCO, UNICEF, also the forum for African women educationalist (FAWE). With the help of these organization and competent persons, a training package on guidance counselling was prepared by African specialist from different countries in Botswana. This training package consisted of 8 modules namely: guidance counselling, social work, behaviour Development, Adolescent Reproductive Health, Gender sensitivity, and workshop Administration and conduct guidelines. This module was design to provide help in constructing a guidance counselling programme (Gordon, 2000).

History of Guidance Counselling in Cameroon

In order to understand the evolution of guidance counselling in Cameroon, Bomda (2008) grouped the evolution of guidance counselling into two periods: before national independence and after national independence.

Before National Independence

The formal educational system was borne in Cameroon after the Germano-Duala treaty of July 1884. In 1945, the colonial authorities created the first service of educational guidance. School counselling during this phase was nothing but a pretext to train workers by experts from the English/French colonial powers. There was distribution, selection and placement of workforce needed. The division of labour at that time paved the way for specialty. The Brazzaville conference in 1944 laid the foundation for school counselling in Cameroon. After the wars, there was need to set up new administration in Africa. Thus the indigenous people of Cameroon were allowed to take part in the direction of affairs this was emphasized by General De Gaulle. The 1946 constitution led to the creation of French union which led to the access of the indigenous people to do all the jobs, which was characterized more by division of labour in order to increase output. In 1945, a psycho technical service was created in Douala which was attached to the public works, the main objective of this service was to select staff or manpower to work in factories, also apprentice and trainee were being trained in the technical educational centers and metropolitan in schools trainees were directed on what to do and a prescribed training was set up, in order to rebuild France who was damaged during the second world war .Thus the idea here was not to build Cameroon but to build France. More so, school guidance at this time was not a piece of advice but was being imposed on student by the results of the misuse of psycho technical test. It should also

be noted here that at this time, the student had no decision to make as to what concern his/her future.

In 1949, a decree No 49-4192 of 26 December 1949 was passed in Eastern Cameroon. This decree led to the creation of the center for psychological counselling and vocational choice". This service was headed by a French guidance counsellor. The main mission of this center (C.P.O.S.P.S) was the selection of professionals needed in the field, the scientific organization of work, also to supervise labour training for guidance purpose and also the rehabilitation of soldiers that were disable and handicapped civilians. Another decree of April 26, 1951 was passed which nullified the 1949 law. This led to the replacement of the C.P.O.S.P.S and was replaced by the service for psychological counselling and vocational choice" (S.P.O.S.P) and was attached to the secretary general of local governor.

After independence

After Cameroon independence on 1st of January 1960, the big question was how to produce labour force for the production of its own goods and services for its own economic growth. In this view, another degree was passed in 1963. Decree N^o 63/46 CDR of 16 August, 1963 led to the creation of the service of vocational guidance and psychological studies of labour problems which replace the S P O S P. This was very significant in the evolution of guidance counselling in Cameroon because more attention and interest was given to guidance counselling. Also, career counselling was officially acknowledged. Article 23 of this decree stipulated that the service should aid the ministry of National education in organization of psycho technical examination at different levels of education, in order to select pupils for both private and public schools for the purpose of vocational guidance. Thereby, helping ministries, to make sure that the right manpower was employed. The result of this orientation led to the creation of culture and vocational training of a school Academic guidance office within the service of MINEDUC in 1964 which became functional in 1968.

The five year federal Developmental plan of 1966/1971 also emphasized the need to reinforced career counselling. Emphases was the need to ameliorate training of students in order to prepare the youth to take part in the economic and social development of Cameroon and also to avoid wastage in education there by making education at all level profitable. In order to achieve this objective, students were to follow their intellectual capacities and their personality type in accordance with their needs and interest to the profession and the needs of Cameroon society. It was anticipated that guidance counselling will be very instrumental in assisting students to be promoted from lower to higher level in school. In order to meet this

objective, Decree N° 68/DF/268 of 12 July 1968, reorganized MINEDUC and led to the creation of a guidance office within the service of MINEDUC, this office had as a role to provide necessary information to parents and students in relation to their studies and also to study students school records and carryout research on the right psychological methods needed in schools and university. They also had a role to orientate student on their future career, taking into consideration their aptitudes and their interest and also considering the needs of the national economy.

Due to the shortage of personnel in this discipline, the UNESCO and French government had to come in, in order to train personnel's in this discipline. The UNESCO assisted in the conceptualization of an effective Educational Guidance plan, which serves as a framework for designing Guidance Counselling. The French government also render technical assistance. Degree No.74/406 of 24 April 1974 reorganised the Ministry of National Education (MINEDUC), which led to the creation of a division for planning orientation and school equipment in which the Educational counselling service was also created. The main functions of this new serve was to orientate students, the development and testing of psychotechnical test and also to provide information to parents students and the general public on the academic and professional guidance.

Between 1968-1982, in order to respond to needs of personnel, 20 Cameroonians were trained as guidance counsellors in French institutes and also 8 to 12 pyschotechnical operators with a « Bacalureate Certificate » were trained yearly and were recruited to the civil service in order to provide seasonal counselling service to certain high school and colleges in the national territory. Thus the increase of staff in the field helped to speed the evolution of guidance counselling in schools. In 1979, Decree N° 79/309 created a section for guidance and counselling in higher teacher's training college (Ecole Normale Superieure) in Yaounde, it was latter opened with the passage of decree N°284/B1/87/MINEDUC/DES of 16th November 1981. 11 Students were trained as guidance counsellors in 1982 with the assistance of France. From 1991 the Cameroon government took over the training of large numbers of counsellors.

Circular letter No 06/G/59/MINEDUC/SG/DPOS/SOCUP of 19th January 1989 helped to establish the different activities and the operating rules of Educational and Vocational guidance services. This circular letter also helped to identify the guidance counsellor's partners which included students, parents, teachers, social assistances, and also school health physicians/ nurses. The circular letter of 19th January 1989 also referred to students as giving « an Education which contributes to its full development and which

enables him to prepare and integrate himself into the production system ». This was also in line with article 28 of the United Nations Charter of Universal Declaration of the rights of the child. Thus educational and vocational information was supposed to be accessible to all children. From 1989 MINEDUC had as a function to design, study and coordinate Educational and vocational guidance activities at the national level. It should be noted here that at this point, the school guidance service was not yet present in schools instead counsellors came once in a while from delegations to orientate and help students to develop realistic school and professional projects themselves.

In 1995, Guidance counsellors were assigned directly to colleges but there was no text defining their status and Administrative and technical duties to be carried out. It was therefore necessary to await the ministerial order No 20/B1/1464/MINEFI/MINEDUC/CAB of 13 may 1996 which specified certain provisions of degree No 96/016/PM of 13 February 1996. This led to the recognition of the specificity of their profession. As a result of the tension, misunderstanding and conflicts noted in Cameroon schools which affected the status of guidance counsellors, the circular letter No. A/426/MINEDUC/DPRD/SDP/SOSUP of August 1996 on the functions of guidance counsellors in school came to inform the provincial Delegates that counsellors were « not Teachers ».

Also the Act No 98/004 of 14 April 1998 emphasised on the orientation of primary and secondary education in Cameroon, Part III, Chapter 1 Section 29 of the law states that « Education counselling and psychological activities shall be carried during the child's period of schooling at all levels of education. Subsequently decree No. 2000/359 of 5 December 2000 provided special rules and regulations governing civil servants of the corps of National education. This degree led to the official recognition of the guidance counsellor in the Educational landscape. However this decree did not give precisions as to the duties of each stakeholder in the actual conduct of educational counselling activities during an academic year.

In 2001, another decree was signed, Decree No. 2001/041 of 19 February 2001, to organize public Educational establishments and outlining the duties of officials of the school administration. Section 42(1) states that under the authority of a Guidance Counsellor, the Educational Counselling service shall be responsible for counselling, information and orientation of students in accordance with their skills, interest and needs. Section 42(2) equally states that it shall organised psycho technical tests and collects every information necessary for the holding of class councils. These were clear indications that guidance counselling was gradually gaining grounds in the Cameroon educational system. On the 27th

June 2003, Decree No 3545/B/1464/MINEDUC/SG/DPOS/SDS0S instituted a National guidance counselling Day (NGCD). It was intended to serve as framework for information and counselling of students and the educational community in relation to training and employment. Also school counsellors were allocated six hours per week in accordance with article 66 paragraph 3 of Decree 2000/359 of 5 December 2000 and 24 hours were reserved for advice and consultations.

To enable educational counselling to fully play its role, the ministry of Secondary Education has since its inception by Decree No 2004/320 of 08 December 2004; the government has been struggling to develop a new environment for educational counselling. In order to add more value to Educational counselling, the minister of Secondary Education declared to the provincial Delegates, Departmental and heads of school through a circular letter No.02/07/C/MINESEC/SG/DPCPOS/CLOS of 15 January 2007, in which he strongly denounce the attitude of certain heads of establishment who did not yet consider school counsellors as full members of educational team. This also helps to strengthen the activities of guidance counselling in Cameroon. In spite of all these efforts on evolution of Educational Counselling in Cameroon, a working document outlining the division of labour, the chronogram and the terms and conditions for carrying out educational counselling activities in a school year was absent in the implementation mechanism.

The Ministry of Secondary Educational bridged this gap by signing decision No 214/07/MINESEC/SG/DPCP/CELOS of 23 March 2007, which set up an ad hoc committee to compile the guidance counsellors terms of reference (program). This committee was made up of representatives of various services in the central and deconcentrated service of the Ministry of Secondary Education. This committee came out with activities to be carried out by counsellors under the Ministry of Secondary Education. The activities listed in the guidance counsellors program or Terms of Reference include: training sessions in classroom (Classroom Guidance curriculum), research activities; adapted services and diverse assistance to the educational family. This equally embraces a good chunk of the scope of activity of educational counselling, namely individual counselling, social counselling; academic counselling and career counselling. The targeted population here include students; the Educational family and guidance counsellor.

On the 23rd August 2007, A Ministerial order No 4473/07/MINESEC/SG/DPCPOS/CELOS; Secondary Education appointed the first guidance counsellors as heads of guidance services; school boards; academic and vocational heads in some schools in Cameroon. According to

MINESEC (2009), Educational Counselling in an Educational establishment has three main objectives namely:

- To sensitize and inform the entire educational family and the student in particular on the realities of the school environment.
- Develop in student the knowledge of themselves; inform them of the factors likely to affect their educational success or problem likely to disrupt their personality.
- To make sure that students acquire learning and professional insertion methods and techniques

Thus educational counselling centres on students development on three main domains:

Learn to learn (academic counselling), Learn to live (personal / social counselling), and Learn to work (professional or career Counselling). In order to achieve these objectives the “Guidance Counsellor’s Terms of Reference in Cameroon” prescribe three types of activities that the guidance-counsellor in an educational establishment will have to carry out. These are: Classroom training activities, Adapted services, Administrative and research activities. All these activities and objectives mentioned above will be our focus in this work which will be discussed details in chapter 2.

1.2 Statement of the problem

Since the implementation of the guidance counsellors program in secondary high schools in Cameroon for over eight years now, in order to effectively address the needs of student, no efforts have been made to evaluate the guidance counsellors program to ascertain if the program is attaining its objectives. 10 counsellors when interviewed in the Mfoundi division explained the fact that there are some aspects in the program that is not adapted to their competence. 5 counsellors from G.B.H.S Etoug-ebe share in their view that the guidance counsellors program is inadequate in meeting student’s needs. They also complained of student high rate of absenteeism during guidance classes. Also it has been observed that some students are still portraying deviant behaviour in the school milieu and students are found repeating the same class. 5 counsellors in GPBHS Yaounde also opined that the program did not provide for more interesting method for classroom information sessions, this has led to many students complaining of boring training sessions.

The above reasons prompted the researcher to carry out an evaluation on guidance counsellors programs in some selected Bilingual high schools in Mfoundi Division. Considering the fact that society is fast changing and there’s need for constant curriculum

innovation, an evaluation will help counsellors and curriculum designers to better understand the strength and weakness of the program and also the needs of students, thereby guiding the future direction of the program.

1.3 Objective of the study

The following objectives were stated to guide the study:

1.3.1 General objective

The main objective is to evaluate guidance counselling program on students' needs in some selected high schools of Mfoundi division, in the view to make recommendations based on the findings in order to improve the program.

1.3.2 Specific objectives

Specifically, this study aims:

- 1) To determine if the classroom guidance contents is suitable in meeting students' needs
- 2) To identify the necessary material resources available for program implementation in order to meet student's needs.
- 3) To assess the effectiveness of Counsellors methods in meeting students' needs
- 4) To identify guidance counsellors' challenges that hinders them from effectively meeting student's needs.

1.4 Research questions:

The researcher formulated the following research questions to guide the study.

1.4.1 General research question

Is the guidance counselling program meeting student's needs?

1.4.2 Specific research questions

- 1) How suitable is the classroom guidance content in meeting students' needs?
- 2) What are the necessary material resources available for program implementation in order to meet student's needs?
- 3) What are the methods used by Guidance counsellors to effectively meet student's needs?

- 4) What are the challenges counsellors faced during program implementation that hinders them from effectively meeting student's needs?

1.5 Research hypotheses

The following research hypotheses were formulated by the researcher to guide the study.

1.5.1 General research hypothesis

Guidance counselling program is meeting students' needs.

1.5.2 Specific research hypotheses

- 1) The classroom guidance content is suitable in meeting students' needs
- 2) The necessary material resources are available for program implementation in order to meet students' needs
- 3) Counsellors methods of program delivery are effective in meeting students' needs
- 4) Guidance counsellor's face challenges during program implementation which hinder them from effectively meeting student's needs.

1.6 Significance of the study

Due to the emphasis that the Cameroon government is putting on guidance and counselling as a crucial component of the modern Secondary School education programme, in the attainment of the national objectives (see 1998 Law on educational orientation in Cameroon), the findings of this study will be beneficial to the following stakeholders:

Curriculum planners/policy makers: The findings of this will help curriculum planners and policy makers to know what is needed, it will help them to identify the most important component of the program, eliminate what is not needed, making modification on the program thus improving on guidance counsellors curriculum. Quality decisions about the content and the effectiveness of the service will be made, thereby providing the necessary financial and human resources needed to improve on the program. Proper policies and strategies will be formulated in order to render the program more effective and functional, thereby innovating the curriculum to meet or accommodate the changing needs of the Cameroonian students and the community as a whole.

Guidance counsellors: guidance counsellors will utilize these evaluation findings to know the extent to which they have accomplished their goals in helping students in their personal/social, academic and career needs, it will help them identify what remains to be accomplished. This study will serve as a remediation or feedback to counsellors because they will know the areas where they have to improve on. Thus they will strengthen their activities in order to meeting with the diverse needs of students.

Students: Students are the centre of this research. The findings of this student will help students to know the importance of guidance counsellors in the school milieu, they will also be aware of the areas where they need guidance counselling more. Evaluation studies like this will expose many activities of a school counsellor in the school milieu. Thus student who did not have a positive attitude towards guidance counselling service may change their attitude after knowing that school counsellors are there to help them achieve their goals in life.

Principals/teachers: Also the findings of this study will help principals and teachers to create a conducive environment to support guidance counselling services in the school milieu. Principals may need to provide the necessary human and financial resources needed to support the counselling service. Teachers will need to collaborate with the counsellors in order to achieve objectives of teaching learning process.

Parents: parent will be more enlightened on the activities of a guidance counsellor. They will learn to appreciate the role of a guidance counsellor in the lives of the children and will also learn to provide the support needed.

Researchers: This study will serve as a base to other researchers who want to carry out evaluation research in the same field.

1.7 The scope of the study

This study limit's itself to the evaluation of guidance counsellor's activities, which is prescribed in the Guidance Counsellors Terms of Reference (Counsellors program) in secondary high schools. This study will be carried out in Mfoundi division of the centre region, because most counsellors are seen in this division. Five bilingual high schools are selected for data collection these are: G.B.H.S Etoug-Ebe, GPBHS, G B H S Essos, G B H S Nkorezok, GBHS Mimboman, and GBHS Nkol-Eton. Form five and upper sixth student are selected for sample population, because it was assumed by the researcher that these classes understand certain concepts as far as guidance counselling service is concerned as compared to junior classes. The reason for selecting these schools is the fact that guidance counselling

department /service is well established in these schools with meaningful records of counsellor's activities. Three models and two theories will be used to guide this study. Contextually; it is delimited to classroom guidance content, available material resources, methods of guidance counsellors and challenge of counsellors. Students and counsellors were questioned because they are the immediate consumers of the guidance counsellor services and also because the researcher wanted to get more in-depth knowledge on the program effectiveness in meeting students' needs. The researcher is aware that guidance counsellors carryout other activities in order to meet student needs but this research will limit itself only to the activities of the school counsellor which is stipulated in Guidance counsellors Terms of reference excluding research activities.

1.8 Assumption of the study

This study assumes that:

- Guidance counselling programs are already implemented in the selected schools.
- The sample population have some knowledge in guidance counsellor's activities in schools.

1.9 Operational definition of terms

Evaluation: Rosselt and Sheldon (2001) defines evaluation as the process of examining a program to determine what's working, what's not and why, it also determines the value of learning and training programs and act as blue prints for judgement and improvement. In the context of guidance and counselling, Gysbers and Henderson (2006) defined program evaluation as the "procedure used to determine the degree to which a school districts comprehensive guidance and counselling program is in place and functioning fully, Judgements are made about the status of a progress using program evaluation standards and criteria that are derived from the language of the framework of comprehensive guidance and counselling program"

Guidance: Okoye (2000) define guidance as a service aimed at helping an individual in making choices and adjustment in resolving personal problem. Shertzer and stone (1976) define guidance as "a process of helping an individual to understand themselves and their world"

Counselling: Olayinka (1999) define counselling as a face to face, person to person relationship in which a person or client seeks the help of or seeks to effectively communicate with another person who is a counsellor.

Counsellor: According to the Cambridge Advanced Learners Dictionary 2nd ed, A counsellor is someone who is trained to listen to people and give them advice about their problem. In the field of education, a counsellor is a specialist who is trained to identify learners with behavioural and learning problems, mediates on them so as to help the victim out.

School Counselling Program: it is a booklet that contains activities to be carried by the school counsellor in the school establishment. According to ASCA (1994), a comprehensive school counselling program is developmental and systematic in nature, sequential and clearly defined and accountable. It is jointly founded upon developmental psychology, educational philosophy and counselling methodology. Campbell and Dahir (1997) postulate that the school counselling program is preventive in its focus as it assists students in acquiring and using lifelong learning skills. The program also employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills and impart life success skills for all students. ASCA further explains that the school counselling program has characteristics similar to other educational programs, including scope and sequence, student outcomes or competencies, activities and processes to assist students in achieving these outcomes. Material resources and also accountability methods are used.

The school counselling program should be designed based on students' needs, interests and issues related to the various stages of students' growth. Emphasis is on individual uniqueness and maximum development in three major areas: academic, career and personal/social (ASCA, 1990).

Classroom guidance content: Classroom guidance content in this context refers to the guidance curriculum which consists of competence organised by domains (personal social, Academic and career) and structured activities presented systematically that provide all student with opportunities to master guidance competencies (Gysbers & Lapan, 2001).

Student's needs: In this context, needs here refers to student required necessities. It also means the "wants" of students. Students' needs are grouped under personal/ social, academic and career needs. This will be more developed in chapter 2 of this work.

1.10 Conclusion:

This chapter of the work is an introductory section of this piece but it has mentioned a number of aspects of which this work will be laid on. This chapter has opened the historical foundation of guidance and counselling in the world and Cameroon in particular, although in

a petty scope. This is important for the fact that when we know where we are coming from, we will certainly design a better future. This chapter did not fail to expose the objective, statement of research problem, research questions, hypotheses, the scope, significance and operational definition of terms. All these aspect were just mentioned in this chapter they are likely to witness detailed examination in chapter two, three, four and five of this work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will review literature on evaluation models and theories, types of evaluation, the importance of program evaluation, classroom guidance content, the availability of resources needed to effectively implement Counsellors program, the methods used by guidance counsellor, and the challenges encountered by Guidance Counsellor to effectively implement their program.

2.2 Theoretical framework

In this section of this study, different theories have been chosen to guide the study. These theories have been chosen based on their great contribution in guiding the effectiveness of carrying out the study under scientific norms. In the preceding paragraphs, these theories have been vividly reviewed and presented.

2.2.1 The CIPP evaluation model by Stufflebeam (1971)

The CIPP evaluation model was developed by Stufflebeam in 1971. The CIPP model is a comprehensive approach to evaluation. This model allows stakeholders or evaluators to assess programs at different stages, which is before the construction of a program to determine needs and also at the end of the program to determine if intended outcomes have been achieved (summative evaluation). Thus, this model gives guidance for both formative and summative evaluations. The CIPP model defined evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. Thus this definition considers evaluation as a systematic continuing, and the process of evaluation includes three basic steps: the delineating of questions to be answered, information to be obtained, the process of obtaining relevant information and the provision of information to decision makers, so that they can use it to make relevant information to improve the on-going program. Also, evaluation is conceived as a process to serve decision making (Stufflebeam, 1971). This model addresses all the phases of educational program evaluation, which is planning, implementing and evaluation at the final stage. This model equally focuses on program improvement, it helps to make programs work better. The CIPP model is made up of four sub steps of evaluation which are: Context(C), Input (I), Process (p), and Product (p).

The CIPP context, Input, Process and Product evaluation model is recommended as a framework to guide the conception, design and implementation and assessment of learning projects and programs. This model, when used systematically, provides feedback and judgement of the projects' effectiveness for continuous improvement (Robinson, 2002). This model helps to improve the accountability in school programs and other services. Harrison (1993) emphasises that the CIPP model enables evaluators to intervene in evaluation process when needed both before and during a program implementation. Diagrammatically, the CIPP Model has been presented in Figure 1.

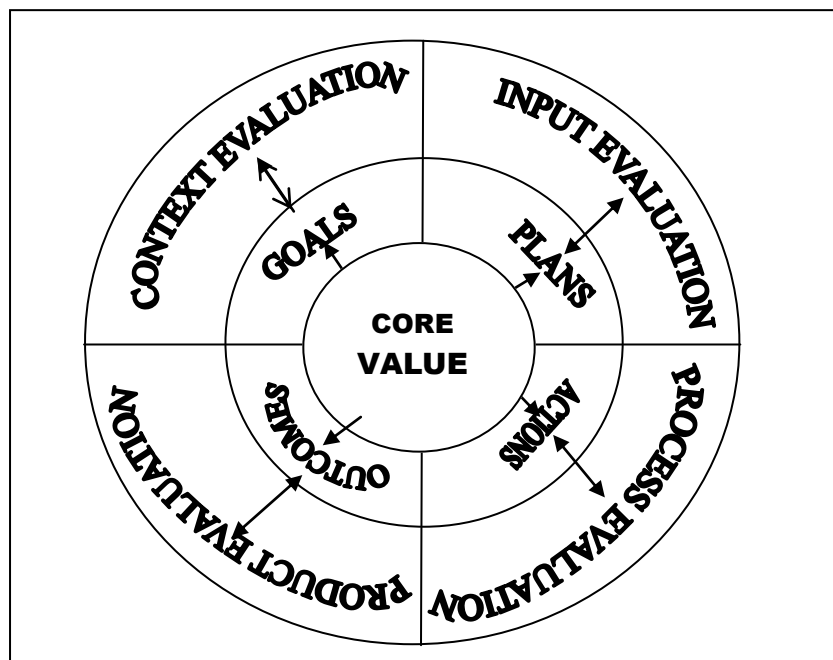


Figure 1: Diagrammatical representation of the CIPP Evaluation Model

Source: Stufflebeam (1971)

Figure 1 represents the basic elements of the CIPP evaluation Model in three main circles. The inner circle represents the core values that provide the foundation for evaluation. The wheel surrounding the values is divided into four evaluative foci associated with any program evaluation. These are: goals, plans, actions and outcomes. The outer wheel represents the type of evaluation that serves each of the four evaluation foci; these are context, input, process and product. Each double arrow denotes a two way relationship between a particular evaluative focus and a type of evaluation. The task of setting goals raises questions for a context evaluation which provides information for validation or improving goals. Planning improvement efforts generates questions for an input evaluation which correspondingly provides judgements of plans and directions for strengthening plans.

Improvement activities bring up questions needed for process evaluation which provides judgements of actions and feedback for strengthening them. The product evaluation judges the outcomes and identifies needs for achieving better results in the future. The CIPP model can be vividly explained as propounded by Stufflebeam in the following manner:

Context Evaluation

The purpose of context evaluation is to systematically provide information that can be used by decision makers to make planning decision regarding the establishment of new objectives, modification of existing objectives or confirmation of present objectives (Stufflebeam, 1971). The context evaluation considers societal needs, that is: does the program really look at the societal needs of the people for which are intended for? It also considers the environment where the evaluation is taking place.

Input evaluation

Input evaluation has its purpose to identify and assess program strategies for achieving given objectives and provide information to assist in detailing particular strategies as propounded by Stufflebeam. Input evaluation deals with human and material resources. This aims at helping stakeholders, evaluators and administrators to look for alternative strategies to address the needs of the population.

Process evaluation

Process evaluation is the implementation procedure. The process evaluation is designed to provide information during implementation stages of a project or a program. This can assist managers to operate the program according to its design, improve the program design as indicated under operating conditions and also make structuring decisions which could not be made during the preparation phase of the program. As postulated by Stufflebeam. Process evaluation helps evaluators to determine why program objectives were not achieved. It helps the evaluator to look for the challenges that hindered the program implementation process.

Product evaluation

Stufflebeam holds that the purpose of product evaluation is to relate outcome to objectives and to assess the overall worth of a procedure in terms of its effects. Thus in program evaluation, evaluators should consider the effects of the product on the population that the program was designed for. That is the outcome of the program which is also compared to the identified goals.

Limitations of the CIPP model

Even though the CIPP model is widely popular, some researchers have criticised the model in terms of identifying decision. According to the CIPP model, decisions that are effective are those gotten from best information. Usually, the task to get the best decisions is always cumbersome. Most decisions are difficult to recognise and also the criteria of decision is not static since societal needs are not static. The decisions may change over time. Also it is at times difficult to immediately identify decision makers and at times the decisions may not be taken at the right time (Rendall, 1969).

Justification of CIPP to the study under consideration

The model fits perfectly in our context. As far as evaluation of guidance counselling is concern, it is necessary to determine if the intended objectives have been achieved. The objectives of GC program are to help students in their personal/social, academic and career needs. Thus a context evaluation will provide us with an insight to determine if the classroom guidance content is suitable in meeting student's different needs or if there are other important needs that were supposed to be addressed but the program failed to address them. Secondly the input evaluation provides the framework to determine if the necessary resources are available to effectively implement the program in order to meet students' needs and the process evaluation provides a framework for evaluating the methods or strategies used by guidance counsellors to meet students' needs and finally the product evaluation enable the researcher to communicate the final results of program evaluation to the different stakeholders involved in the program. It determines if the program is succeeding or not. Thus this model was used as a framework in guiding this study.

2.2.2 Tyler goal attainment model by Tyler (1965)

This model was propounded by Tyler in 1965. It is a linear model comprised of four sequential steps as intimated by Tyler (1990), who argued that in order to develop a curriculum, there are four fundamental issues that are considered. These are:

- What are the purposes of education to be achieved?
- What are the learning experiences to achieve the set goal?
- How can these educational experiences be organized?
- What are the assessment strategies of the learning experience?

Defining objectives of the learning experience

Tyler (1990) holds that there are three category of resources that can be used to formulate the objectives of learning which are: the individual, contemporary life and expert consideration of field study. Thus Tyler implies that the objectives of a curriculum should be derived from the students, the society and subject matter specialists. Tyler emphasises that curriculum designers should consider the interests and needs of a child when developing a curriculum. Tyler defines learning objectives of knowledge, communication skill, social and ethical perspectives, analytical and cognitive skills (Maheshwari, 2015).

Defining learning experiences

Tyler (1949) holds that learning experiences are the interactions between the learners and the external conditions of the environment to which he can act. Tyler is of the opinion that learners should be active participants in the learning experiences. The learners' role can be controlled or manipulated. The learning environment which provokes the desired learning outcome should be rich enough to provoke creative thinking from the part of the learner. This is because children learn through exploration. Learning activities should be able to meet students' defined objectives. Meek (1993) propagates that the most important issue is that learners should discover content that are useful and meaningful to them. In determining learning experiences, learners' experiences must be appropriate to the goals which educators seek to achieve. Each learning experience must satisfy the learners as well as the design of the experiences should involve the learners and students should be able to reach different objectives (Maheshwari, 2015).

Organizing the learning activities for attaining the defined objectives

According to Tyler, three major criteria are needed in organizing students' learning experiences. These are: Continuity, Sequence, and Integration. The principle of continuity implies that, the selection of learning content should build on each other in a continuous pattern, in such a way that the simple experiences become the bases for more complex experiences. The Principle of sequence here implies that the learning experiences selected should consider the development stage of the students. For example, the learning experience given to children in class six should be different from the learning experiences given to children in class five. The principle of integration is concerned with relating the contents in one subject or syllabus with those of other subjects or syllabus.

Evaluating learning experiences

Evaluation is process of determining to what extent the educational objectives are being met by the curriculum. Tyler argues that the process of evaluation is essentially the process of determining the extent to which the objectives are being achieved by the program of the curriculum and instruction. He further explains that curriculum planning is a continuous process in which materials and procedures are developed, they are tried out, data collected analysed and the results are appraised; their inadequacies identified and suggested improvements are indicated.

The statement of objectives does not only serve as the basis for selecting and organizing learning experiences, but also serves as a standard for curriculum evaluation (Maheshwari, 2015). Tyler's model is student centred and product focused. It determines the extent to which predetermined goals and objectives have been attained. Fundi (2014) and Prideaux (2003) highlight that Tyler's model emphasizes more on behavioural objectives.

Justification of Tyler's model in relation to the study under consideration

Tyler's model gives a guide to the researcher to evaluate students' needs and their learning experiences which most often is the interrelationship between the students and the environment. This evaluation will provide feedback in determining if the predefined objectives have been attained. Students' needs and all that concerns them should be evaluated. This is in connection with Brummelen (1994), when he emphasized that true education should take the social, emotional, spiritual and physical needs of students at heart and not only intellectual aspects of the students. Thus, this sets as a background for the researcher to look at students' personal, social, academic and career needs to determine if Counsellors' program has been able to meet these different needs of the students.

2.2.3 Kirkpatrick's four-level model of evaluation

Donald Kirkpatrick model was published initially in four articles in 1959 (Kirkpatrick 1996). This model was later updated in 1975 and 1994. It is a four level evaluation model. The model addresses the need of training professional to understand training evaluation in a systematic way (Shelton and Alleger, 1993). The model promotes awareness of the importance of thinking about and assessing training in business terms (Wang, 2003). It is a widely accepted model used for evaluating the effectiveness of training on reaction, learning, behaviour and results (Tennant et al, 2002). The main strength of Kirkpatrick's model is the

focus on change in behavioural outcomes of the learner's involvement in the training program (Mann and Robertson, 1996). The four levels evaluations are:

Reaction

Kirkpatrick (1959) originally discusses reaction in terms of how well participants like a particular program. According to Bate (2004) measurement at this level have evolved and are more commonly directed at assessing trained effective responses to the quality. Reaction is the first level of evaluation and it assesses learners' reactions or attitudes towards the learning experience. If during the training questionnaire is the instrument used to get reactions from the learners so that information gotten from learners will be provided to management about the instruction. It is assumed that the learners did not like the instruction, they will learn from it (Dick and Johnson, 2002). Thus this level measures what participants think or feel about the program. It measures their satisfaction, their personal opinion about the program. Measuring participants' reaction helps the evaluator to understand if he is making progress or not, if the program was well conceived or not.

Learning

This level simply measures the degree to which knowledge, skills and attitudes have increased as a result of the program. Kirkpatrick proposes that objective means should be used to measure learning and there should be a control group to measure and compare their performance with that of trainees that received the instruction and those that did not receive the instruction. According to Kirkpatrick, the assessment of training should include principles, facts and techniques understood by the trainees. Kirkpatrick also proposes that a pre-test and a post-test should be used as a statistical means to demonstrate that learning has taken place as a result of the instruction. The test should cover all the material that was taught to learners (Dick and Johnson, 2002). Thus this level, simply measures what trainees/learners have learnt as a result of the training program.

Behaviour

This level assesses whether the trainees put in practice what they have learnt. It involves the transfer of knowledge, skills and attitudes acquired from the training program in the classroom to real life situations. According to Bates (2004), behaviour outcomes assess the extent to which knowledge and skills gained in training are applied on the job that is, if their behaviour has changed as a result of the training or if they applied it. Kirkpatrick discovered that, learners can demonstrate learning in classroom setting yet this does not mean that the person or learner will demonstrate or apply those skills in the job setting. Thus

the training Director should always do a follow up to assess if learners are doing what they have learned in their training centres. This follow up can be done through contacting the learners' peer supervisor and even subordinates. The measurement suggested here is both pre-test and post-test (Dick & Johnson, 2002).

Results

This level measures the final results of the trainees obtained from program participants. That is, it measures the impact of the training, the success of the program and also the future of the program are both assessed. Kirkpatrick ascertained that the training program's objectives can be stated in terms of the desired results such as reduced cost, higher quality, increased production and lower absenteeism. Thus the behaviour acquired by trainees should result in changes in the organization in the directions noted above (Dick and Johnson, 2002).

Limitation of the model

According to Bates (2004), the model is incomplete because it is over simplified without the considerations of the individuals and contextual influences in the evaluation of the training. The model does not consider the measurement of other critical areas before training. Such critical areas include objectives, contents and equipment needed for the training (ASTD, 1998).

Justification of Kirkpatrick model in relation to the topic under study

Applying this model to the topic under study, we discover that it is important for the researcher to evaluate Guidance Counsellor Program content in relation to students' needs, to see if students are satisfied with this program; if the program is yielding some beneficial fruits. Such evaluation provides accountability for quality instruction and also to ascertain whether this program will help students to be self-fulfilled as far as their social, personal, academic and career needs are concern.

2.2.4 Maslow hierarchy theory of needs.

This theory was propounded by Abraham Maslow in 1943. He was a clinical psychologist by profession who wanted to know what motivated human beings. Maslow considered human beings as having needs in which they strive to fulfil. He assumed that human needs are very complex and these needs affect the behaviour of an individual. The needs are arranged according to a hierarchy of importance from the basic physiological needs to the complex self-actualization needs. Maslow added that until each need is satisfied, a

person will not strive very hard to next level of need. In other words when a need is fulfilled, a person will be motivated to fulfil the next need. To him, only unfulfilled needs motivate behaviour (Mbua, 2003). Maslow theory suggest five needs that are arranged in an hierarchy of importance in an ascending order, starting with the lowest need to the highest needs as seen in the figure below:

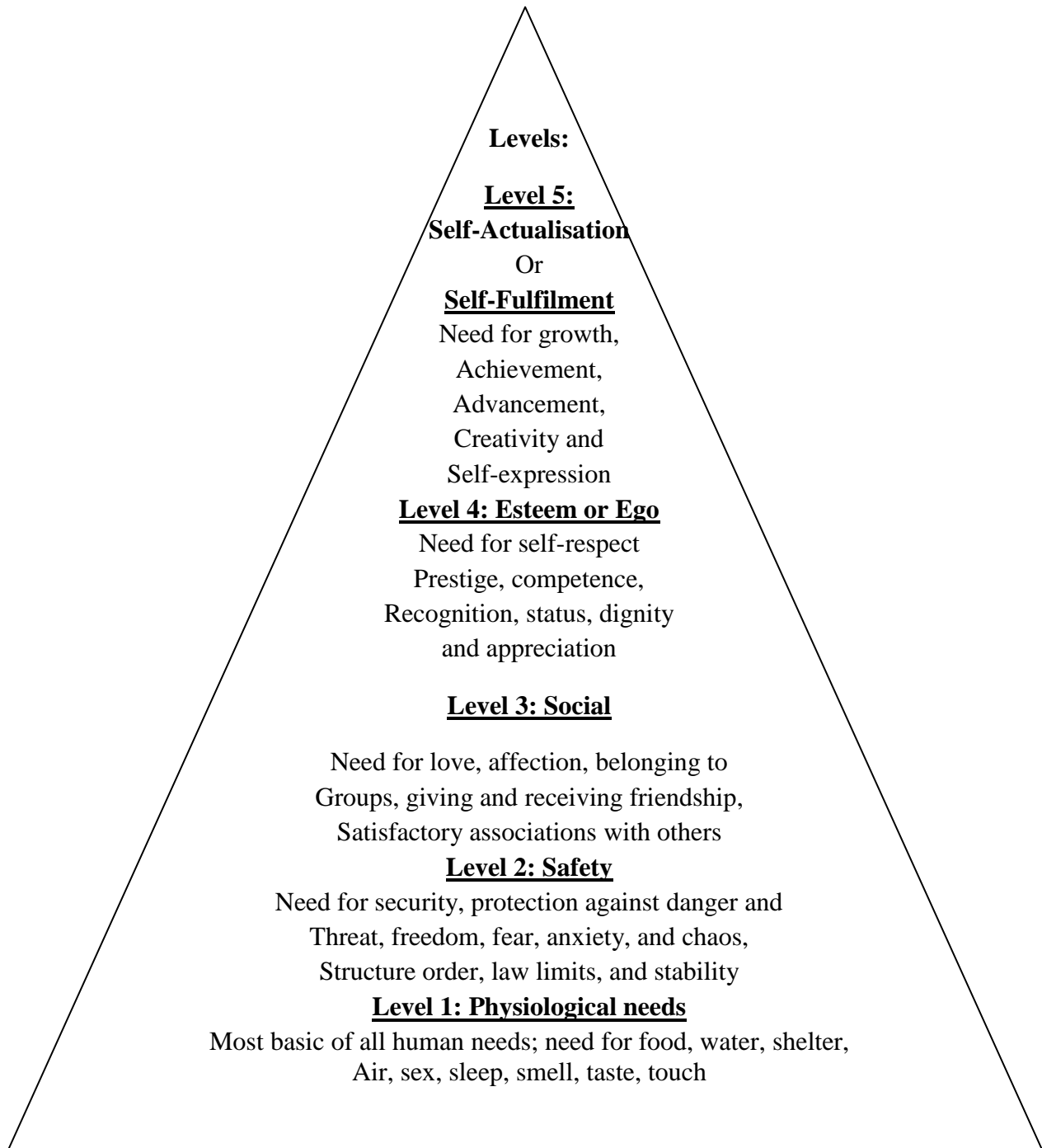


Figure 2: Maslow's Need Hierarchy Theory

Source: Hoy, W.K., and Miskel, C.G. (1996). Educational Administration: Theory, Research, and Practice, (5th. Ed.) New York: McGraw Hill, Inc. p. 102

Physiological needs

These are the basic and biological needs of an individual in which he/she needs to satisfy first before he/she can desire for other needs. These needs include the need for food, air, water, sleep, sexual gratification, shelter, clothing, etc. Maslow maintains that when a physiological need is unsatisfied, no other need will serve as basis of motivation (Maslow,1954).

Safety needs.

These are needs that arise as results of the successful satisfaction of the physiological needs. If the physiological needs are satisfied, the safety needs begin to unfold and it control behaviour. Safety needs deal with individual safety and the security of an individual in his environment and place of work (Asagwara, 1994). Safety needs are often met in educational establishment such as programme benefits, job security, health services etc. Examples of safety needs include need for security, protection against danger and threat, freedom from fear, social stability etc.

(Mbua, 2003).

Social needs

Social needs emerge as a result of the satisfaction of the physiological and safety needs. That is, if the physiological and social needs are adequately satisfied, social needs will unfold and influence behaviour. Some writers prefer to call social needs as “love needs”. Social needs involve the need to belong, the need for affection, the need to associate, the need to be loved by others (or family members), the need for friendship, the need to interact and be accepted by other people. The individual wants to be accepted for who he is. This hierarchy of needs discourages isolation. Social needs are usually satisfied through social interaction which people give and receive love for example students grouping themselves in school plays a very important role in addressing these needs (Mbua, 2003). Non satisfaction of this need may affect the mental health of an individual. The consequences may be manifested in high rate of absenteeism, poor performance, emotional breakdown and also low job satisfaction (Hellriegel & Slocum, 1976).

Ego or esteem needs

This is level four in the Maslow hierarchy of needs theory. Here, Maslow describes two kind of egoistic needs. Firstly, those needs that has to do with ones self-esteem such as needs for self-confidence, for independence, for achievement, for knowledge and also for competence. Secondly, those needs that has to do with one's reputation, for recognition, for status, for appreciation, and self-respect (Mbua, 2003). At this level the individual ones to be seen as a competent person. The individual is more concerned about his achievement, status, his competence and prestige. The accomplishment of these needs leads to self-confidence, feeling of worth and adequacy. It should be noted here that the desire for this need erupts when the physiological, safety, and social needs have been addressed. Ibid.

Self-actualization needs.

This is the highest need level in Maslow's need theory and is level 5. Self-actualisation is also referred by some researcher's as the "self- fulfilment need". Maslow defines self-actualisation as "the desire to become more and more what one idiosyncratically is, to become everything one is capable of becoming". Thus self-actualisation here means the individual's ability to achieve all he/she desires to achieve in life. Maslow's considers the first three level needs (physiological, safety, and social needs) as "lower level needs" in which many people can satisfy these needs. Maslow refers the last two level needs (ego and self-actualisation) as "high level needs". According to Maslow these high level needs are rarely completely satisfied. Maslow (1971) identifies some characteristics of a self-actualised person such as a person who strive towards new goals, being open to new experiences, being assertive and self-expressive, striving towards honesty in interpersonal relationship, researching for ones talents and value, and also making growth choices instead of fear choices.

Some Criticism of Maslow's theory

According to Szilagy (1981), human needs are not static but dynamic in nature. Also one can satisfy more than one need at the same time which is contrary to the views of Maslow. Also Carl Rogers noted that human beings can have the capacity to satisfy high level needs even when low level needs have not been addressed.

Justification of Maslow hierarchy need theory in relation to the topic under study

This theory is very relevant in explaining student's needs. Putting this theory in the researcher's context, it can be seen that students have needs and these needs are classified according to levels, there are needs that are easily addressed and there are needs that are complex and students find it difficult to attain this high level needs of being fulfilled. This theory does not only provide the researcher and school counsellors with an idea of students needs but also stresses the importance for counsellors to help students addressed these needs, in order motivate them to move to the next level needs. The first level needs expresses students' needs of the basic things of life such as food, shelter and the safety needs expresses the students need of safety in their environment, the need for protection from fear of the unknown, and also the feelings of insecurity. The love needs expresses student desires to belong, to be accepted and loved by other members of the society. A lot of students get frustrated and negatively affected because they are not loved and they feel isolated. There's need for school counsellors to help students in addressing their needs. Some students also have esteem problems, they lack confidence in themselves, they are shy in expressing their views and perspective in life and they are not bold enough to face the challenges in front of them, thus there's need for school counsellors to intervene and help students in addressing these needs. Finally there are students who aspire to grow, finish school and be employed thereby actualising their dreams. Thus there's need for counsellors to guide them in the process of self- fulfilment, counsellors can orientate students towards their career in accordance with their competence. It is therefore important for school counsellors to use effective methods and strategies in helping students to address their needs. Failure for counsellors to help students address these needs often leads to negative consequences such as emotional breakdown. Poor school performance, school dropout, low self-esteem etc.

2.2.5 Psychoanalytic theory of Sigmund Freud 1856- 1939

This theory was developed by Sigmund Freud. Freud was a physician who treated people suffering from mental illnesses. His method of treatment was known as "psychoanalysis". Psychoanalysis is based on the notion that most of human behaviour is as a result of unconscious process. Unconscious here according to Freud means fear, thoughts, and wishes that people are unaware of but never the less influences their behaviour. This theory believes that all humans have natural drives and urges that are subdued in the unconscious. According to Freud, human Personality constitute of the id, the ego and the

superego. Psychoanalysis is the process of using what we know about these three parts of someone's personality to analyse the way the person behaves. Freud believes that abnormal behaviour is as a result of personality conflict of the id, ego, and superego.

Freud's structure of personality

Id: This is the part of our personality that contains our primitive impulses such as thirst, anger, hunger and also the desire for immediate gratification. According to Freud, humans are born with the id. The id is very important to our personality because as new born, it permits us to satisfy our basic needs. The id according to Freud is our pleasure principle. The id wants whatever that is good without consideration for the present circumstance. The id is irrational and it goes after immediate gratification of the desire for pleasure, despite the external realities that might have influence on those desires.

The Ego: the ego is largely conscious and realistic in reaction to events in the world. The ego is that part of our personality that maintains a balance between our urge (id) and our conscience (our superego). The ego functions on the basis of the "reality principle", which responds to the real world as it is perceived to be, rather than as the person may want it to be. Through the reality principle, the ego mediates between the id and the external world, deciding on the extent to which our urges or desires can be suppressed. The ego may try to find realistic ways to satisfy the id's impulses. Thus the ego is a personality structure that balances the need of the id against the demands and expectations of the society. (Freud & Bonaparte, 1954).

The superego: Freud's third structure of personality is the superego. The superego represents the conscience that is the moral part of us. It represents our societal rules. The superego evolves due to the values given on morality and ethical considerations in the society. The superego constitutes all recognised universal norms and values of the society. The superego developed later than the id and ego, around 3 to 5 years of age. The superego represents the authority figure which tells us what we can do and what we cannot do according to the norms and values of the society. The superego checks whether we are obeying our internalised moral authority. For example, if a boy wants to have a sexual relationship with his step sister, the superego will tell him to quit such a disgraceful relationship that is not accepted by the society but the id may want to continue with the relationship. Ibid.

The superego consists of two components; the conscience and the ego ideal. The conscience is the capacity for self-evaluation, criticism and reproach, it creates guilt when social rules are violated. It arises from those experiences where we were punished for unacceptable

behaviour. While the ego ideal focuses on societal accepted rules that's an idealised self-image in the society. The superego focuses on prohibited behaviours while the ego ideal focuses socially accepted behaviours. Freud's also talk of the conscious mind, the subconscious mind, and the unconscious mind. The conscious is what we are presently aware of, the subconscious are those thoughts that we are temporarily or partially aware of. That is, there are below our conscious awareness and is easily accessible. The unconscious mind is the area of the mind where memories have been suppressed, those things that we don't want to think about and is always very difficult to access such memories example traumatic events that have been repressed. Ibid.

Freud's psychosexual stages of development

- 1) Oral stage (0-1 year):** this is the stage where the gratification of the libido or the id is focus on the mouth during this time the child gets pleasure from sucking and swallowing. At this age the mouth is a source of pleasure or conflict because the child can also cry to meet needs.
- 2) The anal stage (1-3 years):** This is the period where the child develops pleasure from the anus. The focus here is on defecating.
- 3) The phallic stage (3-5 years):** during this stage the child develops pleasure in touching her/his genitals when this occurs; the child develops sexual attraction towards the parents of the opposite sex. When a boy desires the mother, is called Oedipus complex and when girl desires the father is called Electra complex.
- 4) The latency stage (6-11years):** This is a stage where sexual interests is less active, it is the stage of inactivity of the libido. During this period the child is more concern with his/her peers. They pay more attention in their academics and social learning and other developmental skills.
- 5) The genital stage (11 years plus):** the libido is very active during this stage and this stage begins with puberty. This time, interest is geared towards peers of the opposite sex. Children at this stage establish sexual relationship.

Freud's defense mechanisms

When tension exists between the demands of the different personality structures, it can lead to conflict which causes unpleasant sensation of anxiety. In order to deal with these conflicts there's need for defense mechanism. Freud describes several defense mechanisms. They include:

Repression: it is a defense mechanism where the ego excludes painful thoughts and memories. That is, the instant removal from awareness any threatening impulse or idea from the conscious mind.

Denial: it is a situation where an individual refuses to acknowledge unpleasant or traumatic event. That is refusal to believe reality example is a person's refusal to accept that she/he is HIV positive.

Projection: it is a defense mechanism whereby a person attributes to another's person one's own unacceptable desires or thought.

Displacement: channelling impulses on to a different target.

Reaction formation: defending against unacceptable impulses by turning them into the opposite.

Regression: it is a defense mechanism where an individual can return to an earlier state.

Sublimation: transforming an impulse into more acceptable behaviour

Rationalization: it is a defense mechanism whereby an individual deal with the emotion intellectually to avoid distress.

Identification: it means modelling behaviour from another person. (Harling & Whitehead, 2010; Freud & Bonaparte, 1954).

Justification of Freud's psychoanalysis theory in relation to the topic under study.

The researcher finds this theory very pertinent in relation to the topic under study. From the theory it can be deduce that, most of the personal and social problems students' face, which is also manifested in the form of need, is as a result of the conflicts of the different structure of personality. That is, the id, ego and superego, especially when students adhere to the urges of the id. This theory makes us to understand that students have different needs when they reach a particular age as seen from Freud's psychosexual stages of development. It is important to address these needs accordingly in order to avoid fixation. Freud also presented different defense mechanism needed to curb some of these unpleasant anxieties. Thus this theory provides a framework for counsellors to explore during interventions. Counsellors are expected to use Freud's psychoanalysis method to effectively intervene in helping students with their different needs. In the process of counselling they can unveil the unconscious into the conscious. In this case, counsellors can use the immediate crisis of the client to unveil and understand the root cause of the client's problems. The

counsellor can focus on the client's history. The past can help to explain the current problem of the client. The counsellor can train the client on different defense mechanism corresponding the client's situation. Thus the exploitation of psychoanalysis theory in counselling will help to balance the three elements of student's personality.

2.3 Types of evaluation

There are many types of evaluation reviewed as stipulated by different authors but for the purpose of this work, just the two main types of evaluation will be reviewed. These are the formative and summative evaluation.

2.3.1 Formative evaluation

This type of evaluation usually comes in the course of program implementation. It focuses on process of program implementation to determine the extent to which program objectives are being attained. When formative evaluation is carried out, it gives feedback to the program stakeholders on the effectiveness of the program. With such information gotten from formative evaluation, stakeholders can then get into acute decision making as far the program is concerned which are geared towards improving the quality of the program under consideration. Besides proving feedback to decision makers, formative evaluation also provide feedback to teachers and learners as to the extent of attainment of the objectives earlier stated for the program. According to Boulmetis and Dutwin (2005), formative evaluation is an on-going process which permits educational stakeholders to make adjustments wherever necessary. They hold that when results are gotten from formative evaluation, there can be modification of the objectives earlier stated modification of the teaching methods, modification of the teaching aids stated in the program as well as modification of the evaluation instrument previewed in the program.

Short, Hennessy and Campbell (1996) are of the opinion that formative evaluation assesses needs that the new program should fulfil. Rossi and Freeman (1993) also explain the fact that formative evaluation assesses the early stages of program implantation and also involves testing the program on a small scale before broad distribution. Tillman and Patricia (2004) suggests that when designers evaluate the materials to determine the weakness in the instrument, so that revisions can be made, to make the instrument more effective, this process can be termed as formative evaluation.

2.3.2 Summative evaluation

Formative evaluation is a form of evaluation that is always done at the end of a program. Scriven (1969) highlights that all assessment techniques can be summative as only some of them can be formative. Summative evaluation demonstrates the worth of a program at the end of program implementation. Summative evaluation demonstrates whether the objective of the entire program has been met or not. According to the Pell Institute (2017), summative evaluation takes place at the end of a program in order to determine the effectiveness of the program. Its purpose is to determine the outcome of the program. For an evaluation to be summative, it needs to respond to the following critical questions:

- Were the objectives of the program met?
- Will you need to improve on the overall structure of the program?
- What are the resources needed to address the program's weaknesses?

Thus, summative evaluation provides program designers with sufficient information to make future plans as far as program improvement is concern. Patricia and Tillman (2004) explain that, the goal of summative evaluation is to collect, analyse and summarize data in order to present decision makers in the client organization so that they can make a judgement regarding the effectiveness and efficiency of the program. Thus, judgement usually leads to decisions regarding continued use of the institution or program. They further argued that in carrying out summative evaluation, the following questions should guide the process:

- Does the implementation of the instruction solve the problem identified during needs analysis?
- Do learners achieve the goals of the institution?
- How do learners feel about the instruction?
- What is the cost of the instruction?
- How much time does it take learners to complete the instruction?
- Is the instruction implemented as it was designed?
- What unexpected outcomes resulted from the instruction

2.3.3 Importance of program evaluation

Umar (2014) explains the fact that the importance of curriculum or program evaluation is to determine the value of the curriculum itself. According to Umar, evaluation helps to determine the outcomes of the program, it helps the stakeholders in deciding whether accept or reject the program. It serves the purpose of determining the need for revision of the course content and also helps in the future development of the curriculum materials for

continuous development, thereby improving the methods and techniques of the teaching and learning process. Emil (2015) holds that program evaluation contributes to quality services by providing feedback from program activities and outcomes to those who can make changes on the program or those who decide which services are to be offered. Without feedback, programs cannot be carried out effectively, thus a need for evaluation in any program. Goldie (2006) emphasizes that a strong evaluation on process supports accountability which allows evaluators to gain useful knowledge about their program and sustain on-going program development. According to Adrienne et al (2011) evaluation helps us to see what has been done so far and justify funding by clients. Evaluation also helps to identify strengths and weaknesses, learn from errors, feedback information into planning and improve the program. Program evaluation helps to ascertain cost effectiveness as well as it helps to influence policies and area of priorities. Trevis and Hubert (2001) postulate that program improvement, based on accountability of data gathering regarding students' outcome is a good process of evaluation. To support the idea of accountability, Myrick (2003) highlights three questions in accordance with the Guidance Counsellors' program as follows:

- Is there a written program with standards in place?
- What Counsellors' intervention or activities are used to address those standards and students' needs?
- What evidence is there to prove that specific interventions are making difference?

Hulma and Allen (2016) emphasises that evaluation seeks to provide objective evidence of whether the program has met the desired objectives. It provides an opportunity for program planning and decision making. It also provides a means of communication among school counsellors, Guidance teachers, school administrators, parents and the community in general. Hulma and Allen went further to explain that, evaluation defines the expectations for Counsellors and provides a systematic means of measuring the Counsellors' performance in relation to the program expectations. Thus evaluation helps to improve the effectiveness of the Counsellor as well as the program itself. Evaluation no doubt helps to improve the effectiveness of Counselling services. The future of any Guidance program depends on providing concrete data and helping school administrators to judge how well and effective the program is functioning so as to determine the necessary improvements to be made.

Evaluation also provides the foundation for identifying critical gaps in service delivery and for planning program changes. Wilma and Allen (2016) also outline some steps needed in order to evaluate a school counselling program to determine effectiveness. The steps are:

- Identify current resources availability and use
- Identify current guidance and counselling activities
- Determine students' outcomes
- Identify who is served
- Gather perceptions
- Determine improvement of persons in a region or school

Also, students' awareness of the services and their satisfaction should be taken into consideration. They also emphasised that evaluation offer program leaders to evaluate themselves, thus helps in determining professional competence. They went further to explain the fact that proper supervision and program monitoring help provide an opportunity for checking if the structure and implementation of the program are appropriate. Continuous evaluation suggests a continuous search of better ways of doing things and a willingness to look at performance and increase the search for improvement thereby helping implementers to understand their role and consequences of what they do. For Guidance and Counsellor Services to be accepted, it needs to demonstrate its effectiveness and this can be done only through evaluation which can show evidence that guidance counselling services provide desirable change in students' behaviours.

2.4 Notion on the suitability of classroom guidance contents (guidance curriculum) and students' need

The guidance counsellors Terms of Reference in Cameroon centred around the three main objectives of guidance counselling in educational establishment which is to: To sensitize and inform the entire education family and the students in particular on the realities of the school environment and on training and profession, To develops into students the knowledge of themselves and inform them of the factors likely to affect their educational success or problems likely to affect their personality and also to make sure students acquire learning and professional insertion methods and techniques. For this to happen, educational counselling will have to lead the student to: Learn to learn (educational counselling), learn to work (professional counselling) and learn to live (personal counselling and social counselling). Thus we can say that educational counselling is out to help students in their personal, social, academic and career needs (MINISEC, 2009). Effective guidance counselling program should be design to address student's needs. Students differs in their needs, however some needs are common of students in a particular age group (Odeleye, 2017). The content of every school counselling program should focus on three interrelated

areas which is: academic, career and personal /social development of students or pupils (Campell & Dahir, 1997; Gordon, 2000). Similarly, Okene (2013) asserts that, the problems of African youths today are attributed to personal, academic, social and professional problems. He added that most of these youths are not prepared to face the above problems, most of them run away from their problems and give the impression that, they are fine and most often they display confidence and make it appear as if they can handle the situation and are ready to face life. In some cases they prefer to rely on their peers. It's therefore important to build contents on student's problems (needs). The guidance Curriculum is organised in a sequential and systematic format (Gysbers & Henderson, 1988). The guidance curriculum is delivered through classroom instructions, group activities, and responsive services (Dahir, Johnson & Dinnall, 2009). The above literature gives a picture of the classroom guidance contents and student's needs. It is therefore necessary to look at the contents related to students' each need (personal/social, academic and career developments).

The contents related to students' personal, social, academic and career needs is made up of five modules as prescribe by the guidance counsellor terms of reference. It should be noted here that these modules are meant to be taught in classrooms. That is the counsellors has to play the role of a teacher in other to deliver these contents, thereby training students with the necessary skills, attitudes and knowledge needed to enhance their academic skills. MINEDUC (2009) prescribed the following contents in relation to students' Academic needs.

Table 1: Academic needs content as prescribed in Guidance Counselor’s Terms of References in Cameroon

Module	Training session	Contents	Pedagogic objective	Outcome expected
<p>Module I The main objective of this module is for students to know the educational environment, sensitize and inform the students and the educational family. This module has 4 training sessions.</p>	<p>Training Session 101: Presentation of the System of Education</p>	<p>the content here include:</p> <ul style="list-style-type: none"> - The structure of the educational system - The levels of education and their duration - The educational establishments - Language of the educational system - The subjects taught - Educational assistance - Types of emulation available in the educational system 	<p>The main pedagogic objective of this module is that at the end of the training module, students will be able to understand Cameroon system of education, in terms of functioning.(MINEDUC, 2009)</p>	<p>The student will be informed on the system of education.</p>
	<p>Training Session 102: Presentation of the School Establishment</p>	<p>The content here includes:</p> <ul style="list-style-type: none"> - The structure of the educational establishment - Brief presentation of the educational counselling service - The rules and regulations of the school - Educational stakeholders and their duties - The arms of the educational establishment and their partner 	<p>At the end of the training session, the students will be able to know the educational establishment and how it works</p>	<p>Students will be better informed of his educational environment, students should adapt to his/her educational environment.</p>

	Training Session 103: Acquaintance with Educational Counselling	<p>The content involved here includes:</p> <ul style="list-style-type: none"> - Definition and importance of educational counselling - Educational counselling and its activities - The National Guidance and Counselling Day (the objectives of the day, the target population and activities carried out) 	<p>Pedagogic Objectives: At the end of the training session, the student will be able to understand the relevance of educational counselling and related activities.</p>	<p>The importance of educational counselling and related activities better understood by the student.</p>
	Training Session 104: Information on Fields of Study and Job Opportunities	<p>The content here include:</p> <ul style="list-style-type: none"> - Levels of educational counselling in secondary school. - Types of education (General and Technical) - Series and specialties - Academic and career opportunities for series and specialties. 	<p>Pedagogic Objectives: At the end of the session, students should be able to identify various fields of study and relate career opportunities</p>	<p>Students will be better equipped to make judicious and realistic choices.</p>
<p>Module II The main objective of this module is to assist students for their educational success (learning to learn). This module has three training sessions as seen below:</p>	Training Session 201: Exploring the Aptitudes and Interests of the Students	<p>Contents</p> <ul style="list-style-type: none"> • Students' skills • Students' interests 	<p>Pedagogic Objectives: At the end of the session, the students should be able to master his skills and interests as well as their impact on their academic success.</p>	<p>Outcome Expected Skills and interests identified and better perceived by students.</p>

	<p align="center">Training Session 202: Introduction to Techniques of Learning Subjects Taught</p>	<p align="center">Contents</p> <ul style="list-style-type: none"> - Managing curricular and extracurricular time - Techniques for assimilating knowledge in various subjects - Preparing for exams 	<p align="center">Pedagogic Objectives: at the end of the session, students should be able to efficiently use techniques of learning subjects taught.</p>	<p align="center">Outcome Expected</p> <ul style="list-style-type: none"> - Master of efficient techniques for learning subjects - Better management of curricular and extracurricular time by the students
	<p align="center">Training Session 203: Help in Improving School Performances</p>	<p align="center">Content</p> <ul style="list-style-type: none"> • Psychological factors: attentiveness, concentration, educational motivation, positive educational attitudes, attribution of reasons for academic success, interpersonal relations. • Educational Factors: discipline at school and the system of evaluation. • Sociological factors. 	<p align="center">Pedagogic Objectives: At the end of this session, students should be able to master objective factors that influence academic success.</p>	<p align="center">Outcome Expected</p> <p align="center">The student will be better armed to improve his academic performance</p>

2.4.1 Contents related to academic needs of students

According to Campbell and Dahir (1997) the American Guidance Counselling Program for academic development, is designed into three standards. Standards A emphasise on students acquiring the necessary skills, attitudes and knowledge needed for effective learning that will also be useful all throughout their lifespan. In Standard B, “students will complete with academic preparation essential to choose from a wide range of substantial post-secondary option”. Standard C emphasis on the need for students to understand the relationship between academics and the professional world, life at home and community. Olayinka (1993) opined that, the academic contents should be based on the interest, ability and aptitude of the learner. He added that there are many problems that may cause a student to have poor performance academically, such as poor methods of studying, poor method of reading, loss of hearing or eye problems etc. He went further to explain the fact that academic counselling aims at helping the student to make use of his educational opportunities. Which implies that students are trained to become cultural individual, and are also prepared to be fully functional in the society in order to carry out other activities which will be beneficial to the society to which the student belong and to the student herself. He insisted that students need guidance counselling at all levels in their life because it has been noticed that most students are unhappy, confused, disappointed with life, and frustrated when they meet with academic failure. Gordon (2000) added that guidance counsellor’s curriculum should focus on students ability to make decisions, setting profitable goals and taking necessary actions to achieve their goals, and it should teach students the relationship and interactions between home, school, community and those factors that are likely to affect their academic results. Asagwara (1994) pointed out that students should be made to cultivate the right attitudes towards school. He added that in order to meet students’ academic needs, school counsellors need to answer some basic questions such as:

- Have these students been made to cultivate positive attitude towards school?
- Have they been made to understand the benefits they will derive from schooling?
- Have they been helped to appreciate the objective of secondary education?
- Have they been made to feel some gaps in them that will provide the basis of their actions in the school?

The answers to the above basic questions can provide a background to an understanding of the school counsellor’s psychological approaches to helping students to succeed in school.

Thus student's orientation helps to prepare students mentally, socially, emotionally and psychologically for school. The right orientation helps students to value the importance of secondary education and their will help to draw student's thoughts and attention towards the objectives of school. He added that without appropriate orientation, students won't understand their reasons for being in school, they may also fail to attend lectures, and maybe unwilling to carry out their school assignments, they may be found roaming the streets or spending unnecessarily for cloths and shoes. To him, if students are not oriented many of these students will continue to behave in ways that is not pleasing to the society which may be very strange and embarrassing to teachers and parents. Okene, (2013) noted that African youths face problems of choice and learning difficulties. They have difficulties in choosing their school subjects in relation to their career ambition. Some of them don't have a good orientation of which institution to study after secondary school. Some students face difficulties in writing and spelling, and don't know how to read. Some have language problems in expressing themselves and a majority is struck by school demotivation. Many learners experience low academic performance and they experience poor relationship with their teachers and many are ignorant of effective learning styles. Thus, there's need for school counsellors to create the right psychological atmosphere needed to encourage students to learn. It is in this base that contents related to students' academic needs should be established.

Table 2: Personal and social need content as prescribed in the Guidance’s Counselor Terms of Reference in Cameroon

Module	Training Session	Content	Pedagogic Objectives	Outcome Expected
Module III The main objective of this module is to help in moulding the personality of the student (Learning to live).	Training Session 302: Introduction to Social Norms and Values	Content - Definition of concepts (social norms and values) - Presentation of some social norms - Presentation of some social values	Pedagogic Objectives: at the end of the training session, the students should be able to know and adopt the norms in their social environments.	Outcome Expected The students will be better enlightened on the society’s values and norms.
	Training Session 303: Presentation of a few Personality Disorders and Deviant Behaviours.	Content - definition of concepts (personality impairment, deviant behaviours) - presentation of some deviant behaviours - presentation of some personality impairment, (stress, phobia, suicide, depression)	Pedagogic Objectives: at the end of this session, the student should be better informed on the personality impairment and deviant behaviours.	Outcome Expected Students will be better aware of personality impairments and deviant behaviours.
	Training Session 304: Help in Seeking Solutions to Individual or Relational Problems	Content - Definition of concepts (individual problems, relational problems) - Presentation of some individual problems - Presentation of some relational problems	Pedagogic Objectives: at the end of the session, the student should be able to know some of the attitudes to adopt in case of individual or relational problems.	Outcome Expected Students will be better enlightened on the attitudes to adopt in cases of individual or relational problems.

	<p>Training Session 305: Decision Making</p>	<p>Content</p> <ul style="list-style-type: none"> - Definition of these notions: problem, choice decision. - Example of situations in which decisions have to be made - Factors of previous failure or success - Stages in the decision making process <ul style="list-style-type: none"> ✓ isolate the problem ✓ identify possible solutions ✓ evaluate the possible repercussions of each solution ✓ act ✓ lessons to be learned - Other aspects to be taken into account in decision making: norms, personal values and short coming. - Advantages connected with applying the decision making process in important life situations. 	<p>Pedagogic Objective: at the end of this session, the student will be able to make and implement responsible decisions.</p>	<p>Outcome Expected Students more liable to reflect on their personal choices.</p>
	<p>Training Session 306: The Notion of Self Assertiveness.</p>	<p>Content</p> <ul style="list-style-type: none"> - Definition of these notions: behaviour aggressiveness, passiveness, assertiveness, self-assertion. - Modes of expression of assertiveness: verbal and non-verbal communication (eyes, 	<p>Pedagogic Objectives: At the end of this session, the student should be able to understand the notion of assertiveness and its importance in various situations in life.</p>	<p>Outcome Expected Students better aware and better equipped to face various situations in life.</p>

		<p>posture, gesture, facial expression)</p> <ul style="list-style-type: none"> - Types of non-assertive behaviours (aggressive and passive) - Types of self-assertive behaviours (positive behaviour) - Some situations in life: fear of disappointing or disturbing others, fear of failure, fear of what others will say, and fear of losing the advantages obtained from others etc. - Various stages of self-assertion (self-observation, objective analysis of the stance of others, observance of the manner of developing relationship with other) - Some self-assertion techniques (insist and localise your message, express criticisms, requests, answers, opinions and feelings positively, know when not to listen etc.) 		
<p>Module V This module talks about the psycho emotional and social approach to adolescent sexuality. It has</p>	<p>Training Session 505: The Notion of Sexuality</p>	<p>Content</p> <ul style="list-style-type: none"> - Definition of the notion of sexuality - The dimensions of sexuality ✓ The biological dimensions ✓ The Psycho Emotional Dimension 	<p>Pedagogic Objectives At the end of this session, the student will be able to understand the notion of sexuality in its various dimensions.</p>	<p>Outcome Expected Student better informed on human sexuality and its psycho emotional, social and moral dimensions.</p>

the following training sessions.		<ul style="list-style-type: none"> ✓ The social dimension ✓ The moral dimension <p>The myths and facts surrounding sexuality</p>		
	Training Session 502: Psycho-Emotional Approach to Sexuality: From Childhood to Adulthood	<p style="text-align: center;">Content</p> <ul style="list-style-type: none"> - Definition of these notions: psycho sexual, psycho emotional, childhood, adolescence, puberty, adulthood. - Stages of psycho-sexual development and their characteristics - Some problems connected with puberty and ways to address them 	<p style="text-align: center;">Pedagogic Objectives</p> <p>At the end of this session, the student will be able to identify the various stages of psycho-sexual development and their main characteristics.</p>	<p style="text-align: center;">Expected Outcome</p> <p>Students prepared to face sexuality related transformations.</p>
	Training Session 503: Social Approach to Adolescent Sexuality	<p style="text-align: center;">Content</p> <p>Sources of social influences: per groups, the family, the media etc. Attitudes to adopt when faced with negative social influences</p>	<p style="text-align: center;">Pedagogic Objectives</p> <p>At the end of this session, the student should be able to identify the various social influences likely to weigh positively or negatively on adolescent sexual attitudes.</p>	<p style="text-align: center;">Outcome Expected</p> <p>Students better warned against deleterious social influences to sexuality and informed on the positive attitudes to adopt in the face of such influences.</p>
	Training Session 504: Risks and Perils of Sexuality	<p style="text-align: center;">Content</p> <p>Definition of the notions of sexually transmissible Infections and sexual deviances. Some sexual problems (sexual</p>	<p style="text-align: center;">Pedagogic Objectives</p> <p>At the end of this session, the student should be better informed on sexually transmissible infections</p>	<p style="text-align: center;">Outcome Expected</p> <p>The student will be better sensitized about sexual problems, sexually transmitted infections, sexual</p>

	.	<p>impotence, early ejaculation etc.)</p> <p>Some sexually transmissible infections (Aids, gonorrhoea, syphilis etc.)</p> <p>Some sexual deviances (prostitution, homosexuality, masturbation etc)</p> <p>Some methods of prevention</p>	<p>(STDs) sex related deviances and the methods of preventing them.</p>	<p>deviances and preventive attitudes</p>
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2.4.2 Content related to personal/social needs of students (social counselling)

In relation to personal/social needs of students, Campbell and Dahir (2007) prescribed three standards for student's personal/social development. Standard A stipulates that school counselling program should enable students to acquire knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others. In order to achieve this objectives the first thing the student need to acquire is self-knowledge in which they will develop a positive attitude towards self as a unique and worthy person, they need to identify personal values, attitude and beliefs and they need to learn the goal setting process and understand change as part of growth, and the ability to express feelings. They should have the competence to distinguish between appropriate and inappropriate behaviours, and also recognised personal boundaries, rights and privacy. Added to this they need to understand the need for self-control and how to practice it, show cooperation in groups and also identify the changing family roles. The students need to acquire interpersonal skills; they need to know everyone has rights and responsibilities including family and friends. In this view, they need to respect alternative points of view. Standard B emphasises on the need for students to make decisions, set goals and take necessary actions to achieve goals and standard C emphases need for students to acquire survival and safety skills.

Olayinka (1993) purports that, students at primary, secondary and tertiary levels of education who have left the safety of their home environment to find themselves among many people frequently present different problems apart from academic problems. Socially, they may become maladjusted; they may experience interpersonal adjustment problems with their peers, and teachers. Most often they may lose their self-esteem with no sense of personal value, they may become so nervous, introverted and emotionally disturbed which may lead to poor academic achievement. In addition to these some students are disturbed about family problems, some experience sexual problems and can't even concentrate in school. It is therefore important for the school counsellor to render services to students in their personal/social needs.

Gordon (2000) noted that the contents related to students personal/social needs should centre on students ability to understand and appreciate home and family, developed a sense of community, setting goals that are achievable and making decisions in relation to the students interest. He added that students need to understand safety and different strategies for survival. In this same view, Okene (2013) describes some personal problems that African youths are facing

today. He characterised African youths problems to conflicts and childhood desires. In a bid to satisfy their peers, youths attract attention and impress the members of their entourage. They try to create their own world which results to shame, defeat and emotional difficulties. He added that youths today have intense stress; they are aggressive and also experienced phobias. They go through the periods of negative self-esteem often accompanied by suicidal thoughts. They are unable to understand themselves and are often engage in violence, they face difficulties managing themselves, they engage in the abusive usage of drugs and alcohol and some experience puberty crises and most of them suffer in silence because they are afraid to open up. Some of them are victims of sexual transmitted disease like AIDS and some even have unwanted pregnancy. They are far from making good decisions in relation to realistic choices and their objectives in life. Socially, African youths faced relationship difficulties. Okene, added that youths also face challenges with the advent of technological innovations, the fashion world, the youths parental background. Some youths are exposed to early sexuality, risky abortions and they lack good attitudes to behaviours related to fight, anger, insubordination etc. some have difficulties living with their friends. Sillamy (1980) asserts that African youths don't always manage to satisfy their personal needs of distraction, seduction, affective response, self-fulfilment, domination, independence, security, novelty, information, stimulation of exploration, esteem, and self-actualization

Table 3: Career needs content as prescribed in Guidance Counselor Terms of Reference in Cameroon

Module	Training Session	Content	Pedagogic Objectives	Expected Outcome
<p>Module IV The main objective of this module is assists students in the socio professional integration.</p>	<p>Training Session 401: Presentation of the Realities of the Job Market</p>	<p>Content</p> <ul style="list-style-type: none"> - Definition of these concepts: law and employment - Presentation of trades and groups of trades: public, Para public, private and informal sectors. - Changes that affect the job market: <ul style="list-style-type: none"> ✓ Technological changes ✓ Economic changes ✓ Demographic changes ✓ Climate changes 	<p>Pedagogic Objectives: at the end of this training session, the student should be able to identify existing professions and to master the stakes and challenges of the changing times.</p>	<p>Expected Outcome Students more enlightened on trades and on the job market.</p>
	<p>Training Session 402: Introduction to the Drafting of Professional Projects</p>	<p>Content</p> <ul style="list-style-type: none"> - Definition of the concept: professional project - Presentation of some aspects necessary in the development of a professional project - The potentialities of the individual, his training. - The socio-economic environment 	<p>Pedagogic Objective At the end of this session, the student should be able to conceive his professional project</p>	<p>Expected Outcome Students better equipped to design their professional projects.</p>
	<p>Training Session 403: Introduction to Techniques of Searching for a Job</p>	<p>Content</p> <ul style="list-style-type: none"> - Exploration of various sources of information on employment opportunities 	<p>Pedagogic Objectives At the end of this session, the student</p>	<p>Outcome Expected Job seeking techniques, mastered by the students.</p>

		<ul style="list-style-type: none"> - Job searching techniques ✓ Drafting of a curriculum vitae (CV) ✓ Drafting of a letter of interest ✓ Succeeding in undergoing a job interview ✓ Preparing a competitive examination into the public service 	should be able to master the various techniques used in looking for a job.	
	Training Session 405: Preparing for Self Employment	<p>Content</p> <ul style="list-style-type: none"> - Definition of the concept of self-employment - Aspects necessary for the establishment of self-employment - Entrepreneurship spirit - Identification of the activity to be under taken - Feasibility study of the project - Looking for funding - Running an activity 	<p>Pedagogic Objectives</p> <p>At the end of this session, the student should be able to master conditions for establishing self-employment</p>	<p>Expected Outcome</p> <p>Students better informed on conditions of establishing self-employment.</p>

2.4.3 Content related to career needs of students (professional counselling)

As far as career development is concerned, Campell and Dahir (2007) outlined the program standards for career development. Standards A emphasised on the need for students to acquire the skills to investigate the world of work in connection to knowledge of self and also to make career decisions. Standard B emphasised on the need for students to utilised strategies to achieve future career goals with success and also satisfaction. And standard C emphasised on the need for students to understand the relationship between personal qualities, education, training and the world of work. Thus any career content should be based on these competencies.

Olayinka (1993) added that counselling in schools will enable the country to identify youths that are talented and foster them to optimal level of social, educational and economic development. He added that early identification of talents of an individual is very important for the proper planning of programs in order to meet the man power needs of the country. Guiding youths to pursue the appropriate education in which there's no over production of certain man power needs and under production of other aspects of the man power needs is a sure process of building a more prosperous and advance country. According to him vocational counselling is a decision making process to help students realise their career choice in relation to their subject's combination and their competence. He sees vocational counselling as a necessary requirement to the economic growth and man power of the country.

Ambeta (2005) ascertain that one of the most challenging difficulties of students is to choose subjects that are related towards their future career. Thus, there's need for guidance counsellors to orientate students towards their career, based on their aptitudes and interest. Hay and Hapson (1972) also observed that many teachers still have to recognise that career work has another function to serve and a fundamental one, than guidance choices. Before undertaking to help pupils and students to choose a suitable profession, one should ascertain if he/she is employable, as counsellors have as obligation to make sure that school leaders can both keep a job. In this light, Okene (2013) noted that many African youths lack professional projects, they also lack the initiation to employability, and they show lack of knowledge of their economic environment and the realities of the world of work. Their situation is complicated in the job market with increase technological advancement and the dynamic nature of different job sectors, thus in the absence of thorough knowledge of themselves, they do not reach professional projects more and they do not hesitate in choosing fancy professions. He added that some of

these youths are experiencing unemployment problems because of the inadequacy of their skills in relation to the demands of the workplaces. He further explained that youths lack employability preparation for self-employment and the necessary know how to manage a project and some lack strategies for finding and keeping job, retraining and upgrading for career transitions and career development throughout life. To him, some of these challenges are, as a result of modernization and the introduction of modern technologies in Africa natural environment. He concluded that the reform of educational, personal/social, and vocational guidance is urgent in giving hope to the African youths and promoting sustainable development in the continent.

2.5 Availability of material Resources for program implementation in order to meet students' needs

According to Gysbers and Henderson (1988) the effectiveness of a program is measured in terms of its available resources. This implies that for any program to be considered effective there is need for available resources. The authors went further to explain the fact that when program implementers know the current available resources, it will give room for creativity and when there is shortage of resources, implementers will demand for more resources and improve on the existing resources for the smooth functioning of the program. Thus, knowledge on the current available resources will be beneficial to the implementers because this will motivate them to work hard when they know the available resources that are at their disposal. Gysbers and Henderson grouped the resources into three categories. We have human resources which include all staff members and their skills. We also have financial resources which include the budget need to purchase instructional materials, equipment's and also facilities needed to effectively implement the program. Political resources here mean government policies and laws that support the program. MINEDUC (2009) identifies some instructional materials such as brochures, posters, billpostings, monographs of trades (printed materials) psychological tests and so on. The guidance counsellor term of reference also recommend that the guidance office should have the necessary resources. In order to present a clear understanding of resources, all the different types of resources will be discussed below; more attention will be on material resources.

2.5.1 Human resources

Counsellors are the fundamental resource persons needed for effective program implementation. It should be noted here that Guidance Counsellors do not work alone. In order to effectively meet students' needs, they work in synergy with other staff members, school administrators and community agents. A school counselling program requires administration and management support to effectively establish and promote the school counselling program (ASCA, 2003). There is need for counsellors to be competent and skilful in order to meet students' needs, which also allows for accountability. Gysbers and Henderson (1988) pointed out that, in order for counsellors to effectively meet students needs, there is need for an ideal counsellor to student ration. According to ASCA (2007), the ideal counsellor to student ratio should be 1:250. The Educational law in Cameroon guiding Guidance and Counselling Prescribes a ratio of 1:300. If this ratio is respected in schools, Counsellors will not be charged with too much workload. They will effectively follow up the students until the student succeeds in life. In situations where a single Counsellor is sent to a school of 3000 students, this makes it difficult for a single counsellor to effectively follow up 3000 students. Most counsellors in Cameroon are faced with this problem and most often, there are schools that do not even have a counsellor. If the ASCA counsellor to student ratio is respected, the problem of much work load will be reduce.

Ipaye (1983) also noted that there should be eligible persons to do counselling. He noted that when a counsellor is posted to a populated school, it becomes difficult for the counsellor to implement the guidance counsellor program. He further postulates that counselling requires time. The process of counselling requires that the counsellor should spend time with their clients in order to diagnose their problem and guide them towards permanent solutions. To him, provision of time allocated for counselling is a problem in most schools because the time table is always choked up with other subjects, the time table is not flexible giving no room for future modifications. Sometimes, counsellor's make use of students' short break for counselling. This time is not sufficient because counselling usually last for forty minutes to one hour or more. So when students' break is being used for counselling, this could be seen as an act of meddling with students' private time to relax and rest which is essential for their concentration on subsequent subjects on the school time table. He added that when students do not see guidance counselling

on the school time table, they can have different thoughts about the service which is not encouraging. They can think that counselling is not important as other subjects.

As far as training and skills is concerned, Olayinka (1993) recommended that to be employed as a guidance counsellor, the person must at least have a bachelor degree with supplementary courses in guidance and counselling. After finishing the required courses, in Guidance Counselling, the counsellor should obtain a Master's degree in combination with internship before he/she is qualified to become a Guidance Counsellor. He added that the professional curriculum for undergraduate counsellors should contain the basic foundation of psychology and sociology. At the undergraduate level, the curriculum should contain contents in techniques of appraisal, educational and vocational counselling, placement services, psycho pedagogical follow up, psychology of education and occupation, industrial psychology, job analysis, theories of occupational choices, administration of guidance services, theories of personality development, psychological test and also statistics and research methodology. He further explained that in order for guidance counsellors to gain more skills, there is need for the counsellor to be exposed to other educational fields such as biology, physical sciences, mathematics, humanities and also specialties of psychology and sociology. By so doing, the counsellor will know a bit of everything, giving room for broad knowledge. Also in order to be qualified as a counsellor, the personality traits of the person must be kept intact. This is because when dealing with clients, the counsellor must possess certain good professional personality traits such as empathy. The person should ensure trust and confidentiality (Vacc & Loesch, 1987).

As far as human resources are concerned, the main issues raised here is counsellor-student ratio, the professional training of counsellors and also the time allocated for guidance counselling. In order for guidance counselling to be effective, there must be adequate counsellor to student's ratio, counsellors should be well trained and there should be sufficient time allocated for guidance and counselling.

2.5.2 Financial resources

Makinde (1984) recommends that schools should provide available financial resources needed for school counsellors to purchase equipment, materials and also allowances needed to run the guidance counselling services. He added that available financial resources will allow the counsellor to buy books, journals, magazines and also visual aids which will help the counsellor

to advance in knowledge. These financial resources will also help the Guidance Counsellor to Plan guidance activities such as conferences, visitation of enterprises and other community organizations that are beneficial to the students' development. Gysbers and Handerson (1988) added that guidance counselling budget may also be used to buy record folders, papers, pens, film strips, psychological tests, books and so on. They emphasized the need for inventory once in a while to determine the quantity of equipment and how it should be distributed. An inventory will let the Guidance Counsellor to be aware if the available equipment suits the program. Gysters, Hughey, Starr and Lapan (1992) proposed that a sufficient guidance counselling budget well established which will reveal the resources needs of the guidance counselling services and this budget should be separated from school budget.

Ipaye (1983) also recommends that counsellors should have an office of their own, at least 10 by 12 well-furnished and carpeted offices with at least two chairs for the counsellor and the counselee. There should be a table with a bookshelf, a file cabinet and tape recorder. He also suggested that there should be a secretariat where students who come to see the counsellor can sit and wait for their turn to see the counsellor. The secretariat should also be well equipped containing magazines and tools that students can read while waiting to get counselling. The counselling room should be large enough in which group counselling can equally take place; if not the room allocated for group counselling should equally be well equipped. He equally advised that that it will be more proper for a school to have a counselling centre rather than a counselling office. To him, a counselling centre will have rooms for almost all the services offered by the counsellors. Examples here will be a room for individual counselling, a room for group counselling, information centre, and career library

Gysters et al (1992) also recommended that a guidance centre should be established in order to effectively implement the comprehensive Guidance Counselling program. In support of this view, Mutie and Ndambuki (2004) noted that the effectiveness of the educational and vocational information service in a school depends largely on the systematic organization, proper maintainance, regular use of guidance and counselling centre, ideally, the centre should be a large room furnished with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be kept in good condition. Similarly, Olayinka (1993) also insisted that guidance counsellors need a separate office from their staff. In this office, he purported that students can come for counselling. He further stipulated that the office should be attractive and accessible to

students, ensure that the principle of confidentiality is well respected. He also shares the same view with Ipaye on the idea of the counsellor having a private confidential secretariat.

Also, Hayes, Hopson and Daws (1972) emphasized on the records system in the Guidance Counselling services. They defined the cumulative record as “a permanent record of a students’ educational career containing many different items of information”. Cumulative record is usually kept in a folder and there should be addition of information in the cumulative record when necessary. They defined some contents of a cumulative record such as identification data of the student, health information, home and family history, school history, standardized test results, personality data and also information on vocational guidance.

There should also be necessary facilities and equipment needed for effective guidance and counselling such as tables that have drawers, accommodation of the counselling staff, filing cabinets for students’ records keeping and each student of the school should have a cumulative record (Olayinka, 1993; Egbochukwu 2008). Akume, (2010) advised that counsellors should make use of information and communication technology such as radio, television, internet usage and so on. According to him, the usage of ICT will create room for advertising and marketing guidance counselling especially in the area of career counselling, where much information is needed to better orientate the student on his/her career choices according to his skills and competence. The fact that the world is fast becoming a global village, there is need for guidance counsellor to move with time. They should make use of ICT in order to gain information to meet the different needs of students. In this light, Olayinka (1993) suggested that counsellors should make use of audio-visual aids such as films, slides, tape recorders, chatting group counselling. Using this instructional material will attract students to be attentive so that can learn and understand more. Also the fact that students learn more by observing and imitating using visual aids will make the lesson very attractive and interesting.

Another equipment that is needed in the counselling services is the bulletin board. Olayinka (1998) recommends that Counsellors should make use of bulletin boards where information on educational and vocational issues will be publicly displayed for some days. The information displayed should be current, accessible to all students. The bulletin board should be large enough to allow for information from different sectors such as career information, information from newspapers, requirements for entrance examinations and other societal daily happenings which are beneficial to the student. Olayinka also recommended that there is need for library in

counselling centre. He advised that the counsellor can chose a section in the secretariat and create a library in case where there are no rooms for a library. According to him, this library should be filled with many interesting books on careers, magazines and periodical on guidance counselling. There should also be pamphlets on interesting topics such as sex education, interpersonal relationships which will captivate the students' interest.

As far as community resources are concerned, Idowu (1986) emphasized on the need for community resource to help the counsellor in attaining his/her objectives in helping students to have a meaningful life. It has been earlier noted that the Guidance Counsellor does not work alone. He/she works in collaboration with the Principal, teachers, students, administrative personnel, parents and other community agents. Thus the counsellor dos not function alone. There is need to contact other community agents when the counselling service is in need of them. Imagine a child who has interest in school but has no sponsor. If the child approaches the school counsellor with his/her problems, the school counsellor can book for an organization who can give aids to the child. By using a charitable organization to help sponsor the child, it implies that the school counsellor has made use of community resources. Another example is also seen a Counsellor refers students to specialist to help them with a difficult problem. The child who has severe eye problem will be referred to an ophthalmologist to better prescribe medicines or lenses for the child. Idowu identified many community resources such as medical services, social services and charitable organizations, clubs, just to name a few.

2.5.3 Political resources

Gysbers and Henderson (1988) noted that political resources here include the support the government gives to ensure that guidance counselling program is well established and implemented. This support can be seen in government laws and policies and their provision of annual resources to help the service. Government can establish rules and regulations, laws, policies and standards within the guidance service, on how it has to operate. The Cameroon government has been trying to establish an effective guidance counselling service through its educational laws. For example, the corps of Guidance Counsellor was established by decree number 2000/359 of 5 December 2000, another decree was passed by the minister of secondary education at the time (Joseph Owona) on the 23rd June 2002, which instituted the first National Guidance and Counselling day. A day set aside each October to sensitize and inform students

and the general public on the role of guidance counselling in educational establishments in particular and the educational system as a whole (MINEDUC, 2009). All these laws enacted by the government of Cameroon are aimed at supporting the guidance counselling services in Cameroon.

Also, the Nigerian policy of education (1981) recognized the importance of guidance counselling in Nigerian educational system (Ndum & Onukwugha, 2012). Furthermore, the 2004 National Policy on education stipulated that counselling services should be provided to all students in Nigerian schools. This is a clear indication that the Nigerian government is also in support of guidance counselling services in Nigeria (Oye, Obi, Mohd and Bernice, 2012).

Conclusively, most of the literature highlighted above is more on the available human, financial and political resources needed for effective counselling. It should be noted here that the material resources have been discussed under financial resource because finances paved the way for material resources. Even though the government has been trying to support the guidance counselling in Cameroon, a lot still has to be done practically on the field. It is in this light that Bobga (2016) noted that in as much as the Cameroon government has recognized the importance of Guidance Counselling in our educational institutions; it has not however provided the resources for creating a conducive environment for the offering of guidance counselling services. It is so sad to observe that most counsellors do not have an office to carry out counselling in educational establishments, and the few that have offices experience the problem of space and congestion that is the offices are not spacious enough for counselling activities to be carried out. There is lack of vital equipment's necessary for effective counselling.

2.6 Methods used by school counsellors to meet students' needs

In this section, literature has been reviewed on the different methods/strategies used by the Guidance Counsellors in meeting students' needs. For the purpose of this work, the methods have been reviewed under the following sub-headings as seen below:

- **Training Session** (Information session)
- **Adapted Services:** Adapted services include
 - i. Psychological evaluation
 - ii. Educational Counselling (individual or group counselling)
 - iii. Assistance to educational and pedagogic teams
 - iv. Assistance to Parents

2.6.1 Training session (information sessions)

Accordingly to MINESEC (2009), counsellors carry out activities which are also known as information sessions. They provide students with the necessary know how for his adaptation to the school environment, help him to know himself, to make decisions, to draft a school project, to exploit job opportunities and to prepare himself for trade or a profession. They are a program of studies that is systematically organized in accordance with the level of instructions of the students. This program will be taught using classroom activities (classroom sessions on educational counselling), and also group activities (structured group work on educational counselling, conferences, round table conferences, sketches, career conversations, focus groups, educational talks (MINEDUC,2009). In support of this view, Idowu (1986) noted that guidance counsellors also provide educational guidance in the classroom through the organisation of guidance courses and units on areas such as orientation to school, understanding ones attitude, career choice, post-secondary school planning, and the relevance of schooling. He added that “The main purpose of the information service is to provide the student with the knowledge of educational, vocational and personal/ social opportunities that are available in the society”. He went further to explain the fact that, a student who is well informed will not be ignorant about the happenings around him. When students are aware of recent happenings around the world, it will help them to adapt accordingly. In the same line, Campbell & Dahir (1997) explained that counsellors also deliver information, skills and knowledge related to students’ personal/social, academic and career needs developmental and sequential stages which is mostly provide in classroom and large groups. Also, Gysbers & Henderson (1988) highlighted that, large group sessions such as career days should be organised by counsellors. They advised that counsellors should invite administrative stakeholders to participate in these group activities, such group activities are meant to provide students with information.

Furthermore, in order to provide students with necessary information, counsellors carryout educational tours with students in order for students to gain knowledge that is enriching to their personal/social, academic and career needs. Counsellors can visit interesting places such as resource centers, industries and other places of work to allow students gain meaningful knowledge which will create an impact in their lives. Counsellors can use experts in different professions which can act as career mentors to students in which students are free to ask questions from these career mentors thereby gaining meaningful information. It is always very

important for counsellors to let students know the objectives of visitation of enterprises so that students can know which information to gather. (Jost et al, 2000).

2.6.2 Adapted services

According to MINESEC (2009), adapted services refer to services provided to students, teachers, parents, using psychological tests and communication techniques. Adapted services aim to ensure that harmonious development of the child in term of himself, his education and his preparation for his socio-professional integration into the job market. Adapted services concern: Psychological evaluation, Educational Counselling, Assistance to educational and pedagogic teams, and assistance to parents. Gysber and Henderson (1988) noted that responsive services are designed to meet the immediate needs and concern of students, parents and teachers. Responsive strategies include consultation (with parents, teachers, and other educational stakeholders), personal counselling, crisis counselling, small group counselling and also referral services. Similarly, Johnson, Dinnall & Dahir (2009) added that responsive services provide timely intervention in order to respond to student's personal/social, academic, and career needs. He added that, these services are preventive and remedial in nature and their purpose is to meet students immediate and future needs.

2.6.2.1 Psychological evaluation

MINESEC (2009) identifies psychological evaluation as one of the methods or strategies used by the school counsellors to meet the students' needs. Psychological evaluation aims at responding to students' school difficulties, contributing towards personality formation and ensuring socio-professional integration. It makes use of numerous tests. Their use should lead to the standardization of practices and contents and the evaluation of educational counselling activities. The psychological tests used are psychometric and clinical. The main tests prescribed in the guidance counsellors terms of reference are personality or attitude tests and aptitudes tests. The main objectives of these test is to bring out the psychological factors in the student that may cause failure or behaviour disorders so as to help improve their school performance or look for solutions to their individual or relational problems. The tests prescribed Guidance Counsellors Terms of Reference are; KOCH's tree test, examining the method of work of B. Cantinneaux, High School Personality Questionnaire (HSPQ) by R.B. Catell, Weschlers intelligence scale for

children (WISC-R), Inventory of professional interests (IRM-R) by Rothwell- Miller. Aptitude test includes; an array of aptitude test for form five and upper sixth.

Aptitude test

Administering psycho technical tests to ensure better psycho pedagogic follow-up and assistance to educational counselling. The objective of Aptitude test is to explore students' aptitudes and help them in their school and professional choices. Measuring instruments is; an array of aptitude tests for form five and upper sixth. The following rules are to be followed before administering the tests, when administering the test and lastly the framework for returning counselling test results (MINEDUC, 2009).

Before administering test

The counsellor needs to carry out verification of the working materials. He/She needs to verify the state of the chronometer, the state of the test booklet (page not skipped and well printed, answers no written in the book, etc.). The state of answer sheets (legibility, cleanliness, printed on both sides, etc.) and also the quantity of test booklets and answer sheets.

Verification of working conditions: the Counsellor needs to very examination rooms if it is spacious, calm, well lit and airy, tables emptied of their contents. Counsellor should put a notice on the prohibition of foreign materials, ensure that there is sufficient seating and also ensure that the standard number of students should be 60 students per class.

Instructions to test administration before test: Counsellors should inform the students about the date and time of the testing session and of the necessary material, so that they should both intellectually and physically present. Counsellors should ensure that each student should have a pencil, make sure that test administration directives are well understood. Counsellors should make the students know that the time for writing each test is well indicated on the inside cover of the test booklet.

Instructions to students before testing: working materials such as calculators, dictionaries, cell phones, other accessories should be prohibited. Counsellors should prohibit noise making, cheating, movements within or without the hall without permission, unnecessary questions, thereby maintaining discipline.

Rules to followed when administering the test

Distribution of Materials: the counsellor should provide each student with a test booklet, an answer sheet, a rough worksheet and a pencil.

Instructions to students before the testing: counsellors should give students the following instructions; to fill the heading of the answer booklet correctly, keep test booklets closed until order is given and also, students should avoid working on the test booklet, respect the time allocated for each test and also they are advised to ask questions when the test instructions are being given and not afterward

Instructions to the examiner: late comers are free to enter the hall if the test administrator has not yet finished giving instructions. Instructions should be repeated to latecomers, while ensuring that nobody starts before the signal is given. Once the signal is given, no student is allowed to enter the room. The counsellor should calmly announce the end of each test five minutes before hand; respect the order given on the test booklet, when the test is being administered.

Measures to Take at the end of the test: the counsellor should collect all test booklets and answer sheets, collect all the rough work sheets, take down all the irregularities observed during the collective administration of the test (such notes will be helpful for better interpretation of results). Take down on the envelope containing the answer sheets. The school number, number of boys and girls, number present and number absent. The Test administrator's name and the date of testing should also be mentioned.

General Observation: the counsellor should take notes on the examiner's attitude, confidential nature of test, the difficulty of controlling all the parasitic variables when administering the test (such difficulties may be visual, auditory, psychomotor, affective, socio-economic, etc.)

Framework for returning counselling test results

Returning counselling test result necessitates the following steps:

- 1. Individual counselling with the students:** good test reveal the existence of good educational aptitudes, while poor tests may be due to various reasons (tiredness, illness, rejection, the day of examination) Good school result may reflect good educational motivation or the students' eagerness to work. School results translate the work done throughout the year. In that case, test results will not be taken into account
- 2. Notification of the provisional counselling opinion to the families at the end of the second term class council:** counsellors need to inform the families and the students about the test results and their opinion.

3. They need to dialogue with the family in case of disagreement
4. At the end of the third term class council, counsellors have to give their opinion about the students they have been following up. It should be noted that families have fourteen days within which to appeal after which the counselling appraisal is definitive (MINEDUC, 2009).

Methodological Guidelines for administering individual psychological test

It is a situation in which examiner (Counsellor) seeks to understand a human behaviour in various situations of existence. Its appropriateness becomes established when the problem the student poses relates with the psycho-pedagogic follow-up. Examples include a situation where a student is educationally ill and adopted self-assertiveness (interest, aptitude, etc.) remarkable drop in school performance between two assessments behaviour disorders (drug addiction, truancy, aggressiveness etc.) some precautions shall however be taken by the Guidance Counsellor before, during and after the examination (MINEDUC, 2009).

➤ **Before**

Counsellors should build the student's confidence so as to enlist their collaboration and honest response; they should also organize a meeting to clarify the significance of the examination beforehand, they should keep the appointment with the students, chose a calm and discrete working environment, chose appropriate moment for the psychological test (student's free time), explain and specify their role where necessary, answer the questions that may be bothering the subject.

➤ **During**

Counsellors need to develop an attitude of self-mastery, a sense of prudence and vigilant attention, they also need to observe students' reactions (mimic, look, posture, how they approach the problem). They should develop an attitude that enables the student speak spontaneously, also they should contain their worries, sentiments, problems and values to the background.

➤ **After**

Counsellors need to discuss with students on their general impression.

Framework for presenting individual psychological test results

Results of individual psychological examinations are presented in the form of a written or oral report or both forms combined. Such results centers on the following points:

1. Identification of students: identification.

2. Subject/nature of consultation: the subject or area of the problem needs to be listed.
3. Actions undertaken:
 - i. Anamnesis: personal information, studies and their results, medical information
 - ii. Helping interview: determine the nature of the test to administer
 - iii. Testing: summarily present the test and the objectives in language accessible to non-psychologists.
4. Results obtained/ interpretation: results obtained tables of result, interpretation of results.
5. Recommendations: advice an opinion of Guidance counsellor. It is necessary to try other possibilities or alternatives. (MINESEC, 2009).

Asagwara (1994) defined psychological testing “as the process of administering a psychological test to a person or group of person’s in order to obtain a quantitative representation of the psychological attributes of the person or the group”. Tests are very important in school counselling because there are some aspects of the counselee which may not be too clear during the counselling process. The counsellors may want to know more about the client’s aptitude or to enquire about the clients intelligence quotients. Counsellors often used test to solve student’s educational problems such as the need to group students according to their abilities in order to identify the gifted from the retarded, so as to provide guidance to the students. The usage of psychological test by counsellors will also leads to the identification of weak students who will also benefit from counselling (Odeleye, 2017). Similarly, Anastasi (1976) saw psychological test as an objective standardized measure of a sample of human behaviour. The word “standardized” implies that the test item prepared by experts in the items have been tried out, revised, analysed, normed and also the fact that there should be instructions for administering, scoring, and interpreting the test scores in order to ensure uniformity of procedure, as seen in the above prescription of psychological test in the Guidance Counsellors Terms of Reference in Cameroon. A psychological test measure only a sample of human behaviour because human behave is complex and multidimensional which make it difficult to measure it all in one single test. There exist different psychological tests which measure different aspects of human behaviour, the tests are classified into the following types; standardized achievement tests, intelligent test, aptitude tests, interest inventories tests, attitude scales and personality inventories. Intelligence, aptitude and standardised achievement test are cognitive ability tests concerned with knowledge while

interest inventories, attitude scales and personality inventories measures non- cognitive ability that is, the affective behaviour and personality of an individual (Asagwara, 1994).

Okene (2013) noted that counsellors have as a role to administer, correct, and interpret scores on tests of intelligence, aptitude, personality. The test results will be explained to teachers, and learners. He added that psychotechnical test scores assist to prepare learners for exams and help to develop their skills. Gysbers & Henderson (1988) asserts that Counsellors make use of psychological test in order to understand students' abilities and attitudes, they also use the information gotten from students in order to help students plan for their goals and help them to realise their goals.

2.6.2.2 Educational counselling

MINESEC (2009) defines educational counselling as a face to face communication process through which a person is assisted to express their problems, identify possible solutions, take appropriate decisions and follow them up. Educational Counselling targets students who have failed in school, students with behaviour disorders or displaying deviant behaviour, and parents who express the need.

Objectives of educational counselling.

Assist the student using helping interview techniques to face their physical, school, affective, personal or social problems and show them how to take decisions and solve problems in close collaboration with other specialized services. Thus, counsellors seek to stabilise the student emotionally through dialogue, comfort and understanding their problems, they also seek to help the student in their problem in order to evolve towards better social adaptation. Therefore counselling is applied in situations when the students finds themselves in a conflict, distress or very strong emotions or sentiments like fear, anger, sadness and despair; when students have poor performance at school; or when designing school or career project. MINESEC (2009). Prescribed the following stages during individual counselling:

Stages of individual counselling

1) Presentation of self and clarification of the relationship.

In order to ensure cooperation of the student, the Guidance Counsellor has to define his role and resources, and guarantee professional secrecy and also demonstrate that he/she is at the service

of the student. This is a preliminary and crucial phase when the student has been recommended by a third party because it determines the continuation of the discussion.

2) Biographical investigation.

Once the student's confidence has been enlisted, he needs to talk about his problem. But he cannot be well understood unless he is placed within his family and social context because there's need to know about the identity of the client, his childhood, his family context, his natural and socio-cultural childhood environment, his schooling situation, his current family life, his emotional relationship with his entourage. Such information should be taken down in a file specially prepared for this purpose. It is at the end of this phase that the guidance counsellor can start forming an idea of the student's problem and determine what instruments will be necessary.

3) Exploring the student problem

The counsellor needs to identify and state the problem. The counsellors also need to study the case identified.

4) Studying the case.

It can take several sessions of variable duration for the counsellor to study the case depending on the problem posed.

5) Diagnostic and proposal of solutions or advice

When the duties of each of the tools are well understood by the student and the guidance counsellor, the diagnostic and advice are arrived at by the two partners together. If the student was recommended by a third party, the diagnostic or advice, after being approved by the student, is forwarded to the applicant service (MINEDUC, 2009).

Similarly, Okene (2013) noted that counsellors have a role to conduct face -to -face counselling sessions concerning students personal, relationship, academic and professional issues. Also, Gysber & Henderson (1988) noted that individual or personal counselling is aimed at helping students to identify challenges and help them to develop the necessary skills and attitudes need to face their challenges. Olayinka (1993) propose that for individual counselling to be effective school counsellors should be able to establish a positive rapport in order to avoid fear, tension on the part of students. He advised counsellors to use open ended question s in order to get in-depth information from the counselee which will provide the counsellor with more

understanding on the problem. He added that the counsellor should ensure that his/ her client is relaxed. To him, relation techniques help to create a conducive environment for effective counselling.

In any educational establishments, Counsellors have as a role to carryout group counselling. Uwe (2005) defines group counselling “as a process in which one or a few counsellors engage in a relationship with more than one counselee”. Idowu (1986) also observed that, group counselling is methods used by counsellors, in which information will be provided to students to help them better understand themselves and their problems. He added that, in group counselling, there’s exchange of information which will help to modify student’s behaviour positively and also provide them with the basic skills to relate positively with one another. To him, counsellors need to maintain a non-judgemental and a permissive role. In order to captivate student’s interest and get them involved in the activity, he advised that counsellors should advocate social and practical topics that are, of interest to the learners. According to Olayinka (1993), “group counselling is an interpersonal process led by a professional trained counsellor and conducted with individuals with typical developmental problems”. To him, Group counselling is conducted with members with similar problems under the supervision of a counsellor. He added that, it is the role of the counsellor to provide a conducive environment which helps provide interaction and healthy communication among members. It is also the role of the counsellor to choose members that have same or similar problems and the counsellor needs to motivate members to share their ideas without any fear, and also clarify concepts when necessary. The counsellor will therefore need to guide the process according to the objectives he/ she had set from the beginning in order to enable the members gain satisfaction at the end of the group counselling. He noted that if counsellors effectively carry out group counselling, it will be very beneficial to students because students will come to the realisation that they are not alone in facing life challenges, students will become more self-confident, and their social skills will be enhanced. Thus tension and stress will be reduced, students will live in harmony with one another and they will have the necessary solutions to life challenges. Ipaye (1983) added that, group counselling will eventually help students to understand themselves and other members of the group, this will help them to learn to tolerate one another weaknesses, which is very vital for national unity.

In the process of counselling, counsellors can refer students to specialist when the situation is above their competence. Complicated cases that counsellors can't handle are being referred to other professional and community agencies (Gysbers & Henderson, 1988). Similarly, Okene (2013) attest that counsellors are responsible for referring learners with special needs such as visual, auditory, and physically challenged persons to appropriate specialist who is able to handle the situation properly.

2.6.2.3 Support to pedagogic and educational teams.

Objectives of support to pedagogic and educational Teams.

The main objective here is to get members of pedagogic teams and educational teams to better perceive the role of guidance counsellors and their contributions in the development and educational success of the child (MINEDUC, 2009).

Activity and strategies.

Counsellors are supposed to take part in pedagogic team meetings (the general staff meeting, meeting of heads of department, staff associations, and also conferences), as an educational psychologist, and contribute to the understanding and analysis of the complex mechanisms that produce educational success and failure and the search for possible remedies. They also have to take decisions in order to ensure success prognosis that takes into account the student enter personality (MINISEC, 2009). Okene (2013) also noted that counsellors should take lead in collaborating and consulting with teachers and other administrative stakeholders in order to motivate learners and also to improve learner's behaviour.

2.6.2.4 Assistance to parents.

It consists in sensitizing and informing parents on youth problems (personal, social and educational) so as to get them to help their children to get involved in school work, improve their understanding of the problems their children encounter, contribute towards developing their educational and professional choices, and also to create a conducive climate for studies and ensure a balance between school and extracurricular activities. The main objective here is to get parents to play and adequate role in the educational and professional counselling of their children. The activities here include organizing meetings or participating in Parent Teacher Association (MINISEC, 2009). Guidance Counsellors also consults parents, teachers and other

administrative personnel's for the benefits of the child and also the fact that the parents may have pertinent information to contribute which may have a positive impact in the guidance counselling program (Jost, Guez, Gordon, & Allen, 2000). To support this view, Okene (2013) also asserts that counsellors are to carry out counselling with parents in order to help parents to understand their children better. They advised parents on the problems their children encounter in helping to resolve family conflicts related to issues of school and their career choices. Hayes, Hopson & Daws (1972) express their views on the importance of parental involvement and participation in decisions which affects their children life in the nearest future, when parents are consulted, it will help them to acknowledge the ability or limitations of their children and also provide them with the basic information to guide their children at home in relation to the school objectives, thereby helping to meet the students future needs. Idowu (1986) share the same view, when he noted that parents are interested in knowing the progress of their children in school, thus inviting parents for counselling will enable the counsellor to present evidence to parents about their children and they may also discuss the results of psychological test administered to students and its implication. He added that when counsellors consult parents, they stand to gain a lot as far as meeting the students' needs is concern.

2.7 Challenges faced by counsellors during program implementation, which hinders them from effectively meeting students' needs.

Guidance counselling in educational institutions has as objectives to help students in their academic, personal/social and career needs. Thereby helping to develop student's cognitive, affective and psycho-motor domains However, guidance counsellors face some challenges during program implementation which may hinder the effective delivery of the program. Many researchers have identified some challenges faced by school counsellors. Low (2009) grouped these challenges into four dimensions. We have the internal, external, system and personal challenges. He claimed that internal challenges consist of clientele groups, parents, teacher's attitudes towards counselling and students' readiness to seek counselling. External challenges are matters out of the school which emphasizes on culture and globalization and also system challenges are issues within the program such as the law establishing its practice in school. While personal challenges includes the competence and strategies of counsellors such as training. Joseph (2012) noted that effective counselling has not been implemented because of the

fact that most of the challenges faced by counsellors have not been resolved. It is therefore important to resolve challenges that counsellors face during program implementation. The paragraphs below are some of the counsellor's challenges identified by some researchers.

The poor attitudes of some principals, teachers, parents, students and the general public towards guidance counselling service

Oye, Obi, Mohd and Amos (2012) highlighted the fact that some principals, teachers and parents are still unaware of the importance of guidance counselling in school. According to these researchers, studies carried out on the awareness of the importance of guidance counselling in school demonstrated that some principals are of the view that a school can function effectively and can realized its objectives without a guidance counsellor. Similarly, teachers were also negative in their response to their awareness of the importance of guidance counsellor. The study also showed that parents prefer discussing their children's problems with the principal rather than with the counsellor. All these prove that they show little or no values to the importance of guidance counsellor in schools. Furthermore, Alutus (2005) found out that most secondary school students are not interested in counselling because they did not see the immediate benefits of the service to them. He also highlighted the fact that some parents were sceptical of their children's attachment to the counsellor because they fear that their children may disclose some confidential family matters to counsellors. More so, to support the claim of school administrators negative attitude towards school counselling, Akinale (1990) noted that some principals and teachers doubt the efficacy of guidance counselling programs in school milieu and they have mixed feelings about its functions in schools. In addition, some principals see Guidance Counsellors as rivals rather than helpers (Makinde, 1980, Ekpenyong 2011). Denga (2001) also added that the public has a poor sluggish, mixed up understanding of the roles and functions of Guidance counsellors in a school establishment. This poor attitudes discourages school counsellors from effectively implement the program because they are not given the chance to prove their worth.

Lack of government financial support

Guidance Counselling is not well funded by the government. This makes it difficult to purchase the basic materials needed for effective guidance counselling. Oye et al (2012) pointed out that the government does not provide sufficient aid for guidance counselling activities in schools. Similarly, Aloa (2009) noted that government is not giving sufficient financial support

needed for planning and organizing guidance counselling activities. Bobga (2016) added that there is lack of commitment from the government to practically support the implementation of guidance counselling program. According to him, guidance counselling is not well funded. Even when funding is available, very little is allocated to counselling services and counsellors need fund to buy their necessary materials such as psychological tests, recorders, and cardboards. They also need money to organize career conferences, excursions and so on. Availability of instructional materials will lead to the effective implementation of counselling activities. Okere (2009) noted that when counselling services are sufficiently funded, outcome will increase.

Insufficient number of guidance counsellors in schools

Oye et al (2012) observed that there was only one counsellor managing the guidance counselling program in some schools they carried out their studies in. In a situation where there exists only one counsellor, it is often very difficult and challenging to effectively implement the guidance counselling program, considering the work load. Okocha and Alike (2012) estimated that the counsellor to student ratio in some schools is more than 1:1000. This is already a problem because the ASCA model prescribes 1:250 counsellors to student ratio. It therefore becomes difficult for a single counsellor to attend to 1000 students. Also the educational law guiding guidance counselling activities in Cameroon, prescribes 1:300 guidance counsellor to student ratio, it has been observed that this is not the case in our schools today. In our schools today with a population of 4000 students, just 3 counsellors are posted to the school. This has a negative effective on program implementation.

Provision of guidance counselling time table

Oye et al (2012) noted that some schools do not make provision for guidance counselling activities on their school time tables. This makes it difficult for students to absent from other class to meet the counsellor. When school time tables are drawn without considering the activities of the guidance counsellor, it makes it difficult for guidance counsellors to render help to students, thus hindering the effective implementation of the program. ASCA (2003) recommends that the school counsellors should spend 80 percent of their time in direct service with students, this recommendation becomes impossible to realise when there's no provision of guidance counselling on the time table.

Counsellors are assigned to do different tasks in schools

Some school administrators assign counsellors to teach other subjects thereby abandoning their main function as guidance counsellors to the background (Aluede, MC Erchern & Kenny 2005). Similarly, Abraham and Brown (2001) also observed that principals allocate duties to counsellors in schools especially when the school is in need of certain basic services. Counsellors are assigned to execute the duties of the vice principal and also to teach other subjects as full time teachers. They are also given roles of bursars. Elvis (2011) also revealed that some counsellors abandon their counselling duties because of the added teaching load assigned to them by school administrators. Umezulike (2013) added that some counsellors felt isolated, marginalize, they view themselves as outsiders in schools organization. The fact that they are often directed by the school administration does not help effective program implementation.

Lack of trained counsellors

Bobga (2016) explained the fact that even though there exist many counsellors with degree certificates, they lack the qualification to be competent enough to be counsellors. Akinade (2009) also supported this claim when he pointed out that counsellor's lack the skills for interpretation of psychological tests. Some counsellors lack the skills to administer and interpret results of psychological tests. He recommended that counsellors should be trained continuously and should be retrained to update their professional competence/ skills.

Lack of comfortable counselling offices

Counsellors need comfortable offices where they can carry out their counselling activities. In support of this view, Olayinka (1993) noted that for privacy and confidentiality, there is need of a guidance counselling office. Many students stay away from counselling services because their place of meeting with the guidance counsellor is not conducive enough for them to open up to the guidance counsellor.

Inadequate materials for effective guidance and counselling

Many guidance counselling offices lack the basic materials such as tape recorders, bulletin boards and psychological tests needed for effective execution of guidance counselling services. Kafwa (2005) found out that most instructional materials were limited just to the classroom teachers.

The problem of confidentiality

Bobga (2016) noted that some teachers, principals and parents require counsellors to disclose certain confidential information to them. Failure to comply with their demand may lead to disbelief. On the other hand, if counsellors comply with the demands and reveal students' information to others, this may lead to mistrust. Even when counsellors are given offices, these offices are often located beside the administrative block which makes it difficult to effectively respect the principle of confidentiality in counselling. Mkpouto (2012) found out that counsellors were given a room for counselling closer to the staff room raised eyebrows from the staff each time a student is visiting the guidance counsellor. According to him, students who are seen going to see the guidance counsellor are usually questioned by members of staff. This has made some students to feel uncertain about counselling services when the counselling offices are located closer to the administrative block. The principle of confidentiality is very important to counselling services, thus it is necessary for counselling offices to be separated from the administrative block to ensure confidentiality and boost the morale of the students coming for counselling.

Problem of counsellors' age

Joseph (2012) found out that most students prefer to see an older counsellor than a younger counsellor. To them, the older counsellors have a lot of experience and they provide helpful solutions than younger ones. This sometimes discourages younger counsellors.

Unserious attitudes of some counsellors

Bobga (2016) also noted that some counsellors create problems for themselves when implementing the guidance counselling program. According to him, there is lack of commitment on the part of the counsellors, instead of some of the counsellors to work hard to attain their objectives in helping students in their various needs, it is observed that counsellors are only seated in their offices and engage themselves in worthless discussions.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents and discusses the methods and procedures used in the study. It constitutes the following aspects: the research design, the area of the study, population of the study, sampling techniques, instruments for data collection, validation of the instrument, reliability of the instrument, administration of the instrument, data analysis Procedure, and method of data analysis.

3.1 Research design

According to Mbua (2003) research design is the blue print, methodology or plan of activities that the researcher uses in carrying out investigation in a given area of problem. In other words, research design refers to the researcher's plan on how to proceed as in his study. From the above definitions, we deduce that research design is the plan and strategy put in place to carry out the research project. Amin (2005) noted that a research design is necessary because it guides the entire research process so as to yield maximum fruits and reduce cost or expenditures in terms of effort, time and money. Without a research design, it will be difficult to set meaningful boundaries.

There exist different types of research design. Some of which are: descriptive research design, experimental research design, causal comparative research design as well as the correlation research design. The research design used for this study is the descriptive survey research design. Surveys are used to gather data from a sample of a population at a particular time and the findings are later inferred on the entire population of the study. Surveys are used to obtain information on peoples' attitudes, practices, concerns, preferences or interests.

The researcher used the survey design because the opinion of the participants was necessary to evaluate the Guidance Counsellors' Program. David and Sutton (2004) express the view that survey designs are more suitable when dealing with the opinion of respondents. Moreover survey design is suitable for collecting data from a large population (Bhattacharjee, 2012) thus it was appropriate to use the survey research design considering the fact that the research is dealing with a large sampled population. The researcher studied 1178 students and 53

Counsellors from six different bilingual high schools in the Mfoundi Division. At the end of the study, findings were generalized to the entire population of the study.

3.2 Area of the study

The area chosen for this study is Yaounde in Mfoundi division, in the centre region. Yaounde is the capital of Cameroon and is the second largest city with a population of 2.8million according 2015 population census. It covers an area of 183km² with a tropical wet and dry climate which supports settlement and agriculture. It has a hilly land and is located in the south central region. Yaounde is a cosmopolitan town made of different inhabitants. Mfoundi has seven subdivisions, namely: Yaounde 1, Yaounde 2, Yaounde 3, Yaounde 4, Yaounde 5, Yaounde 6 and Yaounde 7. The city is primarily a tertiary city with few industries. The city is also a bilingual city where English and French are official. This city has many schools in which some have purely French educational systems while others have purely English system and others are bilingual schools. Mfoundi division has nine bilingual high schools but six bilingual high schools were randomly selected for this study. They include:

Government bilingual high school Yaounde (GBHS Yaounde) is found in a quarter called Essos, in Yaounde V subdivision. It is a bilingual school with two sections, the Francophone section and the Anglophone section. This school was created on the 2nd of June 1973, and was officially opened in 1977. It had only the second cycle, that is, premier and Terminal for the Francophone section and the lower sixth and upper sixth for the Anglophone section. In 1985, the first cycle was created (form 1 to five both in the Francophone section and Anglophone section). Generally, the school has 78 classrooms, 34 classes for Anglophone section and 44 classes for Francophone section. This school has an administrative block containing the vice principals and disciplinary masters in which the principal is the head followed by the vice principals. There's also health care office, a sport and animation office, social service office, a secretariat office, guidance counsellors office, a multimedia centre and a school canteen.

Government Bilingual High school Etoug-Ebe (GBHS Etoug-Ebe) is found in a quarter called Etoug-ebe in Yaounde V1 subdivision. It is also a bilingual school made up of Anglophones section and Francophone section. It was created with the first cycle in 1991 and became a high school (second cycle) in 1997. The Francophone section has the sixieme up to

Terminal and the Anglophone section has the form one up to upper sixth with special bilingual classes. It has 70 classes in total. This school also has an administrative block which includes the office of the principal, (who is the head of the administrative block), vice principal, disciplinary masters, and the bursar's office, secretariat office, the medical office, the sports animation office, a multimedia centre, the guidance counsellor's office and also a school canteen.

Government Bilingual High School Mimboman (GBHS Mimboman) is located in Mimboman Quarter in Yaounde 1V sub division. It was initially created as GBSS Mimboman in 1995, later it was transformed as Government Bilingual High school Mimboman in 2009. It has the first and second cycle and it is a bilingual school which is divided into two sections: the Anglophone section and the Francophone section. The Anglophone section starts from, form one to upper sixth while the Francophone section starts from sixieme to terminal. It has 42 classes in total, 16 classes for the Anglophones and 26 classes for the Francophone. There's an administrative block in which the principal is the head. The administrative block contains the office of the principal, vice principal, disciplinary office, secretariat office, the bursar's office, counsellor's office, medical office, and also the multimedia office.

Government Bilingual Practising High School Yaounde (GBPHS Yaounde) is found in Yaounde 111 subdivision. It is also a bilingual school made of the Francophone and Anglophone section. It was created in 1965 and has both the first cycle and second cycle. The first cycle for Anglophones starts from, form one to five while Francophone section starts from sixieme to seconde and the second cycle for the Anglophone starts from lower sixth to upper sixth and for the Francophone from premier to terminal. This school has a total of 66 classes, 35 for the Anglophones and 31 for the Francophone. There's also an administrative block in which the principal is the head. Some of the offices found in this school include the principal office, the vice principals office, the secretariat, the bursars office, the discipline masters office, the counsellors office, the medical office, social service office, there's also a school canteen.

Government Bilingual High School Nkol- Eton is located in Nkol- Eton quarter, in Yaounde 1 sub division. It was created in 1991 as lycee de Nkol-Eton and latter in 2013 it became a bilingual high school. Presently it has 24 classes for Anglophones and 49 classes for Francophones. It has two cycles. The first cycle for Anglophone section is made up of form one to form five and sixieme to seconde for the Francophone section. And the second cycle starts from lower sixth to upper sixth for Anglophone section and premiere to terminal for

Francophone section. There's an administrative block in which the principal is the head. The offices found in this administrative block include the principal's office, the vice principal office, the discipline masters office, the guidance counsellors office, the bursars office, the medical centre, social service office, and a school canteen.

Government Bilingual High School Ekorezok is located at Ekorezok in Yaounde V11 subdivision. It is also a bilingual school made up of the Francophone and the Anglophone section. It was first created as GBSS in 2009 and later in 2011 it became a bilingual high school. It has 54 classes in total, 14 classes for Anglophone section and 30 classes for Francophone section. It also has the first and second cycle. The first cycle is made up of form one to form five for Anglophones, and sixieme to seconde for Francophone, the second cycle is made up of lower sixth and upper sixth for Anglophones and premier to terminal for Francophone. The school has an administrative block in which the principal is the head. Offices found in this administrative block include the principal's office, the vice principal office, the discipline masters office, the secretariat office, the guidance counsellors office, the bursar office, and health service office

3.2.1 Justification of the choice of site

The Mfoundi division was chosen because many counsellors are found in this division. More so, guidance counselling services are well established in the bilingual high schools of Mfoundi Division. The researcher chose bilingual schools because there was need to have an in-depth data from the two sections (Anglophone and Francophone), added to this the researcher is an Anglophone; it could have been more difficult to carry out research studies in purely French schools. Furthermore, the researcher wanted to carry out her studies in her resident area so that it will ease transportation difficulties.

3.3 Population of the study

According to Amin (2005), population is a complete collection (universe) of all elements (units) having the same characteristics that are of interest in a particular investigation. The objects or individuals besides being of the same characteristic, they should be of interest to the researcher. In social science research, it is important for the researcher to scientifically study a fraction of a population especially when dealing with a large population. The population of this

study consisted of all Counsellors and students of all the Bilingual high schools in Mfoundi Division.

Table 4: population of the study

Sub Divisions	Name of School	Number of students	Number of Counsellors
Yaounde I	Government Bilingual High School Nkol-Eton	5593	8
	Government Bilingual High School Emana	2242	8
Yaounde III	Government Bilingual Practising High School Yaounde	4033	9
Yaounde IV	Government Bilingual High School Ekounou	5458	13
	Government Bilingual High School Mimboman	3555	5
Yaounde V	Government Bilingual High School Essos	6000	15
Yaounde VI	Government Bilingual High School Etoug-Ebe	6500	12
	Government Bilingual High School Mendong	4980	12
Yaounde VII	Government Bilingual High School Ekorezok	3886	5
Total	09	42,247	87

Source: Departmental Delegation of Mfoundi Division.

Table 4 shows the distribution of students and counsellor population of the nine bilingual high schools in the Mfoundi Division. The student population for this study is 42.247 while counsellor population is 87

3.4 Sampled population

Amin (2005) defines sample population as a collection of some (sub set) of elements of a population. Mbua (2003) defines sample as a sub unit of the population or total group which the researcher composes and investigates as part of his study. There is need of sample in a social science research because the population to be studied may be too large for the researcher to effectively study and as well the cost may be too expensive to study the entire population. Thus there was a need to select the sample population which will be a representative of the parent population. Amin insisted that in order to infer the result of the sample population on the parent population, the researcher must ensure that all characteristics of the parent population are present

in the sampled population in order to ensure validity of generalization of the sampled population to the parent. The sample population of this study constituted 1178 Students and 53 counsellors selected from the Mfoundi Division of the centre region of Cameroon. It should be noted here that the researcher decided to use all the available counsellors from the selected schools because the population was small.

In order to determine the sample size of this study, a confidence level of 97% and a margin of error of 0.03 was chosen. The study adopted the Slovin's formula to calculate sample size, which was as follows:

$$n = N / (1 + N \cdot e^2)$$

Where: n = number of respondents

N = Total population

e = margin error

$$n = 42.247 / (1 + 42.247 \times 0.03)$$

$$42.247 / (42.248 \times 0.0009) = 1.111.1$$

Therefore the sample size for the students was 1111.1

3.5 Sampling techniques

Amin (2005) defines sampling techniques as the various strategies use by the researcher in order to draw sample from the parent population. It is therefore a method used by the researcher in order to enable him select and group the sample population. Two main sampling methods exist: the probability and non-probability sampling techniques. The probability sampling techniques is a technique used in selecting sample in such a way that all elements in the population have some probability of being selected. The non-probability sampling technique is a sampling technique in which all the elements in the parent population do not have a well-defined probability of being included in the sample of the study (Amin, 2005)

The sampling technique used for this study was the probability sampling technique and the non-probability sampling technique. The probability sampling technique used for this study was the Simple Random Sampling Technique. In simple random sampling, the samples of the same size have equal chances of being selected (Amin, 2005).

In order to choose the six schools out of the nine bilingual schools found in the Mfoundi division, the researcher used the simple random sampling technique. One school was selected in each sub division. In order to do this, the researcher cut out two slips of paper. On each paper, she wrote the name of the two schools in each subdivision. These two slips of papers were then rolled and shuffled in a small box. After the shuffling, the researcher selected one slip of paper

from the two slips of papers. Each paper that was drawn was then unfolded and whichever school that was labelled on the slip of paper, was automatically included in the sample of the study. This process continued in the other subdivisions until the six sample schools were gotten. The six schools drawn were: G.B.H.S Ekorezok, G.B.H.S Nkol-Eton, G.B.H.S Mimboman, G.B.H.S Etoug-Ebe, G.B.H.S Essos, and GPBHS. In order to select the educational system a stratified sampling was used. In stratified sampling, the population is divided into sub-groups such that the elements within each group are homogeneous and then random sampling is used to select participants from each sub group (Amin, 2005). The researcher stratified the population between the Anglophone and Francophone section. In order to select the class level, a purposive sampling method was used (it is a non-probabilistic sampling technique). In purposive sampling the researcher make use of his or her judgement concerning the participant from whom the information will be collected. The researcher select participants that have the information he/she is looking for (Amin, 2005). In this light, the researchers purposively choose form five and upper sixth. The reason for choosing the upper sixth and form five was because the researcher assumed that form five students must have covered the program allotted to form 1, 2, 3 and 4. Besides, form five is the last class in the first cycle of the secondary school, so they are capable of evaluating the program from the beginning. Upper sixth was also chosen because they are the final year students in the second cycle. It is assumed that they must have covered the program allotted to them in high school. In other to get the different speciality of classes used for this study, the researcher used the simple random sampling to choose the speciality of the arts and science of the two bilingual section. One class was chosen in each speciality (2nd A, 2nd C, Form 5 Art, Form 5 Science, TLe A, TLD, Uppersixth Art, and upper sixth Science). In each chosen class, the researcher sampled all the students that were available. At the end of this exercise the sampled students were 1178. Also all the available counsellors were sampled which resulted to 53 sampled counsellors.

3.6 Instruments for data collection

Research instruments translate attributes or traits into quantities (Amin, 2005). They are tools used for collecting data and these tools must be systematically constructed in order to obtain accurate information needed for the study. The instrument used for data collection in this

study is the questionnaire. Amin (2005) defines the questionnaire as a careful designed instrument used for collecting data in accordance with the research questions and hypotheses.

The researcher used both the closed questionnaire and opened questionnaire, which made the study both quantitative and qualitative in nature. The reason for using the questionnaire to collect data for the study was due to the fact that the researcher was dealing with a large sampled population. Besides, the use of the questionnaire was less expensive in relation to other methods of data collection. The use of the questionnaire also saved time as the questionnaire helped the researcher to reach out to many people and get their responses within a short time. Moreover the questionnaire guaranteed a greater level of anonymity because students and Counsellors were able to give information concerning guidance counsellors program without fear due to the fact that their identity such as their names and addresses were not needed in the questionnaire. The questionnaire for this study had an English version for Anglophones students and a French version for Francophones students. This is because the sample population constituted of English and French students from the selected bilingual schools of Mfoundi Division.

The researcher used the open ended questionnaire because the researcher needed in depth information about the Guidance Counselling program in order to provide more insights when making recommendations at the end of the study. In addition, the opinion of the students and counsellor about the program was very necessary because it will help for program modification or curriculum innovation. The researcher also used the closed ended questions because; the respondents' responses could be easily grouped and analysed within a shorter period of time.

The questionnaire constructed for counsellors had six sections. Section A carried demographic information of the respondents. Section B of the instrument bore questions on the functionality of the Guidance Counselling Services. This section was aimed at providing the researcher with insight information of the functionality of the Guidance Counselling services, so that she could assess the functionality of the services. This section had four items. Section C was based on the notion of classroom guidance content and students' needs. This section had eleven items. Section D was based on available resources needed to effectively implement the Guidance Counsellor program, this section had 11 items. Section E dwelt on available on methods used by counsellors. This section had 17 items. Finally, section F handled issues on challenges faced by guidance counsellors in the course of implementing the Guidance Counsellors' program, this section had 10 items. There were also opened questions which demanded counsellors to give

their opinion on the weaknesses and strengths of guidance counselling program and to propose changes to improve the program.

The questionnaire for students was made up of four sections. Section A, handled demographic information. Section B was on Students' awareness of guidance counselling services, this section had five items. Section C was based on the suitability of classroom guidance content and students' needs. This section tested the first hypothesis with the use of 12 items for students personal/social needs, 7 items for students' Academic needs, and 10 items for career needs. Section D handled issues related to methods use by counsellors to meet students' needs. This section had 10 items. There were also open questions which demanded students to give their opinion on the weaknesses and strengths of guidance counselling services in their schools and the changes they propose to ameliorate the service

The students were requested to respond either yes or No by marking an X in the box corresponding to the right answer. There were blank spaces for open question in which students were expected to write their opinions corresponding to the questions. The Likert Scale was also used. The Likert scale was used because it is flexible and reliable in measuring attitudes and interest. Since the researcher was evaluating a program on students' needs, it was necessary to use the Likert scale. The response categories was weighted from 1-5 as illustrated below

Table 5: Response Categories in the questionnaire and their weight

Response Categories	Weight
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

3.7 Validation of the Instrument

Validity refers to the degree in which an instrument measures what it is supposed to measure. After the researcher had finished constructing the questionnaire, In order to ensure validity, the researcher went through the questions to determine if the questions are related to the stated objectives and also to determine if there's any correspondence with the stated objectives and hypotheses. The validity of the instrument was also determined by experts in the field. The researcher presented the questionnaire to three chiefs of guidance counselling service and four practicing counsellors. These experts went through each question and corrected some

grammatical errors and sentences. More so, in order to ensure validity, the researcher did a pilot testing on 12 form five students, 10 upper sixth students and 2 counsellors. The results from the pilot testing showed that they were some questions that were difficult for students to answer. The researcher had to modify some questions by rephrasing them and questions that were not important were removed. The results from the counsellors that were tested shows that there was a question that was not really linked to the availability of resources. This question was removed by the researcher, also there was some aspect of ambiguities and some items were not very clear for easy interpretation especially the open questions. All these were corrected. The questionnaire was then presented to the supervisor of this study, who went through the questions in order to ascertain if the questions are related to the objectives/hypotheses of the study stated in chapter one of this study. All these was to ensure face, construct, and content validity of the instrument

3.8 Reliability of the instrument

An instrument is said to be reliable if it consistently measures what it is measuring. After the questionnaire was constructed and validated, to establish the reliability of the questionnaire, it was pretested twice on 4 form five students, 6 upper sixth students and 3 counsellors in GBHS Etoug-Ebe Yaounde. The way they responded to the questions permitted the researcher to use alpha crombach test which gave a reliability coefficient of 0.79 which proves that the test is reliable.

3.9 Administration of the instrument

The researcher collected an authorisation from the dean of the faculty of education, university of Yaoundé 1. This authorisation permitted the researcher to collect data from the six selected bilingual high schools. The researcher presented this letter to her supervisor who latter send the researcher to the field to collect data. The researcher presented the letter to vice principals because it was difficult to have direct asses to the principals. The researcher used two weeks to visit the schools in order to obtain permission to administer the questionnaire. These vice principals gave the researcher the authority to start administering the instrument the following week. This process permitted the researcher to create familiarity with the administrative staff who enormously helped the researcher during the data collection process. The researcher employed the services of three research assistants. This was due to the fact that

the sample population of the study was large. It could have been difficult for the researcher to effectively carry out the task alone. With the help of the Discipline Masters of the Schools, the researcher alongside the research assistants personally moved from school to school and from class to class to collect the data of the study.

In the course of the data collection process, the researcher explained the objectives of the study and also assured the students and counsellor of confidentiality. The researcher also clarified the respondents on areas that seems difficult. After data had been collected from each class and school, the research team moved to the next.

The questionnaire for Counsellors was administered in their offices. These counsellors were very cooperative like the students. It should be noted that this data was collected during the third term because it was assumed that the Counsellors must have finished implementing the program allotted to each level. Thus it was the right time for summative program evaluation. At the end of each data collection session, the completed questionnaire copies were collected on the spot. The process of data collection took the research team one month on the field.

3.10 Data analysis procedure

Upon completing the data collection process, the data of students and Counsellors was organized and the data of each class was packaged in a big envelope and placed in a large bag. On each envelope, the class and the name of the schools were written on it. Counsellors' data was packaged in one envelope and their data was also grouped according to the schools with the name labelled on it. All these were to ensure that there was no missing questionnaire. After organising the data, the questionnaires were numbered and each question was codified (both the opened ended and closed questions). The next step, the researcher did was to build a typing mask in Excel, which was presented to the supervisor to give his opinion. After this stage, the data was entered in the excel mask. After the researcher finished entering the data, the next step was to verify the data in order to avoid biases and errors. After verification process, the data was now imported from excel to SPSS software to be analysed.

3.11 Methods of data analyses

The Statistical Package of Social Sciences (SPSS) version 20.0 was used to analyse the data. Both descriptive and inferential statistics were employed. Tables, percentages and

frequency counts were used to describe the data. The t-test and Kendall test were used as the inferential statistical methods for data analyses.

The t-test was used in order to compare if there was a significant difference between the mean of two independent groups in the study. The t-test is a parametric test for comparison of means of two distributions with unknown variances, but supposedly equal (homoscedasticity) and non-dependent of the mean value. The t-test allows the mean comparison of two samples with restricted size ($n < 30$). The concerned variable must be quantitative (relative variation scale), with normal distributions and equal variances.

On the other hand, the Kendall tau test was used in order to measure the rank correlation between the groups in the study. Kendall tau test is a non-parametric correlation coefficient that can be used to assess and test correlations between non intervals scaled ordinal variables. The Kendall tau correlation coefficient is considered to be equivalent to the Spearman rank correlation coefficient (Bolboaca & Jantschi, 2006).

3.12 Ethical consideration

As earlier mentioned above, the researcher met the school administration with the authorization permit and discuss the importance of administering the questionnaire to upper sixth and form five students. The general objective of the study was explained. The researcher also explained the objective of the study to the students and solicited for their participation. This was done to ensure collection of unbiased data.

Also the respondents were given the assurance that their identity will not be disclosed in order to uphold privacy, so as to avoid negative effects that can affect the respondent's private life. They were asked not to write their names on the questionnaire. The respondents were assured that all the information obtained from them was confidential because it was only to be handed by the researcher and such information was used for research purpose. To avoid any biases, the researcher made sure that questions that are abusive to the respondents were avoided.

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter presents the data collected from the field and the analyses. The first part will presents the demographic information, the second will present analyses of the questionnaire items and the third will verify the hypotheses that were stated in the beginning of the study.

I- Findings obtained from counsellors

4.1 Demographic information of counsellors

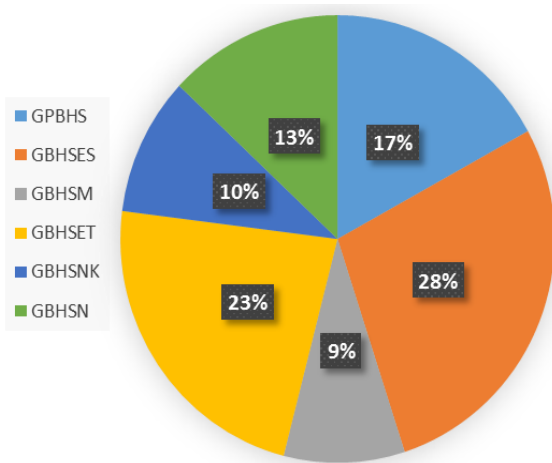


Figure 3: Circular diagram of school counsellors

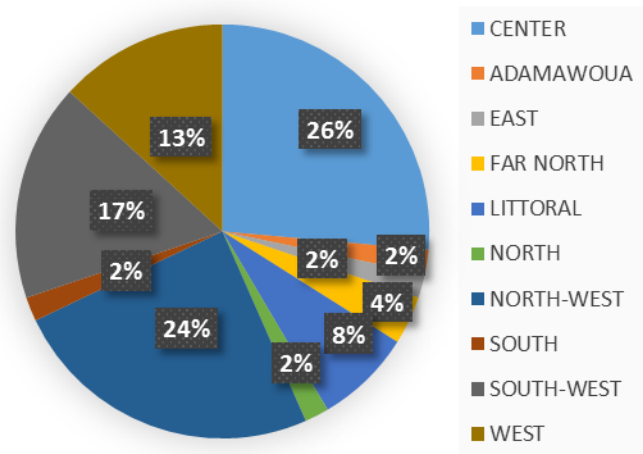


Figure 4: Circular diagram of counsellors region of origin

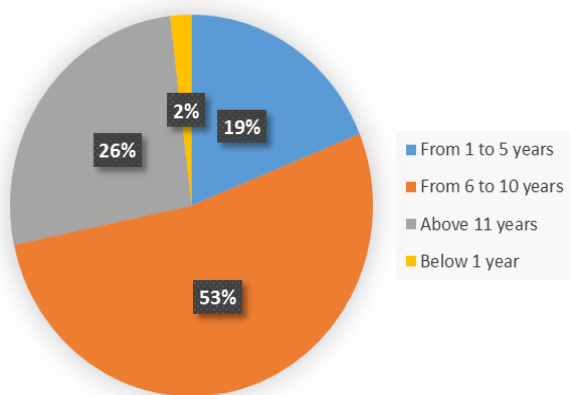


Figure 5: Circular diagram of teaching longevity of counsellors

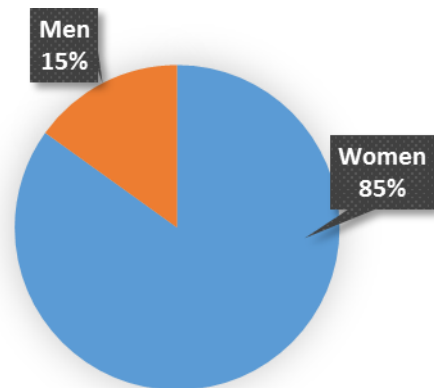


Figure 6: Circular diagram of gender repartition of counsellors

We assessed the knowledge of 53 counsellors of six bilingual high schools in the Mfoundi Division. 85% were women and 15% were men. The main marital status is married (79.2%) followed by single (18.9%). Most of counsellors have between 6-10 years of longevity (52.8%) and some others have above 11 years of longevity (48.3%). According to schools, Masters were the most represented educational level in GBHSES (50%) and GBHSET (50%) while the Diploma was more distributed between schools with the highest value at GBHSES (25%). The proportion of class in charge was different between systems. The most important classes were Seconde / Form 5 (23.12%), Terminale / Upper sixth (20.15%) and Premiere / Lower sixth (19.39%). In French system, the most important class is Seconde while in English system it is Upper sixth. The proportion of counsellors varied from one school to another. The highest values were found at GBHSES (28.3%), GBHSET (22.6%) and GPBHS (17%). Counsellors of this survey are mainly of three regions: Center (26.4%), North West (24.5%) and West (13.2%).

4.2 Functionality of the counselling service

Table 6: Functionality of the Guidance counselling service in different schools

Functionality of the guidance counselling service	School					
	GPBHS	GBHSNK	GBHSES	GBHSM	GBHSN	GBHSET
guidance counselling service established	100%	100%	100%	100%	100%	100%
functional counselling service	100%	100%	100%	100%	100%	100%
Average number of counsellors	9	5	15	5	7	12
Average number of students assigned to a counsellor	More than 350	More than 350	More than 350	More than 350	More than 350	More than 350

Overall, this study revealed that the guidance counselling service is well established in all the sampled schools (100%). This service is totally functional in the sampled schools (100%). An average number of 10.36 counsellors have been obtained per school with the highest value of 15 counsellors at GBHSES and the lowest value of 05 counsellors at GBHSNK. However, counsellors in all schools reported that more than 350 students are assigned to a counsellor.(Table 6).

4.3 Notion on classroom guidance contents and students' needs

Table 7: Counsellors' appreciation of the suitability of classroom guidance content on students' Needs

Counsellors' appreciation of classroom guidance content and its assistance on students' Needs	N	Mean	SE
Classroom guidance contents on personal/social needs	53	4.53	0.13
Classroom guidance contents on academic needs	53	4.45	0.12
Classroom guidance contents on career needs	53	4.39	0.11
Overall acceptance of guidance services offered	53	4.46	0.13

Scale: *from 1.00-2.50*= Not Accepted, *from 2.51-3.99*= Moderately Accepted, *from 4.00-5.00*= Strongly Accepted.

All the statements related to contents of guidance offered were overall completely accepted by all the surveyed counsellors with a total mean of 4.46. The guidance curriculum/content on personal/social development of students has a mean of 4.53 while Guidance content/curriculum on academic developments of students has a mean of 4.45 and career development has a mean of 4.39. This shows that the contents developed in the guidance counselling program is suitable in meeting student's personal/social, academic and career needs.(Table 7)

Table 8: Counsellors’ list of aspects to be included in the classroom guidance program (curriculum) in order to effectively meet student’s needs

Aspects	Personal and social development	Academic development	Career development	Mean
Communication skills	11.11	0.0	0.0	3.7
Concept of resilience	55.55	0.0	0.0	18.52
Information and communication (ICT)	11.11	66.67	60.0	45.93
They should be taught more on aspect of patriotism	11.11	0.0	0.0	3.7
Practical themes	11.11	0.0	0.0	3.7
Professionalization on teaching practice	0.0	33.33	0.0	11.11
analytic skills	0.0	0.0	10.0	3.33
Integrate visits of enterprises to content	0.0	0.0	10.0	3.33
Practical workshop	0.0	0.0	10.0	3.33
Theoretical content workshop practice	0.0	0.0	10.0	3.33
Total	100.0	100.0	100.0	100.0

According to the surveyed counsellors, the concept of resilience (55.55%), and communication skills (11.11%) has to be included in the social development content. Also ICT has to be included in the personal/social (11.11%), Academic development (66.67%), and career development with an acceptance of 60% (Table 8).

Table 9: Areas to be improved in the program

Areas	Frequency	Percent
Area of career choice	1	2
All the program need improvement	36	72
Certain training sessions in the classroom	1	2
Harmonise the development of sessions and universal document	1	2
Techniques of learning, and psycho affective sexuality	1	2
Method and techniques of learning, learners personality	1	2
Insertion socio professional	1	2
Personal social counselling	1	2
Psychological test in English	1	2
Psycho technical test	1	2
Redefined contents training sessions according to students level	1	2
Aptitude test for form five and upper sixth is not adapted to Cameroonian students	3	6
Total	50	100,0

Almost all counsellors (94.3%) agreed that some areas need improvement. 72 percent of the counsellors think that all the program needs improvement. The other specific areas that need improvement have been cited by the surveyed counsellors as seen in Table 9.

4.4 Availability of material resources for programme implementation in order to meet students' needs

Table 10: Appreciation of material resources available for effective implementation of counselling program in order to meet students' needs.

Resources available	N	Mean	SE
counselling office in our school	53	4.98	0.22
tape recorder in our service	53	1.38	0.03
career album in our service	53	3.78	0.10
comfortable moveable seats in our service	53	3.17	0.06
comfortable tables in our office	53	3.23	0.07
Brochures	53	3.91	0.10
Folders	53	3.93	0.10
bill posting	53	4.09	0.09
copy of the guidance counsellors "Terms of Reference"	53	4.64	0.14
at least one computer	53	1.38	0.03
Overall acceptance of resources available	53	3.45	0.09

Scale: from 1.00-2.50= Not Accepted, from 2.51-3.99= Moderately Accepted, 4.00-5.00= Completely Accepted.

From available resources, these were moderately accepted by counsellors (3.45). The most cited were counselling office in the school (4.98) and a copy of guidance counsellors terms (4.64). Other items cited were moderately accepted such as brochures (3.91), comfortable moveable seats in our service (3.16) and comfortable tables in our office (3.22). Some other items were not accepted by counsellors such as tape recorder in service (1.37) and a computer (1.38) (Table 10).

Table 11: Availability of psycho technical tests

Tests	Frequency	Percent (%)
Aptitude tests for form 5 and upper sixth	53	100
Koch's tree test	24	45.3
B. Cantinneaux method	39	73.6
High school personality questionnaire by R. B. Catell	12	22.6
Wechsler's intelligence Scale for children	0	0.0
Inventory of professional interest by Rothwell-Miller	19	35.8

From psycho technical test, the most available test is aptitude tests (100%) followed by B. Cantinneaux method (73.6%) and Koch's tree test (45.3%). The Weschler's intelligence Scale for children was not reported during this survey, showing that it is not available in all the sampled schools. (Table 11)

4.5. Methods used by counsellors to meet students' needs

Table 12: Appreciation of methods applied by counsellors

Methods applied	N	Mean	SE
Regular classroom guidance lessons	53	4.60	0.14
Individual counselling	53	4.76	0.16
Group counselling	53	4.68	0.15
Consultation of teachers/school administrators and parents	53	4.38	0.11
Appropriate referrals for students to other services	53	4.00	0.08
Communicate appropriate academic and career information	53	4.06	0.09
Visit training school	53	2.21	0.03
Invitation of professionals and guest speakers	53	4.15	0.09
Attend different conferences	53	4.13	0.10
Take part in class council and school meetings	53	4.57	0.13
Carry out preventive counselling	53	4.47	0.12
Students individual examination form	53	4.35	0.11
Organize and participate in TV/Radio programs	53	2.19	0.03
Organize open doors	53	4.02	0.10
Administer available psycho technical and attitude test	53	4.13	0.10
Interpret results of tests	53	4.08	0.10
Concert with teachers and parents to enhance students skills	53	4.30	0.11
Overall acceptance of methods applied	53	4.30	0.10

Scale: from 1.00-2.50= Not accepted, from 2.51-3.99= moderately accepted, from 4.00-5.00= completely accepted.

Overall, methods presented were completely accepted by counsellors (4.30), except the visit of training schools (2.21) and organization and participation in TV programs (2.19) which presented a very low agreement (Table 12).

4.6. Challenges faced by guidance counsellors during program implementation.

Table 13: Counsellors' appreciation of Challenges encountered

Acceptance of Challenges encountered	N	Mean	SE
inadequate funding	53	4.53	0.14
lack of office space	53	4.51	0.13
insufficient support	53	4.04	0,10
low level of awareness of the role of counsellors	53	3.96	0,09
provision of guidance counsellor	53	4.02	0.11
poor perception of immediate benefits of GC	53	3.93	0,10
fear on the part of those in need of the service	53	3.73	0,08
some guidance counsellors in difficulty	53	3.58	0,07
program doesn't prescribe any standardized text book	53	4.89	0.19
Overall acceptance of problems	53	4.13	0.10

Scale: from 1.00-2.50= Not Accepted, from 2.51-3.99= Moderately Accepted, 4.00-5.00= Completely Accepted.

The problems enumerated were completely accepted (4.13). Most of the challenges listed were encountered by counsellors. The highest challenge encountered by the surveyed counsellor is inadequate funding with a mean of 4.53, followed by lack of office space with a mean of 4.51 (Table 13).

Table 14: List of additive challenges cited by the surveyed counsellors

Challenges	Frequency	Percent (%)
Administrators and Teaching Staff Undertook Counsellors	1	3.23
Bad Method of Delivery	1	3.23
No Confidential Place To Follow Up Students	1	3.23
No Discipline Coefficient	1	3.23
Fear on the Part of Students due to One Office	1	3.23
Insufficient Counsellors In School	10	32.26
Lukewarm Attitude of Students towards Counselling	2	6.45
Lack of Duty Consciousness By Some Counsellors	1	3.23
Most Principals Don't Give Counsellors a Place	1	3.23
Problem of Harmonisation of Contents	1	3.23
Lack of Professional Training of Counsellors in HTTC	4	12.90
Repetition of Simpler Topics Meant For Lower Classes In Higher	3	9.68
Shortage of instructional materials	1	3.23
The Structure of The Program Makes It Difficult To Understand	1	3.23
The Problem of Evaluation of Students	2	6.45
Total	31	100.0

Most of counsellors (32.26%) cited the insufficient number of counsellors in school which do not allow them to be available to other students in need. Another proportion of counsellors (12.90%) also reported the lack of Professional Training of counsellors to in HTTC in way to give a good overview of the realistic challenges faced by counsellors during their work (Table 14).

Table 15: Most significant weaknesses of guidance counselling program

Weaknesses	Frequency	Percent (%)
Broad Program Difficulty To Cover a Year	2	3.8
Counselling Is Not Fully Recognized In Cameroon	1	1.9
The Program Does Not Take Into Consideration all personality aspects of students.	1	1.9
Inadequate Material To Develop Content	1	1.9
Lack of Material Resource	4	7.7
No Practical Place	1	1.9
No Practical Workshop	1	1.9
The Content Related To Career Choices Is Not Exhaustive	1	1.9
The Program Is Not Well Structured And Organize	1	1.9
Repetition of Themes or Topics	35	67.3
The Absence of Working Tools	1	1.9
The Problem of Evaluation Of Students	2	3.8
Total	52	100.0

The most important weakness of the program, according to counsellors, is the repetition of themes or topics (67.3%). It is followed by the lack of material resource (7.7%) (Table 15).

Table 16: Most significant strengths of guidance counselling program

Strength	Frequency	Percent (%)
Build Students Cognitive Affective Psychomotor Domain	1	1.9
Help Guidance Counsellors In Attending Their Goals	1	1.9
Help Students To improve Academic Performance	2	3.8
Reach out To Students In Many Domain To Learn And Work	44	83.0
Help In Orientation Students On Their Career	1	1.9
The Program Helps To Organise Counselling Activities In School	1	1.9
Personal Social Counselling	3	5.7
Total	53	100.0

The most important strength of the guidance program is that it reaches out to students in many domains, to learn and work (83%). It is followed by the personal and social counselling (5%) on various aspects of student's life (Table 16).

Table 17: Changes proposed by counsellors to improve guidance program

Changes proposed	Frequency	Percent (%)
Increase number of weekly hours.	1	1.9
Always provide space for Guidance Counselling in the school time table.	2	3.8
Avoid repeating topics meant for lower classes in higher classes.	17	32.3
Provide big office for confidentiality purpose.	1	1.9
A Coefficient should be given to the discipline.	1	1.9
Concepts of Resilience need to be given more attention to.	1	1.9
Counsellors should be Send for International Seminars for training.	7	13.3
There's need for Counsellors Practical Workshop.	2	3.8
More training in HTTC on pedagogy of teaching.	4	7.5
Motivate Counsellors with job incentives	1	1.9
ICT should be introduced in the discipline	5	9.4
Implement Guidance Counselling in Primary Schools	1	1.9
Increase the number of Counsellors in Schools	2	3.8
Motivate Students to show interest in the discipline	3	5.7
Integrate more techniques of the Competence Based Approach	1	1.9
Provide necessary material to Counsellors	2	3.8
Psycho technical Tests Should be provided in both English and French	1	1.9
Guidance Program should reflect more on the reality of Cameroon Society	1	1.9
Guidance Program Should be Revised	1	1.9
Total	53	100.0

From the changes proposed to improve guidance program, the most cited was to avoid the repetition of topics (32.3%), followed by the need for guidance counsellors to be sent for international seminars for training (13.3%) and information and communication Technology (9.4%) (Table 17).

II- Results obtained from students

4.7 Socio-demographic information of students

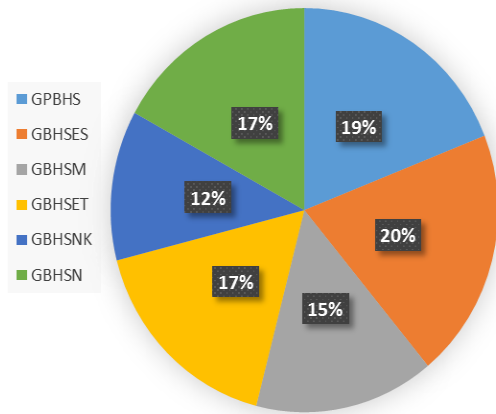


Figure 7: Circular diagram of school composition of the students

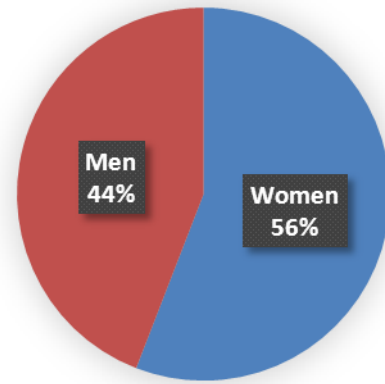


Figure 8: Circular diagram of gender repartition of the students

During our survey, we assessed the knowledge of 1178 students about the guidance counsellors program in six schools of Mfoundi Division. 56% were women and 44% men. The samples operated in different schools were very similar with an average of 16% (189 students) per school. The proportion of sampled students varied from 12% (142 students) in GBHSNK to 20% (236 students) in GBHSES.

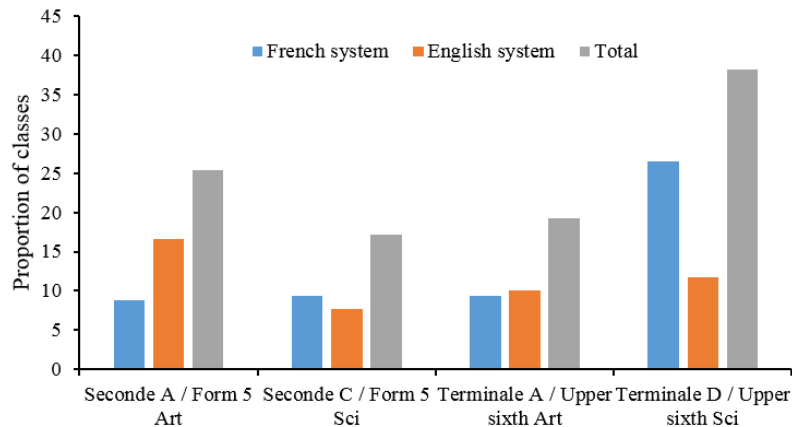


Figure 9: Bar chart of class composition (%) per system

The most represented class during this survey was Terminale D/ Upper sixth science with about 38% of the population. The less sampled was the class of Seconde C / Form 5 science. The French system (54%) was slightly more representative than English system (46%) (Figure 9).

Table 18: Class composition (%) per school surveyed

Class	GPBHS	GBHSNK	GBHSET	GBHSM	GBHSN	GBHSES
Seconde A	8.56	10.64	11.22	14.62	10.61	0
Seconde C	5.41	7.8	0	20.47	3.03	18.91
Form 5 Art	18.47	21.28	10.73	19.88	10.61	19.33
Form 5 Sci	19.82	0	6.34	6.43	11.62	0
Terminale A	5.41	12.06	11.71	8.77	10.10	8.40
Terminale D	20.27	41.13	16.10	22.22	40.91	23.11
Upper sixth Art	14.86	7.09	15.12	7.60	0	12.61
Upper sixth Sci	7.21	0	28.78	0	12.12	15.97
Total	100	100	100	100	100	100

The GPBHS presented all the classes targeted during this study while other schools presented less. The less frequent classes were Upper sixth science absent in GBHSNK and GBHSM, and Form 5 science absent in GBHSNK and GBHSES. The other classes were absent only once (Upper sixth science, Seconde C and Seconde A). The other classes were present everywhere. The age of students was approximately between schools with an average of 16 years old. The highest age was found in GBHSET with 17.7 years old and the lowest in GPBHS with 16.9. However, significant differences have been found between GBHSET, GPBHS & GBHSM. The age of students was significantly higher in French system (17.47 years old) than in English system (16.98 years old). (Table 18).

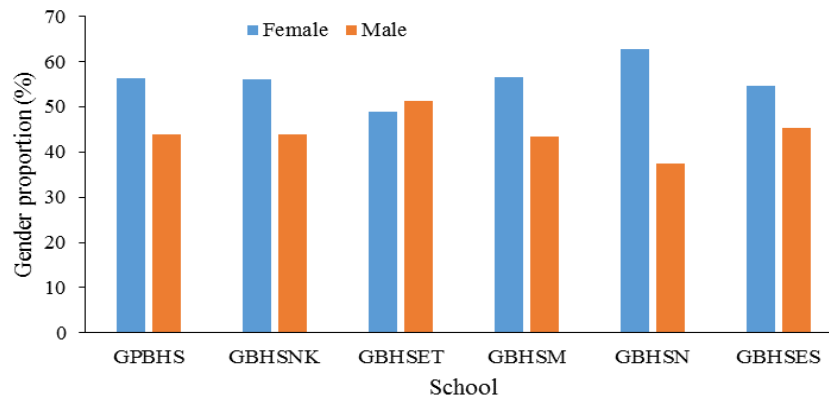


Figure 10: Gender repartition of students per school

Overall, female was more represented than male. The proportion of female was the mostly represented in GBHSN (62.6%) and decreases gradually until 48.78% obtained in GBHSET. In English system, the proportion of female (60%) was more important than in French system (51.9%). The proportion of female was higher than male one in most of classes except Scientist classes like Seconde C, Terminale C and Upper sixth science where male are more represented.(Figure 10).

4.8 Students awareness of guidance counselling service in school

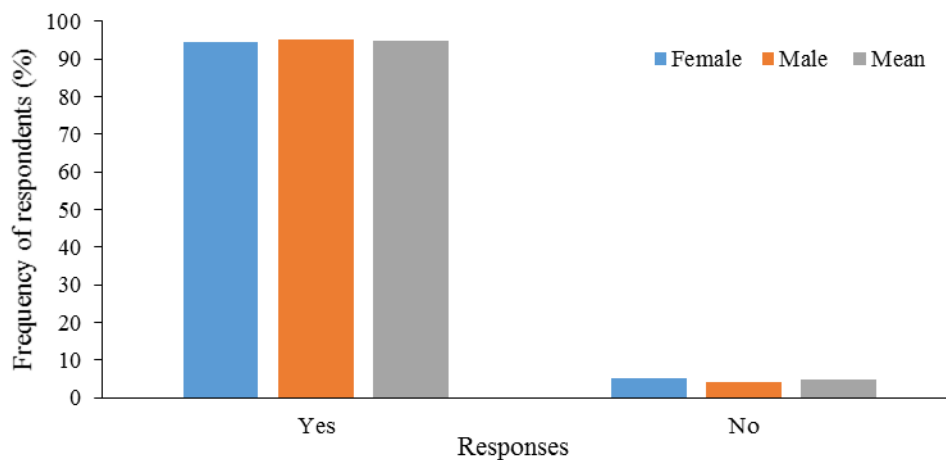


Figure 11: Awareness of guidance counselling service by students

Most of students (94.8%) are acknowledged of the existence of guidance counselling in their schools whatever their gender. In French system, students are more acknowledged of the guidance counselling (99.1%) compared to English system (89.5%). The gender proportions are very similar in each system (Figure 11).

Table 19: Awareness of counselling program existence by gender per class

Gender	2 nd A	2 nd C	Form 5 Art	Form 5 Sci	Tle A	Tle D	Upper sixth Art	Upper sixth Sci
Female	100	96.3	87.8	83.3	100	98.7	94.5	97.0
Male	100	100	86.9	91.2	100	99.4	83.7	91.5
Total	100	99.1	87.4	87.3	100	99	89.1	94.2

The counselling existence proportions were very similar between schools. The highest proportion was found in GBHSET (99.1%) and the lowest at GBHSN (92.9%). Overall, female

proportions were higher than male ones except in GBHSN with 79.8% for female and 95.9% for male. The counselling existence proportions were also very similar between classes. The highest proportions were found in 2nd A and Tle A (100%) while the lowest were found in Form 5 Art and science (87%). The male proportions were higher than females ones except in Upper sixth Art and Science (Table 19).

Table 20: School appreciation of guidance counselling program

		SCHOOL					
		GPBHS	GBHSNK	GBHSET	GBHSM	GBHSN	GBHSES
Acknowledgment of different services offered	No idea	5.4% _{a,d,e}	2.2% _{a,d,e}	1.5% _{a,b}	1.8% _{a,c}	9.1% _d	2.0% _{b,c,e}
	No	23.4% _a	22.3% _{a,b}	15.6% _{a,b}	13.5% _{a,b}	20.2% _{a,b}	12.0% _b
	Yes	71.2% _a	75.4% _{a,b}	82.9% _{a,b}	84.8% _b	70.7% _a	86.0% _{b,c}
number of encounters	None	39.2% _{a,c,d}	33.9% _{a,c,e}	44.6% _{a,b,d}	25.3% _c	51.5% _d	41.5% _{b,d,e}
	1-5	40.1% _a	40.1% _a	34.3% _{a,b}	42.4% _a	34.3% _{a,b}	24.5% _b
	6-15	8.8% _{a,b}	13.6% _a	5.4% _{a,b}	7.1% _{a,b}	3.5% _b	6.0% _{a,b}
	>15	12.0% _{a,b}	12.4% _{a,c}	15.7% _{a,d,e}	25.3% _d	10.6% _{b,c,e}	28.0% _{d,f}
availability of guidance counsellors	No	36.9% _a	24.0% _a	23.9% _a	35.1% _a	26.3% _a	11.0% _b
	Yes	59.9% _a	70.4% _{a,b}	74.1% _b	62.0% _{a,b}	67.7% _{a,b}	87.0% _c

Same Letters in rows show no significant difference between group based on T test (P>0, 05).

Most of students (78%) are acknowledged of the different services offered by counsellors. Females (80.3%) are slightly more acknowledged than males (76.2%). However, most of students (39%) did not have an encounter with their counsellors while another fraction (35%) encountered their counsellors 1 to 5 times. Overall, 70% of the students affirmed that the counsellors are available in the school and females have more encounters with counsellors than males. According to schools, the proportions of students acknowledged of services offered by counsellors are very similar. The highest proportion was found in GBHSES (86%) followed by GBHSM (84.8%) and the lowest in GBHSN (70.7%). Most of students in GBHSET, GBHSN and GBHSES have not encountered their counsellors while in GPBHS, GBHSNK and GBHSM most of students have an encountered with counsellors (1 to 5 times). According to students, the availability of counsellors varied between schools with the highest proportion at GBHSES (87%) and the lowest at GPBHS (59.9%). Overall, French students are more aware of services offered (82%) and counsellors are more available (77%) to them than in English system. French students have more encounters with counsellors than English students (Table 20).

4.9 Notion's on classroom guidance content and student's needs

Table 21: Statements on students' needs

Statements on students personal and social needs	N	Mean	SE
Help develop self esteem	1178	3.95	0.09
Manage stress and personal disorders	1178	3.77	0.07
Provide solution to personal problems	1178	3.64	0.07
Help for self-discipline	1178	3.92	0.09
Benefits of positive attitudes	1178	3.96	0.09
Right attitudes	1178	3.89	0.08
Establish personal goals	1178	3.83	0.08
Right skills for conflict resolution	1178	3.41	0.05
Prevention of STDs	1178	3.72	0.07
Right moral values	1178	3.92	0.09
Avoid deviant behaviour	1178	3.94	0.09
Relevant personal and social needs	1178	3.21	0.05
Overall Appreciation of personal and social needs	1178	3.76	0.08

Table 22: Students' academic needs

Adapt to school environment	1178	3.75	0.07
Understand Cameroon Educational system	1178	3.44	0.06
Good studying habits	1178	3.99	0.09
Tips and techniques for study	1178	4.17	0.10
Personal time table for study	1178	4.05	0.10
Understand fail in exam	1178	3.74	0.07
Importance of guidance counselling to my wellbeing	1178	3.82	0.08
Overall appreciation of academic needs	1178	3.85	0.08

Table 23: Students' career needs

Career choices	1178	4.01	0.10
Choice of subject combinations	1178	3.96	0.09
Information on career opportunities	1178	3.86	0.08
Discovering competences and talents	1178	3.54	0.06
Plan my career	1178	3.63	0.07
Employment skills	1178	3.36	0.05
Identification of current economic and political trends	1178	3.29	0.05
Wise decisions for my career	1178	3.72	0.07
Skills for self-employment	1178	3.49	0.06
Relevant topics for my career	1178	3.59	0.06
Overall acceptance of career needs	1178	3.64	0.07

Scale: from 1.00-2.50= Not accepted, from 2.51-3.99= moderately accepted, from 4.00-5.00= completely accepted.

Students responded easily all statements on Classroom guidance contents and its contribution in meeting their needs. However, they gave moderate acceptance of overall statements provided. Personal and social needs statements recorded an acceptance of 3.76 and all the statements in this group received the same level of acceptance. Academic needs statements received an acceptance level higher than personal and social needs statements with a value of 3.85. In this last group, some statements like tips and techniques for study and personal time table received a full acceptance (> 4.00). Career needs statements received the lowest acceptance level with a value of 3.64 and almost all the statements received the same acceptance level except career choices which received a full acceptance (4.01). This shows that the classroom guidance content is more suitable in meeting students' academic needs than their personal/social and career needs Table (21, 22 and 23).

4.10 Methods used by counsellor's for program Implementation in order to meet Students' Needs

Table 24: Students' appreciation of individual counselling per class

		CLASS							
		2 nd A	2 nd C	Form 5 Art	Form 5 Sci	Tle A	Tle D	Upper Sixth Art	Upper Sixth Sci
interview with counsellor	No	56.3% _{a,e,f}	63.6% _{a,b}	62.4% _{a,c}	73.3% _{a,d}	38.9% _e	54.7% _{a,e,f}	69.2% _{b,c,d,f}	54.7% _{a,e,f}
	Yes	41.7% _{a,e,f}	36.4% _{a,b}	37.6% _{a,c}	26.7% _{a,d}	60.2% _e	45.0% _{a,e,f}	29.9% _{b,c,d,f}	43.8% _{a,e,f}
counsellor helpful	No	48.5% _{a,c,e}	45.5% _{a,c,e}	44.8% _{a,c,e}	60.0% _{a,b}	28.7% _c	34.4% _{c,d}	57.3% _{b,e,f}	38.0% _{c,f}
	idea								
	No	8.7% _a	18.2% _a	20.6% _a	15.6% _a	13.0% _a	20.6% _a	11.1% _a	23.4% _a
	Yes	42.7% _{a,e,g}	36.4% _{a,b,f}	34.5% _{a,c,f}	24.4% _{a,d}	58.3% _e	45.0% _{e,f,g}	30.8% _{b,c,d,g}	38.7% _{a,e,g}

Same Letters in rows show no significant difference between group based on T test ($P > 0, 05$).

Most of students (59%) did not have interview with counsellors and the male proportion (64.8%) was higher than female one (53%). However, most of them (39.3%) recognized that counsellors were very helpful. According to classes, most of students did not have interview with counsellors except in Terminale A with more than 60% of students who had interview with them. The proportion of students who appreciated the interview as helpful for them varied from a class to another with the highest proportion at Terminale A (58.3%) followed by Terminale D (45%). According to schools, most of students of all schools did not have interview with counsellors with the highest proportion at GBHSNK (64.2%) and the lowest at GBHSN (55.6%). However, most of students recognized that this interview is helpful for them whatever their schools (Table 24).

Table 25: Students averages after having an encounter with counsellors.

Gender	First term average	Second term average	Mean
Female	10.25 (1.60)	10.17 (1.85)	10.21
Male	10.35 (1.70)	10.21 (2.07)	10.28
Mean	10.30	10.19	10.25

Overall, the average of students surveyed was about 10.25 with 10.21 for females and 10.28 for males. This average decreases from the first term (10.30) to the second term (10.19). The average of French students (10.35) was slightly higher than English students one (10.25). Overall, the highest average was found at GBHSN (10.50) and the lowest at GBHSM (9.98). The highest value has been registered at GBHSNK (10.38) during first term and second term GBHSN presented the highest average (10.70). The overall result shows that counsellors were more helpful during first term but the student's averages are not high (Table 25).

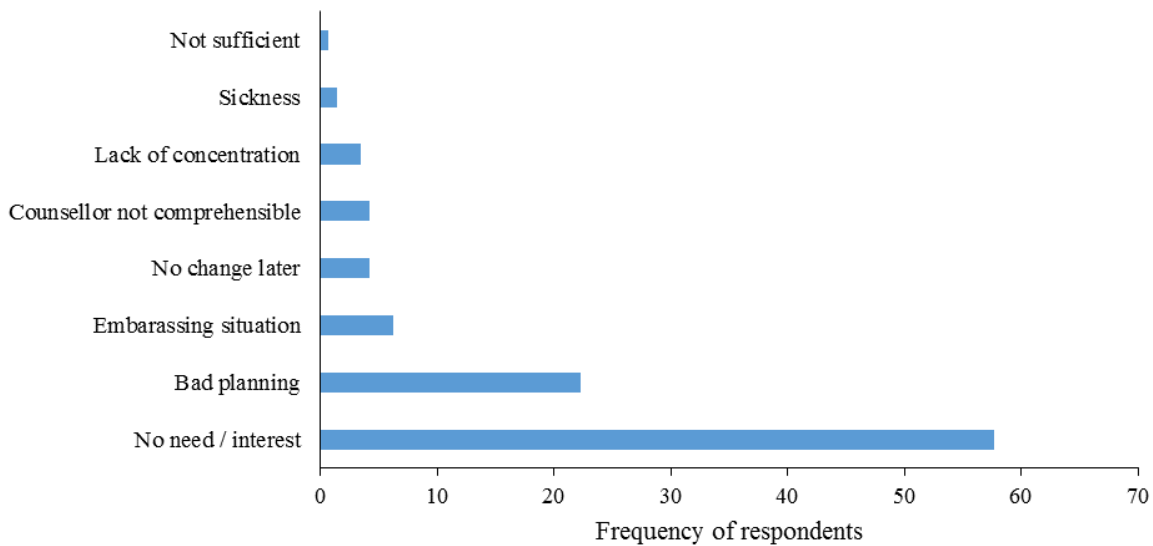


Figure 12: Reasons for non-satisfaction with individual counselling

For students, the most important reason of non-satisfaction with counsellors is that students are not interested or they do not understand the need of guidance counselling (57.64%). The second reason is that, counsellors are doing bad planning of their activities (22.2%) (Figure 12).

Table 26: Students' appreciation of group counselling per class

		CLASS							
		2 ND A	2 ND C	Form 5 Art	Form 5 Sci	Tle A	Tle D	Upper Sixth Art	Upper Sixth Sci
participation to group counselling	No	55.3% _{b,c,d}	69.1% _{b,c}	69.1% _b	71.1% _b	55.6% _{b,c,d}	51.4% _{c,d}	44.4% _d	42.3% _{d,e}
	Yes	42.7% _{a,b,c}	29.1% _{a,b}	26.3% _a	25.6% _a	42.6% _{a,b,c}	46.0% _{b,c}	50.4% _c	53.3% _{c,d}
comfortable in group counselling	No	19.3% _{a,b}	46.6% _b	41.3% _{b,c}	31.2% _{a,b}	32.8% _{b,d,f}	32.8% _{b,e,f}	15.2% _{a,f,g}	28.4% _{b,g}
	Yes	80.7% _{a,b}	53.4% _a	58.7% _a	68.8% _{a,b}	67.2% _{a,b}	67.2% _{a,b}	84.8% _b	71.6% _{a,b}

Same letters in rows show no significant difference between group based on T test ($P > 0, 05$).

Table 27: Students' appreciation of group counselling per school

		SCHOOL					
		GPBHS	GBHSNK	GBHSET	GBHSM	GBHSN	GBHSES
participation to group counselling	No	63.1% _{b,d}	53.1% _{b,c}	46.8% _c	49.1% _{b,c}	70.2% _d	55.5% _{b,c,d}
	Yes	31.1% _a	42.5% _{a,b}	51.7% _b	48.0% _{b,c}	28.8% _a	41.0% _{a,b}
comfortable in group counselling	No	11.8% _a	46.4% _b	29.2% _{a,c}	26.5% _{a,c}	42.2% _{b,c}	23.4% _a
	Yes	88.2% _a	53.6% _b	70.8% _{a,c}	73.5% _{a,c}	57.8% _{b,c}	76.6% _a

Same letters in rows show no significant difference between group based on T test (P>0, 05).

Most of students have never participated in group counselling (56%) and this result is the same whatever the gender. However, most of students (39%) who participated in group counselling affirmed that they were comfortable during this exercise. The trend was the same between genders. According to classes, the highest participation in group counselling was found at Upper sixth Science (53.3%) followed by Upper sixth Art (50.4%) and the lowest at Form 5 science (25.6%) followed by Form 5 Art (26.3%). For those who participated in group counselling, the most comfortable students in this exercise were found in Upper sixth science (84.8%) followed by 2nd A (80.7%) and the least comfortable were found in 2nd C (53.4%). According to schools, the highest participation in group counselling was found at GBHSET (51.7%) followed by GBHSM (48%) and the lowest at GPBHS (31.1%). However, the most comfortable students during group counselling were found at GPBHS (88.2%) and the less comfortable at GBHSNK (53.6%) (Table 26 and 27).

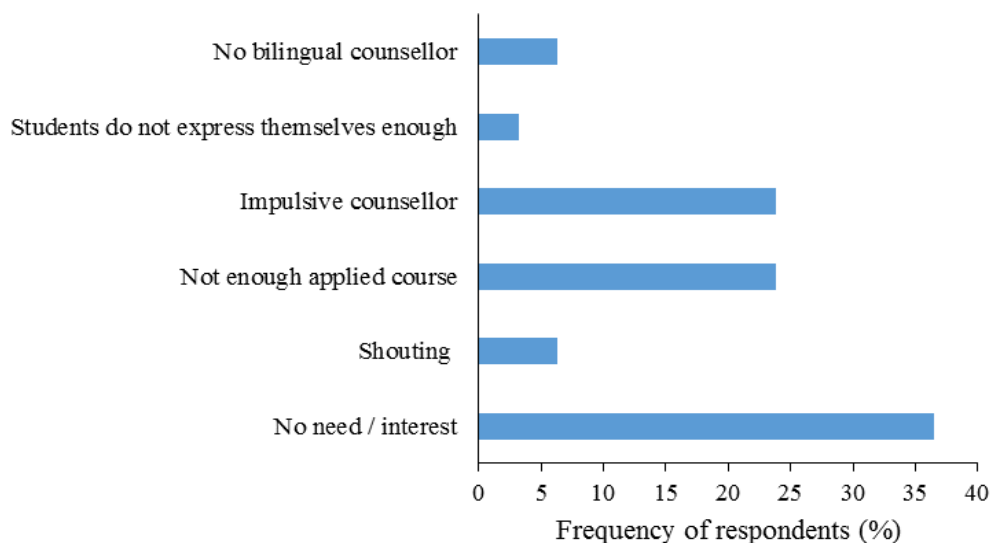


Figure 13: Reasons for non-satisfaction of group counselling

The most important reason for non-satisfaction of group counselling is that students are not interested by counsellors' activities (36.5%). Another reason given is the fact that courses given by counsellors are not enough applied to the students' context (23.8%) and counsellors are too much impulsive during the activities (23.8%) (Figure 13).

Table 28: Students' appreciation of parents meetings and taking part in drama activities per school

		SCHOOL					
		GPBHS	GBHSNK	GBHSET	GBHSM	GBHSN	GBHSES
Appreciation of counsellors' teaching methods in classroom	No	27.9% _a	23.8% _a	14.7% _a	26.1% _a	27.8% _a	12.8% _a
	Yes	72.1% _a	76.1% _{ab}	85.3% _b	73.9% _a	72.2% _a	87.2% _b
meeting of counsellor with your parents	No	86.0% _b	88.3% _{b,c}	88.3% _{b,c}	95.3% _c	89.4% _{b,c}	94.0% _{b,c}
	Yes	8.1% _a	8.9% _a	11.7% _a	4.1% _a	5.6% _a	5.0% _a
taking part of a drama organized by counsellor	No	82.4% _b	81.0% _b	77.6% _b	69.6% _b	73.2% _b	80.5% _b
	Yes	13.5% _a	16.8% _{a,b}	20.5% _{a,b}	28.7% _b	21.2% _{a,b}	17.0% _{a,b}
appreciation of activities	No	44.4% _a	63.4% _b	56.2% _c	42.4% _d	45.9% _d	49.5% _d
	Yes	55.6% _a	36.6% _{a,b}	43.8% _{a,b}	57.6% _b	54.1% _{a,b}	50.5% _a

Same letters in rows show no significant difference between group based on T test (P>0, 05).

Most of the students accepted that they love counsellors' method in the classroom. The highest proportion comes from GBHSES with 87.2%. Overall, a very few proportion of students (7%) affirmed that parents had a meeting with counsellors. This trend was more important for females than males. Most of students especially males (79.1%) did not take part to drama exercises organized by counsellors. However, a high proportion of students appreciated these activities (49%) and this proportion is very similar between genders. Based on educational system, a very few proportion of students claimed that their parents had a meeting with the counsellors especially in French system (5.8%). The participation to drama organized by counsellors is higher in French system (26.2%) than in English system (11.1%). The appreciation of these activities very similar in both systems but the value is higher in French system (52.5%) than in English system (46.6%). According to schools, the proportion of students of whom parents had encountered the counsellor is very low, with the lowest value at GBHSES (5.0%). The proportion of students participating to drama organized by counsellors varied from a school

to another. The highest proportion is found at GBHSM (28.7%) and the lowest at GPBHS (13.5%). These activities were highly appreciated by students especially those of GBHSM (57.6%) and GPBHS (55.6%) (Table 28).

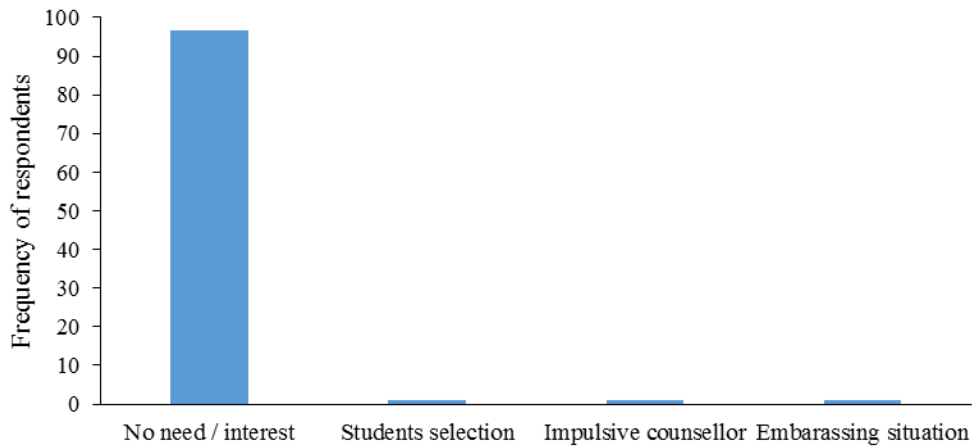


Figure 14: Reasons for non-satisfaction of other activities organized by counsellors

The main reason for non-satisfaction of these activities is that students are not interested and they do not understand the need for such activities (96.7%) (Figure 14).

Table 29: Students’ appreciation of other activities organised by counsellors per school

		SCHOOL					
		GPBHS	GBHSNK	GBHSET	GBHSM	GBHSN	GBHSES
visit enterprise or training school with counsellor	No	90.5% _{b,c}	91.6% _{b,c}	88.8% _b	97.1% _c	90.4% _{b,c}	92.0% _{b,c}
	Yes	5.4% _a	5.6% _a	9.3% _a	2.9% _a	5.6% _a	6.5% _a
guest speaker or professional from a higher learning institution	No	66.2% _b	70.4% _b	47.8% _c	73.7% _b	44.9% _c	60.0% _{b,c}
	Yes	30.2% _b	28.5% _b	27.3% _b	25.7% _b	31.3% _b	38.0% _b
counselling program on radio or TV	No	60.8% _{b,d}	60.3% _{b,d}	42.4% _c	57.9% _{b,c,d}	47.5% _{b,c}	67.0% _d
	Yes	35.1% _b	38.0% _b	31.7% _b	42.1% _b	28.3% _b	31.5% _b
psychological test to diagnose problem	No	84.2% _{b,d}	82.7% _{b,d}	64.4% _{c,e}	88.9% _b	59.6% _c	74.5% _{d,e}
	Yes	11.3% _a	15.1% _{a,b}	11.2% _a	11.1% _a	16.7% _{a,b}	24.5% _b

Same letters in rows show no significant difference between group based on T test (P>0, 05).

From other activities organized by counsellors, the counselling programs on radio or TV were the most reported (34%), followed by the guest speaker or professional from a higher learning institution (30%). Visit of enterprise (6%) and psychological test (15%) were less reported. Overall, the females participation was higher than males one. Extra scholar activities were very similar between systems. However, the proportion of guest speaker or professional was higher in English system (37.4%) than in French system (24.3%) while the proportion counselling guidance program on radio or TV was higher in French system (39.5%) than English system (28%) (Table 29).

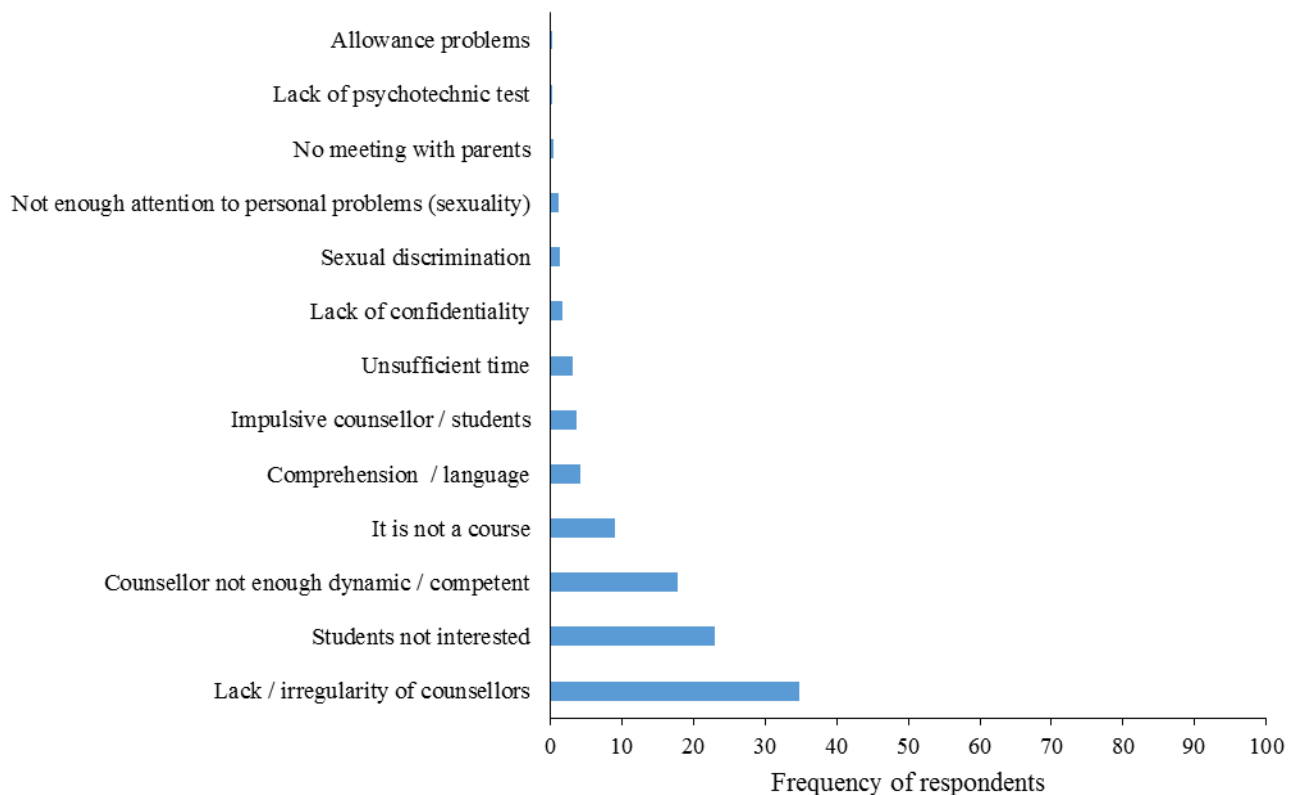


Figure 15: Most significant weaknesses of school counselling program

The main weakness of school counselling program are the lack or irregularity of counsellors who are not present when students need them (34.8%), the non-interest of students about the activities organized by counsellors (22.9%) and the poor dynamism or competence of counsellors who do not encourage students to follow their activities (17.8%) (Figure 15).

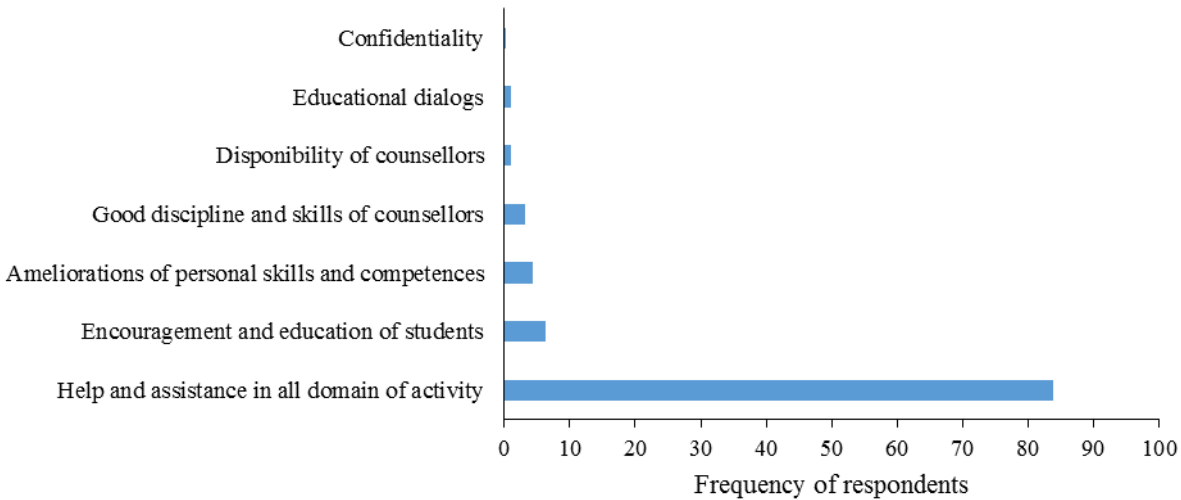


Figure 16: Most significant strengths of school counselling services

The most important strength of school counselling program is that it provides help and assistance in all domains of activities as well as academic courses and career plan (83.8%) (Figure 16)

Table 30: Ways of improving guidance counselling program

Reasons	Frequency	Percent
More dynamism and activities for counsellors	298	32.5
Increase the number of counsellors	146	15.9
Add the counselling program to students courses	122	12.2
Attention and comprehension of counsellors	97	10.6
Help students in all domain of activity	83	9.1
Improve competences of counsellors	62	6.8
Improve time for counsellors	32	3.5
It should be based on educational dialogues	28	3.1
Provide counselling activities to all classes	18	2.0
Confidentiality	9	1.0
Create TV attractions	7	.8
Build up bigger assistance room	6	.7
Take parents' contacts	5	0.5
Avoid sexual discrimination	5	.6
Total	918	100.0

The most important ways cited by the surveyed students in order to improve the guidance counselling services in their school is the fact that counsellors need to be more dynamic in their activities in order to encourage students to understand their importance (32.5%), and the need to increase the number of counsellors (15.9%), and also to add guidance counselling to student courses (12.2%). Counsellors should give students more attention and they should be comprehensive and more opened to students' needs (10.6%) (Table 30).

4.11 Hypothesis verification

Table 31: Correlation between students' needs and availability of resources, methods used by counsellors and challenges faced

		CORRELATIONS			
		Students needs	Availability of resources	methods used by counsellors	
Availability of materials	Correlation Coefficient	-0.12			
	Sig. (2-tailed)	0.27			
methods used by counsellors	Correlation Coefficient	0.26*	0.11		
	Sig. (2-tailed)	0.01	0.27		
Challenges faced by counsellors	Correlation Coefficient	-0.45*	0.13	-0.24*	
	Sig. (2-tailed)	0.01	0.19	0.02	

*. Kendall's Correlation is significant at the 0.05 level (2-tailed), N= 53.

❖ **Research hypothesis one: the classroom guidance contents is suitable in meeting student's needs (Counsellors' point of view)**

The results obtained on table 7 show that the all the guidance program contents were highly rated by counsellors in meeting the students' needs. Based on Likert's scale, the Guidance curriculum have been recognized as suitable for personal and social needs of students with a value of 4.53 / 5 (completely accepted), for academic needs of students with a value of 4.45 / 5 (completely accepted) and for career needs of students with a value of 4.39 (completely accepted). The minimum value of acceptance here is 2.5 / 5 for moderately accepted.

Based on the level of acceptance of Likert's scale of Guidance curriculum suitability for personal and social needs, academic needs and career needs of students, we thus accept this hypothesis by affirming that the classroom guidance contents is suitable in meeting student's needs.

❖ **Research hypothesis two: the necessary material resources for program implementation are available in order to meet students' needs**

The finding of statistics in Table 31 shows that there is a weak negative relationship between students' needs and availability of materials. However, the Kendall's tau b Correlation with a correlation coefficient of -0.12, did not found a significant level of appreciation. Even with the lack of significance, the availability of materials available for counsellors' guidance program impede negatively on students' needs.

Based on the low level of relationship and the level of significance between students' needs and availability of materials, we thus reject this hypothesis by affirming that the availability of resources are not available for program implementation in order to meet students' needs.

❖ **Research hypothesis four: counsellors faced challenges during program implementation which hinders them from effectively meeting students' needs.**

The findings of statistics in Table 31 shows that there is a weak negative relationship between students' needs and challenges faced by counsellors. The Kendall's tau b Correlation gave a correlation coefficient of -0.45, and a level of significance of 0.05. Thus, the challenges faced by counsellors impede negatively on program implementation to meet students' needs.

Based on the high level of relationship and the level of significance between students' needs and challenges faced by counsellors, we thus accept this hypothesis by affirming that the challenges faced by counsellors during program implementation hinders the on students' needs.

Table 32: Correlation of students needs with personal and social needs, academic needs and career needs

CORRELATIONS

		students needs	Appreciation of personal and social contents	Appreciation of academic contents
Appreciation of personal and social contents	Correlation Coefficient	0.64**		
	Sig. (2-tailed)	0.00		
Appreciation of academic contents	Correlation Coefficient	0.62**	0.40**	
	Sig. (2-tailed)	0.00	0.00	
Appreciation of career contents	Correlation Coefficient	0.64**	0.36**	.44**
	Sig. (2-tailed)	.00	.00	.00

** . Kendall's Correlation is significant at the 0.01 level (2-tailed), N= 1153.

❖ Research hypothesis one: the contents in counsellors program is suitable in meeting student's needs (Students' point of view)

The statistics presented on Table 32 reveal that there is a positive relationship between students' needs on one part, and appreciation of personal and social contents, appreciation of academic contents and appreciation of career contents on the other part. For further verification, the Kendall's tau b correlation was also computed to verify the hypothesis. The calculation of the Kendall's Correlation gave a moderate correlation coefficient of 0.64 and a high significant level of 0.001. This correlation gave also a moderate correlation coefficient of 0.62 and a high significant level of 0.001. At end, this correlation gave also a moderate correlation coefficient of 0.64 and a high significant level of 0.001. All this indicating that there is a positive significant

relationship between students' needs and appreciation of personal and social contents, appreciation of academic contents and appreciation of career contents.

Based on the level of relationship and the high level of significance between students' needs and appreciation of personal and social contents, appreciation of academic contents and appreciation of career contents, we thus accept this hypothesis by affirming that the contents in counsellors program is moderately suitable on student's needs.

Table 33: Correlation of students' needs, average, appreciation of interview counselling, appreciation of group counselling method, appreciation of activities

CORRELATIONS

		students needs	average	counsellor helpfulness during interview	appreciation of group counselling method
average	Correlation Coefficient	0.05			
	Sig. (2-tailed)	0.22			
	N	314			
counsellor helpfulness during interview	Correlation Coefficient	0.15**	0.10		
	Sig. (2-tailed)	0.00	0.09		
	N	671	229		
appreciation of group counselling method	Correlation Coefficient	0.14**	0.08	0.27**	
	Sig. (2-tailed)	0.00	0.09	0.00	
	N	1087	302	642	
appreciation of activities	Correlation Coefficient	0.17**	0.09	0.40**	0.29**
	Sig. (2-tailed)	0.00	0.22	0.00	0.00
	N	461	139	356	451

** . Kendall's Correlation is significant at the 0.01 level (2-tailed).

❖ **Research hypothesis three: counsellors method of delivering is effective in meeting student's needs. (students point of view)**

The findings of the statistics in Table 33 shows that there is a relationship between students' needs and average with a weak positive correlation coefficient of 0.05 but no significance has been found. We also found weak positive correlation between averages of students and counsellor helpfulness during interview (with correlation coefficient of 0.10), appreciation of group counselling method (with a correlation coefficient of 0.08) and appreciation of activities (with a correlation coefficient of 0.09) but no significant level was found between these variables.

However, these statistics also shows a weak positive correlation between students' needs and counsellors' helpfulness during interview (with a correlation coefficient of 0.15), appreciation of group counselling method (with a correlation coefficient of 0.14) and appreciation of activities (with a correlation coefficient of 0.17). And this time, the Kendall's tau b found a high significant level of 0.001 between these variables.

Based on the low level of relationship and the high level of significance between students' needs and counsellors' helpfulness during interview, appreciation of group counselling method and appreciation of other activities, we thus reject this hypothesis by affirming that counsellors' method of program delivery is effective on student's needs. (based on student's point of view).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS

The study evaluated guidance counsellors program on student needs in six Bilingual high schools in Mfoundi Division. Discussion of findings, conclusion, recommendations, and suggestions for further studies based on the findings are presented in this chapter.

5.1 Discussion of findings

This section discusses major findings relating them to each hypothesis and research questions.

5.1.1 Hypothesis 1:

The classroom guidance content is suitable in meeting student's needs.

This hypothesis was stated in connection to the research question 1: How suitable is the classroom guidance content in meeting student's needs? In connection to the above hypothesis, data was collected and presented in table 7, 8, 9, 21, 22, 23 in chapter four. The findings related to the classroom guidance contents on students' needs were overall accepted by the surveyed counsellors with a total mean of 4.46. The classroom guidance content on personal /social need has the highest mean of 4.53, the classroom guidance content for Academic needs has a mean of 4.45 and contents for career needs has a mean of 4.39. This shows that the surveyed counsellors are of the view that the classroom guidance content is suitable in meeting students' needs especially personal and social needs as illustrated in table 7.

On the part of students, the mean for classroom guidance content on student's personal / social need is 3.76, Academic Need is 3.85, and student's career need is 3.64 as seen in table 21, 22, and 23. Classroom guidance content is more useful to students' academic needs as seen in the table 22. Generally, the surveyed students results shows that, the classroom guidance content is not totally suitable in meeting their personal /social, academic and career needs. This is because the response scale for surveyed students is moderately accepted.

Also, the surveyed counsellors listed some aspects that need to be included in the classroom guidance curriculum, in relation to the personal /social, academic and career

development of students as seen in table 8 in chapter four. Aspects to be included in the personal/social development of students included the concept of resilience (55.55%). In the academic development of students, information and communication technology (66.67%) need to be included in the guidance curriculum, and career development needs the inclusion of ICT (60%). The aspect of patriotisms (11.11%) also needs to be included in the development of student's personal/social domain as seen in table 8. However, many surveyed counsellors are of the view that all the program need improvement with a percentage of 72% as seen in table 9

The findings of this study are in line with the works of some researchers such as Campbell & Dahir (1997) who pointed out that a guidance curriculum should be able to provide information, knowledge and skills needed for student's personal, social academic and career development. To them a guidance program should have standards from which guidance contents is developed. Okene (2013) added that the contents of a comprehensive guidance counselling program should provide information to help children and young people to assume responsibilities, make good decisions, provides them with skills to solve their academic and personal problems, help them deal with difficult situations, helps them to build their identity, informed them of the prevailing disease in the world and how to take precaution and also help them in their professional insertion. Freuds psychoanalysis theory also traces the causes of students irrational behaviours as a result of the impulse of the ids. This irrational behaviours need to be addressed by counsellors. In the view of surveyed students, Odeleye (2017) also noted that any effective guidance programs are constructed to address student's needs. Thus a future GC program should be able to address all the needs of the students because these findings shows that students are not totally satisfy with the suitability of classroom guidance content in relation to their needs. Student's results are moderately accepted as far as contents and their need is concern.

5.1.3 Hypothesis 2:

The necessary material resources are available for program implementation in order to meet student's needs.

This hypothesis was stated in connection to research question 2. What are the material resources that are available for program implementation in order to meet student's needs? This hypothesis was aimed at finding out if counsellors have available resources necessary for

effective implementation of guidance counsellors program in order to meet student's needs. The findings are illustrated in table 10 and 11.

The result of the findings shows that the most available resource is the counselling office with a mean of 4.98 and the least material resource available is the tape recorder with a mean of 1.38. The overall mean for the resources listed is 3.45 which show that the necessary resources needed for program implementation in order to meet student's needs is unavailable. This implies that when resources are inadequate, it become difficult for counsellors to effectively implement the program needed to meet student's needs.

Also table 11 shows the availability of psychological test in schools. The test with the highest frequency is the aptitude tests for form five and upper sixth with a frequency of 53(100%). The Weschler intelligence scale for children has the least frequency of 0 (0.0%), and the Koch's tree test has 45.3%. The high school personality questionnaire by R.B Catell has 22.6%.The inventory of professional interest by Rothwell – Miller has 35.8%. The overall results shows that psychological test is not available especially the Weschler intelligence test with 0% and this may cause failure on the part of counsellors to effectively diagnose student's problems in order guide them towards solutions to their personal/social, academic and career needs.

These findings confirm the study of Gysber and Henderson (1988) who earlier noted that the effectiveness of a program is measured in terms of its available resources. Thus when the resources are not available, program delivery won't be effective. Equally, other researchers purported that, there should be necessary facilities and equipment needed for effective guidance and counselling (Olayinkaa, 1999; Egbochukwu, 2008). Bobga (2016) also noted that the Cameroon government has not provided the resources needed for creating a conducive environment for guidance counselling services. The findings of Bobga is in line with the results of this findings which shows that guidance counsellors lack the necessary resources needed to effectively addressed student's needs. The lack of resources can also explain the reasons why counsellors methods for program delivery where not appreciated by the students.

5.1.2 Hypothesis 3

Counsellor's methods of program delivery are effective in meeting students' needs.

Hypothesis 3 was stated in connection to the research question 3: what are the methods used by guidance counsellors to effectively meet student's needs? This hypothesis was aimed at

finding out if the methods implemented by guidance counsellors are effective in meeting student's different needs. In connection to this, data was collected and presented in table 12, 24, 25, 26, 27, 28 29, and figure 12, 13, 14 in chapter 4.

As far as counsellor's method is concern, the surveyed counsellors have an overall mean of 4.3 as seen in table 12. The highest method used by the surveyed school counsellors to meet student's needs is individual counselling with a mean of 4.76. Secondly, by group counselling with a mean of 4.68. The least methods utilised by the surveyed counsellors is the visit of training schools with a mean of 2.21 and organisation / participation in Television/radio programs with a mean of 2.19, which implies that most of the methods prescribed in the Guidance Counsellors Terms of Reference is being implemented in order to meet students' needs except the visitation of enterprises and participation in television programs, that is neglected by counsellors.

On the part of the surveyed students, the results of the findings show that 59% of the students had not gotten a face to face interview with the counsellor (individual counselling). The male proportion that had not had interview with the counsellor has a percentage of 64.8% while female has a percentage of 53%. However 39% of the student recognised that counsellors were helpful during the interview, in relation to class distinction the "terminal A" has a percentage of 60.2% students who have gotten interview with counsellors. The results shows that Interview has been helpful to terminal "A" with a percentage 58.3%, secondly by terminal "D" with a percentage of 45% as seen in table 24. Also students average decreases from first term to second term as seen in the table 25, this shows that counsellors were more helpful during the first term than the second term.

More so, 57.64% of the surveyed student claim that they were not satisfied with counsellor's method because it was not interesting and they did not see the need for guidance counselling, while 22.2% of the students claim that counsellors planning of activities are poorly done. 6.25% asserted that they are not satisfied because they feel embarrassed when questioned by counsellors. Others argue that counsellors are not comprehensive and they do not change anything in their content during teaching while 3.44% students claims that some counsellors lack concentration during program delivery as seen in figure 12.

As far as group counselling is concerned, 56% of the students have never participated in group counselling, while 39% of the survey student who participated in group counselling asserts

that they were comfortable during group counselling. In relation to class distinction, the class that has the highest proportion in group counselling is the upper sixth science with a percentage of 53.3% and the least is form 5 sciences with 25.6% as seen in table 26. This means that more attention should be given to form 5 sciences. Also 84.8% of the upper sixth science was comfortable during group counselling and the class that was least comfortable was the 2nd C with 53.4%. Thus counsellors need to show more interest in 2nd c as far as group counselling is concern. In relation to schools, the school with the highest proportion that participated in group counselling is GBHS Etoug- Ebe with 51.7%. The lowest was at GPBHS with 31.1%, nevertheless most comfortable students during group counselling came from student GPBHS with 88.2% as seen in table 27 of chapter 4.

As far as student appreciation of group counselling is concerned, 36.5% student ascertained that group counselling was not interesting , while 23.8% are of the view that the topics generated by counsellors wasn't enough in relation to their context, meaning that the topics generated by counsellors didn't have much importance to their immediate needs. While 23.8% survey student are of the view that some school counsellors were impulsive during group counselling and 6.3% of surveyed student are of the view that there were no bilingual counsellors so understanding the concept raised during group counselling was a problem as seen in table 13.

As far as parents meetings with their counsellor is concern ,the overall results shows that only 7% of the student attest that their counsellors had a meeting with parents, The proportion of students whom parents has meeting with counsellors was very low in GBHS Mimboman with 4.1% as seen in table 28. The highest students who participated in drama organized by counsellors came from GBHS Mimboman with 28% and the lowest is GPBHS with 13.5%. Drama activities were highly appreciated by students of GBHS Mimboman with 57.6% and GPBHS with 55.6% as seen in the table 28.The general findings as far as counsellors meeting with parents and drama organized by counsellors shows that counsellors are not meeting up with the program specification which is stated in the GC Terms of Reference that counsellors need to invite parents in order to discuss students' needs and their progress in school and also, organize drama activities in order to give an important information that is needed for students personal social academic and career development. Thus this shows that, this area is being neglected. As far as the appreciation of drama activities is concerned 96.7% of students are of the view that they were not interested in the drama as seen in figure 14.Thus researcher holds the view that it

is important for counsellors to vary their activities in order to get the interest and attention of students.

Furthermore, the results of surveyed students shows that the overall least activities carried but by counsellors to meet students' needs is the visit of enterprise with only 6% as seen in table 26. The highest school that visited enterprise is GBHS Etoug-Ebe with 9.3% and the least is GBHS Mimboman with 2.9% as seen in table 29.

As far as invitations of professional quest speaker is concern the school with the highest proportion is GBHS Essos with 38.0% and the lowest is GBHS Mimboman with 25.7% as seen in table 26

As far as counselling using public Medias such as radio and television program is concerned, GBHS Mimboman has the highest proportion of 42, 1% that is students from this school alert that they have followed guidance counsellors programs on TV / Radio stations while the lowest proportion comes from GBHS Nkol-Eton with 28.3% as seen in table 29.

More so, GBHS Essos has the highest student percentage who assert that counsellors have administered psychological test on them with a percentage of 24, 5% and the lowest is from GBHS Mimboman with 11.1% as seen in table 29

Also, student were asked to give the most significant weakness of the counselling service in their school, 34, 8% (with the frequency of 219) of the students are of the view that counsellors are not regular in school as seen in figure 15

Also from figure 16, the most important strength of counselling services is the fact that it helps the student in all domains with a percentage of 83.

More so, the most important recommendation suggested by surveyed students in order to improve guidance counselling program is the fact that, Counsellors need to be dynamic and encourage students to understand their importance in the school establishment with a percentage of 32.5% as seen in table 30

This finding is in congruent with the views of some researchers who pointed out that counsellors carry out different activities and methods such as; classroom information sessions, individual counselling, group counselling, referral to specialist, counselling with clients parents, visitation of enterprises for career development in order to meet student's complex needs.(Idowu, 1986; Olayinka, 1993; Okene, 2013; Gysber & Henderson, 1988).

However the findings of the surveyed student's shows that the methods counsellors used are not

very effective in meeting their needs. Only few surveyed students noted that counsellors method were very helpful in meeting their needs. These findings are in contrast with the findings of some researchers who found out that counsellors methods such as, classroom guidance, individual counselling, group counselling, has a positive impact on students. Lee (1993) conducted a study on the effects of classroom guidance on student achievement. The results of the findings show that classroom guidance conducted by counsellors has a positive influence on student's achievement. Similarly, Hoag & Burlingame (1997) carried out an evaluation study on the effectiveness of child and adolescent group treatment. The results of the findings shows that children and adolescent treated in group improved significantly more than the control group.

5.1.4 Hypothesis 4

Counsellors face challenges during program delivery which hinders them from effectively meeting student's needs.

This hypothesis was set out to investigate if counsellors face challenges which hinder them from effectively meeting student's needs. Data was collected and presented in table 13. The findings from the table show that the overall mean of the challenges listed by the researcher is 4.13. From the table it can be seen that the highest challenge faced by counsellors is that fact that the program did not prescribe any standardise textbook (with a mean of 4.89). The second challenge faced is inadequate funding with a mean of 4.53 and also lack of space in the office with a mean of 4.51. The overall mean is 4.132. Thus the 4th hypothesis has been confirmed. Counsellors do face major challenges that hinder them from effectively meeting student's needs.

Counsellors also listed other challenges that prohibit them from effectively meeting student's needs, which are presented in table 14. The most challenge sited by counsellors is the fact that there are insufficient counsellors in schools. This challenge has a frequency of 10 and a percentage of 32.26% as seen in table 14. The next challenge sited by counsellors with a frequency of 4 (12.90%) is lack of professional training to teach in classroom. Other challenges were listed by counsellors as seen in table 14 of chapter 4.

These findings are similar with the works of other researchers. Bobga (2016) carried out a study on "An Appraisal of effective Provision of Guidance Counselling Services in Cameroon State Universities; Trends and Challenges," the results of the findings shows that counsellors face challenges such as inadequate counselling facilities and poor students attitudes

towards counselling. Similarly, Anagbogu et al (2013) carried out a study on the professional challenges to counselling practice in Nigeria. The results of the findings revealed the lack of computer for data storage, lack of equipment, low counsellor client ratio, lack of counselling in the school time table. Which are all similar to the challenges listed in this study.

5.2 Conclusion

The research sought to evaluate guidance counsellors Program on student's needs in six bilingual high schools in Mfoundi Division.

Based on the results of the findings, it can be concluded that the guidance counselling program is useful in meeting students' needs but students are not totally satisfy with the contents in relation to their needs and the methods counsellors use in order to meet their needs. This shows that there's still need to look for ways to effectively satisfy student's needs. The material resources available were found inadequate to effectively implement the program in order to meet students need; and lastly, counsellors face challenges that hinder them from effectively implementing the program. The major strength of this program is the fact that it helps students in their personal, social, academic and career development and its major weakness is the repetition of same contents meant for lower classes in higher classes. It was proposed by the surveyed counsellors that the program should be revised and some aspects of curriculum innovation have been proposed. In order for counsellors to be effective in providing their services to students and the stakeholders concerned, it is necessary for the different stakeholders to consider the recommendation of this study. It is therefore important for the government, curriculum planners, school administrators, parents, students and entire community to work in synergy with counsellors in order to effectively meet the different needs of students.

5.3 Implication of the study.

The results of this study have a number of implications with the objective of improving guidance counsellors program in order to effectively meet student's needs. The following implications are offered:

Curriculum designers: The finding of this study reveals that, there's need for curriculum designers to revise the program in order to effectively meet the complex needs of the 21st century students. The findings propose concepts to be added in the guidance curriculum.

Such innovation in curriculum will boost the demand for guidance counselling from the immediate consumers of the service, thereby helping to valorise the important role of guidance counselling in the school establishment and contributing to sustainable development of Cameroon since most of the needs of the students will be effectively addressed.

Guidance counsellors: this study provides counsellors with the necessary feedback to improve on their methods in order to effectively meet student's needs. The results of the findings show that the surveyed students did not appreciate the methods used by counsellors in delivering their program. Thus counsellors are therefore expected to make use of the competence based approach during program delivery. Interesting learning activities should be designed in order to get learners active participation. The study also provides data on the least activities carried out by counsellors. Counsellors should effectively carry out the visitation of enterprises in order to meet student's career needs.

Students: the study reveals the different activities carried out by counsellors to meet student's needs. Students should have a positive regards towards guidance counselling in order to explore the services offered, for their own benefits. Recent research findings show that Guidance counselling services are very instrumental in helping students to achieve their goals in life.

Principals: Also, the results of this study shows that counsellors lack the necessary material resources needed to effectively implement their program. Thus principals should provide the necessary material resources needed for effective guidance and counselling in the school milieu. When resources are available there will be smooth functioning of the service, in which, the output will lead to good academic performance, reduce rates of deviant behaviours in the school milieu and students will be competent in managing their personal and social problems. Providing resources will motivate counsellors to work harder in order to effectively meet student's needs.

The society: when programs are designed to effectively meet the needs of students, even the society will be positively affected because students are members of the society and the school is a social organisation. The findings show that counsellors invite parents to contribute to the wellbeing of their children. When parents, teachers and other stakeholders collaborate with counsellors, their joint forces will help to improve the activities rendered by counsellors to better addressed student's needs. The end products will be students who are responsible and fully functional in the society there by contributing to the growth of their society.

5.4 Recommendations

The recommendations here are meant to suggest solutions to the different stakeholders based on the findings of the study.

Recommendation to curriculum developers.

- Given the fact that 72% of the surveyed counsellors (see table 9 in chapter 4) are of the view that all the program need improvement, it is important for curriculum developers to revise the guidance counsellors program. Curriculum developers should involve guidance counsellors and high school students when revising the program because their insight can go a long way to improve on the present program, beside they are the immediate consumers of the program they should be given an opportunity to express their needs.
- Also 55.55% of the surveyed counsellors are of the view that there should be curriculum innovation in some aspects of the contents in the social/personal domain of students, and also their career development. They propose that the concept of resilience should be included in the classroom guidance content. Also considering the political situation in Cameroon, student should be thought on the aspect of patriotism. More so, 66.67% surveyed counsellors are of the view that the classroom guidance curriculum should contain some aspects of information and Communication Technology (ICT). The fact that the world is fast becoming a global village, it is important for each school discipline to teach students on the benefits of the appropriate usage of ICT and it tools thus there's need for curriculum innovation.
- Also curriculum developers should avoid the repetition of some contents meant for lower classes to higher classes as seen in the case of guidance counsellors program in Cameroon. 67.3% (see table 15 in chapter 4) of the surveyed counsellors are of the view that the same content meant for lower classes are repeating themselves in higher classes without any changes, modification or advancement in content especially the classroom guidance curriculum for form 1,2,3 and 4. This may causes higher classes students to be bored during the teaching and learning process because they may get tired with having the same content over and over without modification., to ensure that there's continuity in some topics, familiar topics or concepts should have something new as students move from one class to another(from lower to higher classes).

- Also a standardized text book recognized by the ministry of Secondary Education should be provided to accompany the program in order for counsellors to use as a source in making their notes to teach students, this will also help to harmonized what students learn in different schools and region. Allowing counsellors to do research from unknown sources does not show seriousness in the discipline, because any counsellor can take any notes anywhere without validation to teach students. When there's a standardized text books recommended for all counsellors to use as a source to make notes, it will guarantee some quality in what students learn and it will also guarantee harmonization in what students learn. For example, in other disciplines like history, biology there's a standardized text book recognized by the Ministry of Higher Education which teachers from these disciplines use in making their notes. The finding from this study proves that there's no standard text book with a high mean of 4.89(see table 13 in chapter 4).
- Curriculum developers should conceive a guidance counselling program for primary schools. This is because the findings of this study reveals that students have poor attitudes towards guidance and counselling services, this could be as a result of the fact that they left primary schools without Guidance counselling, so introducing counselling to them in secondary schools is discomfoting. Some of the students see it very strange. They are not used to having guidance counselling. So it is important to start shaping these students behaviour from the base. Besides, the Cameroon educational law of 1998 made a provision for educational counselling at all levels; it is time to actualise this goal. The establishment of guidance counselling in primary schools will help reduce students negative attitudes towards the discipline

Recommendation to the government / ministry of secondary education

- The ministry of secondary education/government should increase the number of counsellors in each school. The Cameroon educational law stipulates that counsellors to student's ratio should be 1:300 but this is not the case in practical terms. The result of the findings shows that all the surveyed counsellors are of the view that one counsellor is assigned to more than 350 students (see table 6). A school like GBHS Etoug-ebe with a student population of 6500 has only 12 counsellors. GBHS Essos with a student population of 6000 has only 15 counsellors. GBHS Ekorezok with a student population of

3886 has only 5 counsellors. GBHS Nkol- Eton with a student population of 5593 has only 8 counsellors. GBHS Mimboman has a student population of 3555 has only 5 counsellors. GBPHS has a student population of 4033 with only 9 counsellors. Thus, this shows that there's shortage in human resources. It becomes difficult for counsellors to effectively follow up students considering the large number of students. Thus the government should take action to increase the number of counsellors corresponding to the number of students in each school.

- The government should provide the necessary fund needed to run the activities of guidance counselling in schools. The result of the findings shows that inadequate funding has a mean of 4.53 (see table 13 in chapter 4) which shows that the financial assistance needed to buy instructional materials and also to carry out guidance counselling activities is lacking. Thus there's need for government to provide adequate financial resource needed for the effective implementation of the program in order to meet student's needs.
- The government should also send counsellors to international seminars for training and professional growth. The government can send counsellors to countries like Ghana, Nigeria where guidance counsellors is effectively carryout. This will help counsellors to gain quality experience needed to take guidance counselling in Cameroon to another level.
- Also the Ministry of Secondary Education should provide the discipline with a coefficient in order to motivate student's interest towards the discipline. From the findings, students have no interest towards the discipline. The fact that guidance counselling is very useful in the personal/social, academic and career development of the students, a way should be provided to motivate students to show interest towards discipline. Also, the findings shows that some students are Lukewarm towards the discipline because there's no end of year examination or coefficient allocated to the discipline, it is therefore very important for the Ministry of Education to provide a coefficient which will obliged students to stay focus and learn the necessary skills and attitudes needed to be fully integrated in the society.
- The ministry of secondary education need to frequently organize campaigns workshops and seminars needed to valorise the role of guidance counsellors in the school establishment. These will help to clear the doubts of some people who don't see the need

for guidance counselling in the school establishment. Organizing campaigns, workshops and seminars will help the discipline to be fully recognized in the Cameroon educational establishments.

Recommendations to the school administration / teachers

- Also the school administration or the principal should make available the necessary instructional materials needed to effectively implement guidance counselling program. The finding of the study reveals that there's inadequate material resources needed for program implementation. Psychological test such as the wechslers intelligence scale for children is highly lacking in all the surveyed schools with a percentage of 0.0%. Also the high school personality questionnaire by R.B Catell is lacking in some schools. These psychological tests are very useful in guidance and counselling as it helps to diagnose students different problem which provide some guidance to solutions and these psychological test should be provided both in English and French especially in Bilingual schools to ensure that all the counsellors make use of the test.
- Also the principal should provide a large office for counsellors. This office should not be too close with the office of discipline masters and other school administrators in order to ensure the principal of confidentially in counselling. This large office can be further divided in order to serve the purpose of other activities. The findings reveal that lack of office space has a mean value of 4.51(see table 13), which is a big challenge that hinders counsellors from effectively carrying out their activities. More so, the result of the finding shows that most students are scared to come towards counsellors because many of the counsellors are tied up in one office, thus there's no privacy.
- Teachers and other administrative staff should be cooperative with the counsellors. They should work in synergy with counsellors because they all have one objectives of helping the students to succeed. They should not see counsellors as a treat to them rather they should give them the necessary support needed for them to be effective in helping students. The result of the findings shows that some administrative staff under look the role of counsellors as seen in table 14 of chapter 4.
- The principal should also allocate a place or a workshop apart from the classroom or counsellors' office; in order to permit school counsellors to carry out practical work

related to students needs especially their career development. The surveyed counsellors listed the fact that there's no practical workshop for counsellors to carryout extra curriculum activities in order to test student's different abilities.

- The school administrators in charge of planification of subjects on timetable should always promote space for guidance counselling on the school timetable. The educational law guiding guidance counselling in schools stipulate that counsellors should have at least 6 hours a week in the classroom. The surveyed counsellors proposed that space should be provided for guidance counselling on the school time table. If counsellors are not given space in the time table, it will become difficult for them to implement the classroom guidance curriculum.

Recommendation to school guidance counsellors

- Counsellors should create an association where they can share their ideas and experience in the field of counselling. In Nigeria, there exist counselling association of Nigeria (CASSON) and in America; there exist the American schools counsellors association (ASCA) all these associations have been helping to promote guidance counselling activities in the respective countries.
- There's need for counsellors to implement the entire program in order to effectively meet students' needs. This is because the findings reveal that the visit of enterprises is hardly carried out by the counsellors, of which it is meant to help enhance student's attitudes and skills towards the building of their career.
- Counsellors alongside with the government should frequently organize sensitization programs in order to create public awareness on the role of guidance counselling in the school establishment. The national guidance counselling day in Cameroon is not enough to inform the public on the important role of guidance counselling in school establishment. Many of such days should be organised at least three times a year.
- Counsellors should be more dynamic in their methods and techniques during program delivery. They should explore a variety of different methods that will captivate student's interest for examples they can use the animation method in order to get students involve in their activities thereby capturing their interest. They can also make use of audio visual tools when implementing their program especially in the classroom. This is because the

surveyed students asserted that they don't find counsellors activities interesting, so it is necessary for counsellors to use their different methods to make their activities interesting. They should explore the competence based approach and make their method to be more practical while putting the learner in the Centre of the learning process thus making the learner to be more active in the teaching and learning process.

- Also counsellors should show some rigour and commitment towards their profession. The surveyed students asserted that some counsellors are not available when they need them. Thus it is important for counsellors to show some seriousness and be available and ready to help students in their different needs. When counsellors learn to respect their appointments with students, students will also take them seriously. Counsellors should valorised their profession and also prove their worth to the students and the public. They should demonstrate their effectiveness in helping students in order to attract students towards them, and also for public recognition of their activities in school.

Recommendation to parents

- Parents should encourage their children to approach counsellors when they are in need of a professional guidance as far as their career is concern or when they are in need of professional counselling to help them figure out solutions to their difficulties. Thus parents should work in synergy with counsellors in helping their children to be fully functional in the society

Recommendations to students

Students should show some commitment to the activities of guidance counselling. They should know that guidance counselling as a discipline is as important as the other school subjects. They should understand that the counsellor main objective is to help them in their personal social, academic and career needs thereby helping them to be fully integrated in the society. Students should follow the guidance given to them, they should attend guidance counselling classes, and they should make themselves available when important activities are being scheduled. They should understand that staying away from guidance counselling may lead to future school dropout, wastage in education and other negative consequences.

Recommendation to Higher Teachers Training Institutions in Cameroon (ENS)

The counselling department in Higher Teachers Training Colleges should revise their program (practicum) of training student counsellors. They should start teaching students counsellors on the different methods and techniques of teaching in the classroom. This is because counsellors are asked to teach in the classroom of which they were not taught how to teach. The surveyed counsellors listed the fact that they are faced with challenges on how to teach children in the classroom and the surveyed students also attest that some counsellors use poor methods in delivering their program. It is therefore important for higher teachers training institutions to take this into consideration and start teaching the student counsellors how to teach in the classroom and also classroom management techniques.

5.5 Suggestions for further studies

The Results of this study which aimed to evaluate the guidance counsellors program on students' needs may not have recorded all the opinion of the different stake holders as far as the guidance counselling program is concerned. Therefore, the researcher will suggest the following

- The scope which the researcher carried out in this study is limited only to counsellors and students. The researcher therefore recommends that further research could enlarge the scope involving parents, teachers, principals and also inspectors perception of the effectiveness of guidance counsellors program and students' needs .
- Also similar evaluation studies should also be carried out in the remote areas of Cameroon in order to investigate if guidance counselling program is being implemented and if it is effective in meeting student's needs.
- More so an evaluation study should be carried out to evaluate the activities of Divisional service heads (inspectors) in charge of guidance counselling in Cameroon.
- Evaluation studies should be carried out in University institutions to evaluate guidance counsellors activities in the universities of Cameroon
- Evaluation should be conducted on the teaching and learning of guidance counselling in higher teachers training institutions (ENS) in Cameroon.

5.6 Limitation of the study

The researcher encountered a lot of constraints in the course of the findings of this study. The main difficulties are mentioned below:

➤ Financial difficulties

The printing of 1250 copies questionnaires and the hiring of research assistance to help in the process of data collection was a huge financial burden to the researcher. The frequent visitation of the six bilingual schools which were very distance from each other was not an easy task. More so the researcher had to pay a translator, to translate the questionnaire to French for the French students and counsellors. At the end of the day the researcher spend more than what she budgeted for the research.

➤ Limited time

There was limited time to carry out this study which hinders the researcher from designing a questionnaire for teachers, parents and school principals. Thus this led to the delimitation of the scope of the study to include only counsellors and students.

➤ Lack of relevant textbooks

There was lack of relevant textbooks in the school library. The few textbooks that were available were mostly written in French. This made it difficult to finish the work on time. However with the use of internets, the researcher was able to make use of many books, journals, articles and dissertations which were related to the study.

➤ Reluctance of school administrators provides useful information.

In certain schools, the administration was very reluctant to provide full information on the problem under study. The researcher had to visit some schools more than 5 times to reemphasize on the importance of the study.

It was also not an easy task to get all the counsellors. The researcher had to visit some schools many times and also make appointments with counsellors on phone in order to get them fill the questionnaire.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR COUNSELLORS

Dear Respondent,

My name is Ashu Bessem Kate, A Final year Masters Student of the department of Curriculum and Evaluation in the University of Yaounde I. I am currently carrying out a study on **The Evaluation of Guidance Counseling Program on Students' needs**. I solicit your participation in this study by objectively providing answers to the following questions. I assure you that the information you provide in this questionnaire shall be used strictly only for academic purposes. Please Mark an X in the box corresponding to your most preferred responds and fill in the blank spaces with short answers.

SECTION A: Demographic Information

1. Age _____
2. sex: male female
3. class _____
4. School _____
5. Region of Origin _____
6. Quarter _____
7. Marital status
 - a) Married
 - b) Single
 - c) Divorce
8. Highest Educational level
 - a) Degree
 - b) Diploma
 - c) Masters
 - d) PhD

e) If others please specify

9 Longevity as a counselor: below 1yr 1-5yrs 6-10 above11

SECTION B: Functionality of the Counseling service

10. Has your school established a guidance counseling Service? Yes No

10.1-If yes, is the service functional? Yes No

10.2-If yes how many counselors are there in your service? _____

11. How many students are assigned to each counselor in your school?

- a) Less than 300 students to one counselor
- b) 300-350 students for one counselor
- c) More than 350 students for one counselor

SECTION C: Notion on Content and Students' Needs

Instruction: please indicate the extend of your agreement to the following scale

SA =Strongly Agree

A =Agree

N = Neutral

D = Disagree

SD =strongly Disagree

S/N	Statements related to contents	SA	A	N	D	SD
12	Classroom guidance content assists students in their personal/Social development					
13	Classroom guidance content assists students in their academic developments					
14	Classroom guidance content assists students in their career development					

15. Do you think the content that is related to the student's personal and social development in the counseling curriculum is adequate in meeting students' personal /social developmental needs? Yes No

15.1. If no, what do you think is to be included in the counseling curriculum that will better meet students' personal/social needs

16. Do you think the content of educational development of student inscribed in the guidance counseling curriculum, is adequate in meeting students' academic needs? Yes No

16.1. If no what do u think should be added in the curriculum which will meet students' academic needs _____

17. Do you think the content of career development of students inscribed in the guidance counseling curriculum, is adequate in meeting students' career needs Yes No

17.1. If no what do u think should be added in the curriculum which will meet students' career needs? _____

18. Do you think there are some areas that need improvement in the counselors program?

a) Yes b) No

18.1. If yes which? _____

SECTION D: Resources Available to implement the guidance counselor program

Indicate the resources that are available in your service:

S/N		SA	A	N	D	SD
19	There is a counseling office in our school					
20	We have a tape recorder in our Service					
21	We have a career album in our service					
22	We have adequate comfortable moveable seats in our Service					
23	We have adequate comfortable tables in our office					
24	I have adequate brochures					
25	I have adequate folders					
26	I have adequate bill posting					
27	I own a copy of ‘The Guidance Counselors Terms of Reference in Cameroon’.					
28	We have at least one computer in our department					
The following psychological tests are available in our service:						
29	An array of aptitude tests for form 5 and upper sixth a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					
29.1	KOCH’S Tree test a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					
29.2	Examining the method of work of B. Cantinneaux a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					
29.3.	High School Personality Questionnaire (HSPQ) by R.B Catell a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					
29.4.	Weschler’s Intelligence Scale for Children (WISC-R) a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					
29.5.	Inventory of professional interest (IRM-R) by Rothwell- Miller a) Yes <input type="checkbox"/> b) No <input type="checkbox"/>					

SECTION E: Methods/ Strategies used by counselors to meet students ‘needs

The following methods are often implemented in order to effectively meet student’s needs:

S/N	Counselors Methods/ Strategies and Students’ Needs	SA	A	N	D	SD
30.	Classroom guidance lessons are conducted regularly as prescribed on the school time table					
31	I usually conduct individual counseling to help students with their personal, social, academic and career needs.					
32.	I usually conduct group counseling					
33.	I consult teachers/school administrators and parents concerning the welfare of students					
34.	I make appropriate referrals for students to services in the school and community					
35.	I communicate appropriate academic and career information with parents and guardians					
36.	I visit training schools with students					
37.	Our department invite professionals and guest speakers to enlighten students more on their career choices					
38.	I attend different conferences to update my knowledge in order to meet the changing needs of learners					
39.	I part take in class council and other school meetings for the benefit of the students					
40.	I usually carry out preventive counseling					
41.	I exploit students individual examination form					
42.	I organize and participate in TV programs to discuss prevailing issues to sensitize students, parents and the community on the mission of guidance counseling					
43.	Our service usually organize open door days					
44.	I usually administer available psycho technical and attitude test on students					
45.	I often interpret results of psychological tests to students					
46.	I concert with teachers and parents to enhance their work with students					

SECTION F: Challenges Faced by Guidance Counselor in the implementation of the guidance counseling program.

Indicate the challenges you encounter during program delivery in order to meet students' needs

	IDENTIFIED CHALLENGES	SA	A	N	D	SD
47	Inadequate funding by the school administration					
48	Lack of office space for counseling to take place					
49	Insufficient support from the staff					
50	Low level of awareness of the role of counselors in school amongst students, teachers school administrators and school community as a whole					
51	The provision of guidance counseling on the school timetable is a problem because more efforts is laid on academic discipline					
52	Poor perception of immediate benefits of guidance and counseling by students, teachers and support staff.					
53	Fear on the part of those in need of the service to come forward and open up					
54	Difficulty to understand the structure of the guidance counselor terms of reference					
55	The program doesn't prescribe any standardized text books for counselors to use to make their notes, making it difficult to make quality notes					

56. Do you have other problems apart from the ones listed above?

- a) Yes b) No

56.1.If Yes, please list them

57. According to you, what is the most significant weakness of this program?

58. what is the most significant strength of this program

59. what changes do you propose to improve the guidance counselling program

THANKS FOR YOUR PARTICIPATION

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

My name is Ashu Bessem Kate, A Final year Masters Student of the department of Curriculum and Evaluation in the University of Yaoundé I. I am currently carrying out a study on The **Evaluation of Guidance Counselling Program on Students' needs**. I solicit your participation in this study by objectively providing answers to the following questions. I assure you that the information you provide in this questionnaire shall be used strictly only for academic purposes.

Instructions

Please Mark an X in the box corresponding to your most preferred responds and fill in the blank spaces with short answers.

SECTION A: Socio Demographic Information

1. Age _____
2. Sex male female
3. Class _____
4. School _____
5. Region of Origin _____
6. Quarter _____

SECTION B: Awareness of Guidance Counselor's Services

7. Are you aware of the existence of Guidance Counseling services in your school?
Yes No
- 7.1. If yes, are you aware of the different services offered by the Guidance Counselor?
a) Yes b) No
- 7.2 If yes how many times have you met with your school counselor in this school year?
a) Never
b) 1-5
c) 6-15
d) Above 15

7.3. Is your counselor always available?

a) Yes No

SECTION C: Notion's on suitability of classroom guidance Content and Student's Needs (personal/social, academic, Career need)

Instructions: please indicate the extend of your agreement to the following scale

SA =Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = strongly Disagree

The topics delivered by Guidance Counselors during Training Sessions:

S/N	Statements on students personal and social needs	SA	A	N	D	SD
8	helps me develop positive self esteem					
9	provides me with the skills to manage my stress, anger and other personal disorders					
10	helps provide solution to my personal problems					
11	helps me to be self-discipline					
12	informs me of the benefits of positive attitudes towards life					
13	helps me with the right attitudes					
14	helps me establish personal goals					
15	helps me with the right skills needed for conflict resolution.					
16	helps me to be aware of prevailing STDs like HIV					
17	helps me know the right moral values to practice in the society					
18	helps me to avoid deviant behaviors' in school and at home					
19	is relevant for my personal and social needs					
S/N	Students' Academic Needs	SA	A	N	D	SD
20	helps me adapt to the school environment					
21	helps me understand Cameroon Educational system					

22	helps me develop good studying habits					
23	provides me with tips and techniques for studying different subjects					
24	provides me with personal studying time table					
25	helps me understand why I did not perform well in exams					
26	helps me understand the importance of guidance counseling to my wellbeing as a whole					
	Students' Career Needs	SA	A	N	D	SD
27	helps me in my career choices					
28	helps me in choosing my subject combinations					
29	helps me get useful information on career opportunities					
30	helps me discover my competences and talents					
31	helps me plan for my career					
32	teach me employment skills					
33	help me identify current economic and political trends that can impact my career planning					
34	helps me take wise decisions concerning my career					
35	teaches me the necessary skills for self-employment					
36	I find the topics related to my career needs very relevant					

SECTION D: Methods of Counselors' Implementation of the Program and Students' Needs.

37. Have you ever had a face to face interview with your school counselor? Yes No

37.1 If yes, was your Counselor very helpful during the individual counseling (face to face interview)? Yes No

37.2. If yes, what was your First and Second Term Average?

First Term _____, Second Term _____

37.3. If No, why were you not satisfied during the face to face interview?

38. Have you ever participated in group counseling? Yes No

38.1. If yes, were you comfortable during the counseling? Yes No

38.2. If no why? _____

39. Do you love your Counselor's method of teaching during classroom training sessions?

Yes No

39.1. If no why?

40. Do your Counselor meet with your parents to discuss issues related to you?

Yes No

41. Have you ever been a part of a drama organized by your Counselor or the counseling service? Yes No

.41.1.if yes, did you love the activities that were displayed?

a) Yes b)No

41.2. If No, why_____

42. Have you ever visited an enterprise or a training school with your counselor to know the different employment options and training procedures? Yes No

43. Has a guest speaker or a professional from a higher learning institution ever spoken to you about your career? Yes No

44. Have you ever followed a guidance counseling program on radio or TV? Yes No

45. Has your guidance counselor ever administered a psychological test on you to diagnose your Problem Yes No

46. In your opinion, what is the most significant weakness that currently exists within the school counseling program? _____

47. In your opinion, what is the most significant strength that exist within the school Counseling program in Cameroon? _____

48. Suggest ways you think Guidance Counseling program in this school can be improve in order to be more efficient in providing necessary service to students? _____

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 3
AUTORISATION OF RESEARCH

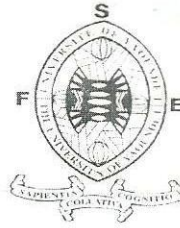
RÉPUBLIQUE DU CAMEROUN

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UNIVERSITÉ DE YAOUNDÉ I

FACULTÉ DES SCIENCES
DE L'ÉDUCATION

DIVISION DES AFFAIRES
ACADÉMIQUES DE LA SCOLARITÉ
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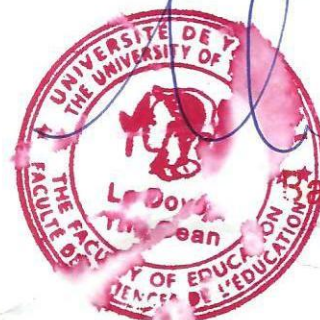
LE DOYEN
The Dean

N° _____/UYI/FSE/DIARS

AUTORISATION DE RECHERCHE

Je soussigné, **Barnabé MBALA ZE**, Doyen de la Faculté des Sciences de l'Éducation (FSE) autorise l'étudiant(e) **ASHU BESSEM KATE**, Matricule **14Z3307** inscrit(e) au Master dans le Département de *Curricula et Évaluation* à mener une recherche sur le sujet intitulé **Evaluation of guidance counsellors program on student's performance : the case of Mfoundi division.**

En foi de quoi la présente autorisation lui est délivrée pour servir et valoir ce que de droit./-



Barnabé MBALA ZE
Professeur