

The Evaluation of the Guidance and Counseling Program in the Secondary Schools Integrated Curriculum in Cameroon.

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According to Tanyi (2018), Education has been recognized for many years as a critical factor in addressing environmental and sustainability issues and ensuring human well-being. Education programs such as the Guidance Counseling program occupies a pivotal position in making sure individual, learners and counselees and/or students are able to meet their potentials, be it in the personal, career and educational spheres. Changing educational and societal values, culture as well as disintegrated community from the bases for psychological and societal Issues is affecting students in institutions of learning. Students have difficulty coping with an ever changing society (Fox and Butler,2007,p.97).(Wambo and Fisher 2015), Mapfumo and Nkoma (2013),noted that Students experience immense Personal, Socio-Economic and Psychological Pressure in today's world which hinder their learning Process. SDG Number 4, stipulates that education should ensure inclusive, equitable quality education and promote life-long learning opportunities for all. This premise is in line with the purpose for guidance and counseling which is to enable learners is able to meet their life-long aspirations and unveil their potentials. In Cameroon, the Purpose of Guidance and Counselling as stipulated on Decision N° 067/B1/14/54/MINEDUC/CAB of 19 Feb. 2001, Article 4, clearly State that the Purpose of Guidance and Counselling in the school milieu is to guide and direct students towards their future success in their physical, psychological, emotional and Social well-being within the society and the world of Work. This therefore implies that for the guidance counselling program to meet this role, the objectives need to be set in a manner that involves all the program stakeholders and their roles well spelt out, as well as setting the goals in a SMART (specific, measurable, attainable, and realistic and time frame) manner.

Guidance is part and parcel of the total education process, offered ideally by competent and trained guidance-counsellors with a view to enabling students to understand their own characteristics and potentialities and to relate more satisfactorily to social requirements and opportunities in accord with extant social and moral values (Hamrin & Erickson, 1939). Although Guidance and Counselling are often used interchangeably, they are quite different concepts. In Secondary Schools in Cameroon the broad Guidance context is cast in three main areas: Personal/Social guidance, Educational\academical guidance and Vocational/career guidance very much in line with the comprehensive Guidance Programs of North America (Gysbers, 2004; Gysbers & Henderson, 2006; Gysbers & Lapan, 2002; Hasnain, 2004; Mapfumo, 2001; Mapfumo & Nkoma, 2013).

In whatever activity you are engaged in, it is necessary to stop at some intervals to check what you have achieved. Like in a school situation, teachers do not just on teaching assuming that students understand the mass of information given to them. They stop at intervals to question the learners orally, in order to make sure that the learners understand what is being taught. The process of stopping and checking an activity is known as assessment, measurement or evaluation. Looking at evaluation as the act of revealing, the value of certain objects, objective(s) and phenomenon with systematic research is primordial. Evaluation here refers to feedback to input, process and products of learning. University of Buea in DED301 (2010, p.4) defines evaluation as a systematic process of collecting, analysing and interpreting information to determine the extent to which learners are achieving instructional activities.

and \or evaluation. According to Hannum (2015, p.82), evaluation or assessment is learning and learning is evaluation or assessment. So viewing evaluation and assessment as an integral part of the development process, and you will be able to build on what objectives are working well and eliminate efforts that are less effective towards attaining program goals and objectives. The word Assessment is mostly used by some Scholars to mean "Evaluation". Adewale (2016), holds that assessment is the process of pattering and discussing information from multiple and diverse sources in order to develop a deep understanding of a decision making Process. We have treated evaluation in this Study as the Process of obtaining and interpreting information about the Knowledge and Understanding or Abilities and Attitudes of another Person, Program or Policy, (Malcolm 2002). The primary goal for each counsellor is supposed to be, that of making sure all the Objectives of counselling are been met, be they general or specific objectives. The Objectives of the Guidance and Counselling Program in Cameroon were drafted in a manner that did not give room for Counsellors to evolve in their Professional Profile, with the common Slogan which states that; Once a Counsellor, a Counsellor Forever. This has led to a lot of counsellors abandoning counselling for other jobs, which they think builds professional profile. An objective is a relatively short term goal which successful learners will achieve with the scope of the course itself, professionals in organized education. Usually educational objectives relate to gaining ability, a skill, some knowledge, a new attitude etc., rather than having merely completed a given task. Since the achievement of objectives usually takes place during the course and the aims look forward into the students' career and life beyond the course. Firstly the program objectives should aim to encourage students achieve academic, vocational and educational development thus enabling learners in becoming fully responsible individuals after school completion.

The second major component involves building upon the foundation knowledge in order to maintain currency and sustainability through professional development.(Neimeyer et al,2010).Pedagogic content knowledge is what sets apart good teachers\counselor from scientists. It is what makes the professional teacher counselor an expert in his or her profession. It is what the teacher counselor know who are skilled at working with students on the concepts those students can learn, identifying when the students can learn concepts and making the concepts real to the students. It therefore implies that for the counseling program to be well implemented the objectives of the program need to be well drafted along side the availability of professionally developed counselors. This study was carried out in the Centre, littoral and south west regions of Cameroon.

Statement of the problem.

Evaluation in educational programs is very necessary for the growth and development of the society. There is need therefore to periodically evaluate every program to make sure there is execution and progress in terms of meeting program objectives. Decision N°68/B1/1464/MINEDUC/CAB of the 18th June 2001, clearly states that Guidance and counseling in schools should train students define life goals in terms of character and competencies. Prior to the implementation of the Guidance counseling program in secondary schools, learners were unable to meet their Personal\ Social, Educational and Vocational goals, the presence of deviant behaviour and above all their inability to integrate in to the Job market after school completion. These challenges are very much present in our present day learners amidst all the activities carried out by counselors in learning institutions to ensure learners develop self-reliance skills and moral rectitude. Unfortunately, it seems the Guidance and counseling program in Secondary Schools, is unable to handle the challenges learners go through now our days, looking at the level of deviant behaviours in schools, one is tempted to say the program is not meeting its objectives of transforming learners characters to morally upright individuals. Scholars in the field of School Counseling, reveal that Program Evaluation, as a method to assess program effectiveness and quality is less commonly

performed (Astronomic et al, 2005, Studier et al 2011, Dumitt 2010). The School Counselor, who serves in educational institutions, offers Counseling services to enable the student develop and build his personality to make right decisions and choices concerning the upper stage of life; his potential and thus reach self-actualisation.

But from newspaper reports, eyewitnesses, social media, television and radio reports, there is a high rate of crime amongst students and youths, despite all the emphasis laid by the Government and other Non-governmental organisations to ensure Guidance and Counseling in schools is helping learners cope with their moral and academic well-being, students attitudes and outcome shows a down turn in their personal, educational, and vocational outcome. The level of deviant behaviour in schools is increasing by the day. As educational system is striving towards the achievement of the Sustainable Development Goal (SDG) Number 4 which mandates that education must provide inclusive, egalitarian, and high-quality educational experiences while also fostering lifelong learning prospects for all individuals. by 2030 but on the contrary, there are many emerging issues in students including Poor academic performance, Drug abuse, Vandalism and the use of illicit weapons in School, students beating up teachers on campus which make many doubt the quality of counseling services counselors offer to students. The outcome we have from students does not reflect positive outcome for life-long opportunities. Counseling has to be done in such a way that will transform students mind set towards building the Nation rather than to achieve self-gratification. It is against this background that we wish to evaluate the Guidance and Counseling Program integrated curriculum in Secondary Schools in Cameroon, to make sure that the Program is meeting its objectives. The Fact that the Researcher has a vast experience as a Certified Counsellor in Secondary School for the past fourteen years, can attest with certainty that there is need to evaluate the Guidance and Counselling Program to make sure it helps students adjust in their all round challenges as the goal of the program stipulates.

Main Research Objective of the Study

The Main Objective of this Study is to evaluate the effective implementation of the Guidance and Counselling Program in Cameroon Secondary Schools Integrated Curriculum.

Specific Research Objectives

1. To identify to what extent does the Objectives of the Guidance and Counselling Program influence the Integrated Curriculum in Cameroon Secondary Schools.
2. To evaluate to what extent Professional Development of Guidance Counsellors influence the Integrated Curriculum in Cameroon Secondary Schools.

Main Research Questions

The Research is guided by the following Major Question.

How effective is the Implementation of the Guidance Counselling Program in Cameroon Secondary Schools Integrated Curriculum?

Specific Research Questions

1. To what extent does the Objective of the Guidance and Counselling Program influence the Integrated Curriculum in Cameroon Secondary Schools?
2. To what extent does Professional Development of the Guidance Counsellor Influence the Integrated Curriculum in Cameroon Secondary Schools?

Specific Hypothesis

Ho1: There is No Influence of the Objectives of the Guidance and Counselling Program on the Integrated Curriculum in Cameroon Secondary Schools.

HO2: There is No Influence of Professional Development of the Counselor on the Guidance and Counselling Program on the Integrated Curriculum in Cameroon Secondary Schools.

Justification for the study.

The first reason for carrying out this study was to make sure the implementation of the guidance counseling program was achieving the purpose of enabling learners meet their social, vocational and academic aspirations.

Secondly, there were no available literature on research carried out in the Centre Littoral and South West regions, concerning the evaluation of the guidance and counseling program in secondary schools and so the researcher deemed it important to carry out this study which can be impetus for further research in the area which could help reveal why learners attitudes remain unpleasant amidst the quality of counseling provided by counselors in schools.

Significant of the study

To the researcher.

This study was intended to find out if the guidance counselling implemented program in secondary schools meeting the objectives for which they are intended. It therefore seeks to find out counselors think about objectives of the program and the professional development of the counsellor for the provision of the counseling service.

To counselors and educators other stakeholders

This Study shall enable counsellors assist the principal and other appropriate staff in the planning and delivery of the Counselling Program within the institution. It is also going to create room for co-ordination and delivery of instruction and counselling for all students within the institution. It also highlighted the perception of pedagogic inspectors and students on the program implementation.

The study highlighted some indicators like objectives of the program, content of the program, methods employed in the program. Availability of resources, as well as the professional development of the counselor in the proper implementation of the program.

Scope and delimitation of the study

The scope of this study was considered under the following categorization ;

Geographical scope.

This study was carried out in the Centre, Littoral and south west Regions of Cameroon ,in some selected public secondary schools. These Regions are headed by biggest towns in the Cameroon. These have huge populations of public and lay private schools, along side professional schools from the kindergarten to the tertiary levels. The representative schools for the study were also selected based on the population of counselors in the school along side the longevity of the institutions. The researcher has also worked for a long time in these regions and has a very good mastery of the milieu.

Conceptual scope.

This study examined the evaluation of the guidance and counselling program in the secondary schools integrated curriculum in Cameroon. Guidance and counseling is a professional field which has a broad range of activities and the services which aimed at assisting individuals to understand themselves, others and School environment and attain abilities to adjust. An Integrated Curriculum is defined as one that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. Integrated means making

connections for students allowing them to engage in relevant, meaningful activities that can be connected to real life (Graff,2015).

Theoretical scope.

The study was guided by the CIPP model (Stufflebeam, (1971) and the Kohlberg's theory of moral development.

Methodological scope.

Questionnaire was used to collect data for the study through a survey design and analysed using descriptive and inferential statistics with the help of SPSS. Specifically, the multiple regressions were used to verify the influence of the program on the integrated curriculum in secondary schools.

Operational Definition of Terms:

Evaluation: evaluation involves making a value judgment about information that one has available (Cook, 2010; Durning & Hemmer, 2010).

Guidance: can be defined as the process that builds up a human character. Brewer (2000) defines Guidance as a process through which an individual is able to solve their problems and pursue a path suited to their abilities and aspirations.

Counselling: The ordinary meaning attached to Counseling is that of consultation, discussion, exchange of ideas and advice (Makinde 1993:42).

Integrated curriculum: An Integrated Curriculum is defined as one that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts.

REVIEW OF RELATED LITERATURE

Conceptual Background

Objectives of the Guidance and Counselling Program.

Objectives are relatively short term goals which successful learners will achieve within the scope of the course itself, professionals in organized education. Usually an educational objective relates to gaining ability, a skill, some knowledge, a new attitude etc., rather than having merely completed a given task. Since the achievement of objectives usually takes place during the course and the aims look forward into the students' career and life beyond the course. The guidance counseling program is planned to encourage students' academic, vocational and educational development. It is also designed in a way that instills mutual respect and life long skills. One can expect the aims of a course to relatively more long term than the objectives of that same course. The time frame for the attainment of objectives is also clear. Benjamin Bloom (1956) in his taxonomy state that based on instructional objectives, evaluation should be done in three main domains of educational activities because the learner has to function in three aspects: the cognitive, the psychomotor and the affective (Tambo,2012, p.67) Mindful of Law N° 68/B1/1464/MINEDUC/CAB/18 June 2001, article 2 and 3, clearly outline the objectives of the Guidance and counseling Program in Cameroon. In article 2, of the above law the general objectives of the Program postulates that, the Program should enable students, define their objectives and chose strategies to attain the objectives.

The manner in which educational objectives are stated makes it very easy either for the objectives to be met or not to. Generally speaking, objectives are to be stated in a SMART manner smart is a mnemonic acronym, giving criteria to guide in the setting of goals and objectives. The letters S and M means specific and measurable, A, for attainable, R for realistic and T for time -frame

Guidance services are provided to bring about required adjustment in any direction, area or aspect of individuals personality. The individual must come out as a unity that is the achievement of life-long skills.

The individual should be so assisted that he is able to unfold himself and develop in his personal and social aspiration. He must tackle his problems in his own fashion. The counseling Program objectives therefore have to ensure that students are encouraged to develop in their academic, social, emotional and personal domains

The major role of the counsellor when it comes to plan of work for his counselee is to make it possible for them to see and explore his or her unlimited endowed options. It is an undeniable fact that the counselor assists students in their choice of career, compatible with his interest, aptitudes and personal and social aspirations. Supporting literature on career development provided insight to the fact that career counselling is being challenged to meet the needs of a society that is experiencing vast changes in the work place that is rapidly becoming more diverse (Zunker, 2020). The changes in counselling needs have occurred because there is the need for quality work performance which is so pervasive in the lives of individuals since it influences their entire life. This has expanded the role and scope of the counsellor to include more than just helping someone find a job. Guidance counsellors has a role to provide a wide range of career related programs to students which will land him or her into the right vocation so as to make students enjoy work. (Zunker 2002, Collins, 2007). In view of this students receive comprehensive career counselling programs that require career and life plans through all levels of schools and beyond, as well as school to work programs, which focus on preparing students for work through experienced internship activities in communities and organizations (Zunker 2002). Thus, it is important to provide career intervention activities in school with the aim to support students with information and guidance with regards to personal, academic and career option (Dogar et al 2011), as well as to guide and prepare students.

Therefore, Counsellors should assist clients to explore new activities, rather than routinely directing them on the basis of measured interest that reflect limited past experience. Counsellors have a role to play in helping students cope with stress as they learn to develop new skills on an ongoing basis. All the above mentioned aims can be properly achieved if the counsellor himself is well integrated in the milieu he finds himself. Once a counsellor is well integrated in the institution, it serves as a motivation for the counsellor to give in their all to make sure those counselees or students succeed at the end of the day.

The end product of all educational pursuits is to enable an individual to be able to integrate himself into the society after studies. Counselling services should have in place strategies that instill morality of mutual respect while they are still in school so that upon school completion and they find themselves in the society; good moral characters are going to be exhibited. Counseling Services are also suppose to inculcate to learners the essential life-skills in an individual to meet the challenges of every day life. According to Day (2005), hold that life skills training enhance critical thinking abilities, which further impact were living life actively, being responsible in the job and future planning too. Alemu (2013), in their own research opines that, life skill training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health. The manner in which an individual learn how to easily integrate into the society, determines how he lives. What is learnt has to enable the individual live in the society.

Counsellors Professional Development towards harnessing the Program implementation.

Taken broadly, counselor training is comprised of two components. The first, not surprisingly, comes from formal graduate training in an educational setting (Young et al, 2000). This is important in building a solid foundational knowledge base and competencies (MaCleod et al., 2014, Neimeyer, Taylor, and Ducan, 2010). The second major component involves building upon the foundation knowledge in order to maintain currency and sustainability (Neimeyer et al., 2010). Pedagogic content knowledge is what sets apart good teachers/counselor from scientists. It is what makes the professional teacher counsellor an expert in his or her profession. It is what the teacher counsellor know who are skilled at working with students on the concepts those students can learn, identifying when the students can learn concepts and making the concepts real to the students. Pedagogical content knowledge is the WHAT of the second professional development standard.

According to Cooly (2010, p.79), Professional development is defined as complex forces, drives, needs, intentions, states or other internal psychological mechanics that maintain actively towards the achievement of personal goals. In professional life, if you want to create a demand for your services, then create value in yourself and in your skills through ongoing self-development. When we talk about integrating the understanding of science, with the understanding of pedagogy. Teachers need to learn this through experiences that model good teaching experiences that allow teachers to inquire into learning and teaching in the same way they inquire into science using inquiry, reflection, research and so on. The more skill and experience, you develop the more you grow. Successful counselor development Program involves counselors in learning activities similar to the once teachers will use with their students. If professional development is considered a learning process that counselors have to carry out, then their attempt to fulfill their professional needs through improving their performances can be considered as a developmental process. Work development according to Permadi et al (2019), is important in the learning process because it helps people to conduct various activities in order to achieve their goals.

According to Brigman and Lee (2008, p.381), staff development influence the guidance counselling services provision for students because it enhances the competency of school counselors in administering counselling services. Participation in professional development enhances in school counselors the knowledge and skills to address the diverse unique academic, social and career challenges experience by students and counselees. (Cooly, 2010, p.9, Trolly et al, 2009, p.34). In the absence of continuous staff orientation and development programs, school counselors may find it difficult to cope with guidance and counseling services for students that are increasingly anchored in proactive interventions associated with comprehensive, developmental and collaborative approaches (Morgan et al, 2010, p.13). Devoid of staff development, school counselors are therefore unlikely to be professionally competent to administer counselling services that are commensurate with the unique frame of reference of individual children with challenges which is in accordance with the Transformative theory that informed the study (Mezirow 2000).

A professional well developed counsellor be it intrinsically or extrinsically will prepare activities to learners which are thought provoking and creative to enable learner achieve both the programs goals and as well as their goals as individuals. Once this occurs, it will directly lead to an outstanding counselor's performance, also an increase on the students' performance as well. Wibowo (2013) opines that counselors' professional development leads to motivation, which has a positive influence on performance. Therefore, it is important for the success of counselor's performance because it a strong desire to perform an action with a specific goal in order to avoid, failure. Therefore, the more the counsellor is Professional developed in counselling skills and techniques, the more it enable him or her to select content which is able to match the set goals and objectives of the Program (Cooly, 2010). A well

organized counsellor will arrange activities in such a coherent and creative manner for students to enable them acquire competence at the end of each learning session the activities most of the time are arranged from simple to complex, real to abstract etc.

Supriyanta and Handaka (2016), postulated that, the evaluation of the Guidance Counselling Program in schools, increase professionalism amongst counsellors. Professionalism makes counsellor more knowledgeable and experts in the field. Counselors' activities determine the performance they will get. When activities used are relevant and creative, it gives room for students to think out of their boxes. It will interest us to note that, once a counselor is not motivated he will not exhibit professionalism and this will reflect on the types of activities that the counsellor gives out. According to Ardiman and Zuwirda (2015), the goals and targets for optimizing counselling services of the guidance counselors increase with, performance; activities should be formulated in accordance with competency demands and performance standards of teachers in school. There is a positive relationship on counsellors' professional development through the implementation of the Program. A Program that seeks the consent of counsellors when ever need arises, makes counsellors have the spirit of belonging to the Program, rather than just creating laws and allowing counsellors to execute. Guidance counsellors are the actual executors of the guidance Program, so they need to be fully involved in the decision making of the Program.

Theoretical Background

CIPP Model of Stufflebeam (1971 ,2007) and the Moral Development theory of Lawrence Kohlberg

The CIPP set of approaches to evaluate is described by Daniel Stufflebeam, its Creator, as his response to improvement of the dominant experimental design model its time (Stufflebeam and Shinkfield, 2007). First described in print in 1971, Stufflebeam intended CIPP Model evaluation to focus on Program improvement instead of providing something about the Program. An evaluator who understands an educational program in terms of its elements complex, dynamic and often nonlinear relationships will find the CIPP model a powerful approach to evaluation.

The CIPP approach consists of four complementary sets of evaluation studies that allow evaluators to consider important but easily overlooked program dimensions. As CIPP model (Cobia & Handerson, 2007, 2003), the evaluation is done to meet student requirements and the stakeholder involved in guidance and counselling service. (context); school support in implementing guidance and counselling service and the pattern of program along with the implementation plans (input); the implementation process of Guidance and counselling (process) and result from Guidance and counselling service (product). Therefore the evaluation model development In Guidance and counseling service based on CIPP is arranged systematically completed with the manual about procedure and tools which enable counselor to develop its evaluation toward each management process in the same manner as explained in CIPP model.

Kohlberg's theory of moral development besides Piaget, who is recognized as the pioneer in the psychology of moral development, perhaps the most important psychologist in the field is Lawrence Kohlberg whose research has complemented as well as expanded that of Piaget. Kohlberg is an American who was professor of education and social psychology at Harvard, where he carried out and directed an extensive amount of research in moral development.

Kohlberg identified six stages, two stages accruing at three distinct levels. The pre-conventional stage, the conventional and the post conventional stages. Moral development is transforming ones way of reasoning, expanding ones perspective to include criteria for judging that were not considered previously. Therefore no matter how much of guidance and

counselling an individual experiences, ones the individuals manner of reasoning does not change then the character of the individual is bound to remain unpleasant.

Moral development takes place in each level and it is important to note that the levels are hierarchical but an individual can possess attributes of a higher level depending on his Zone of proximal development at the particular point in time

Empirical Background.

Aminu et al (2020), carried out a study entitled Practices and Challenges of Guidance and Counselling Services in Secondary Schools in Ethiopia. The Purpose of the study was to examine the Practices and Challenges of Guidance and counseling services in south west Ethiopia Secondary Schools, with the intention of understanding the state of Secondary School Guidance and Counseling and forward improvement options to Students Service. The study employed a Descriptive Survey Design that involves quantitative and qualitative Research Methods. The qualitative data was analysed using the Thematic Analysis Method, with a focus with the major. The result of the study showed that the majority of Secondary education students never visit Guidance and Counselling Offices. The Mean Perception Score of students and teachers towards the usefulness of the services was positive though the provision was either very much limited or most of the time unavailable. The services of Guidance and Counselling are also influenced by several challenges such as, the lack of professionally trained counsellors and the required facilities.

This result is similar with the Study carried out by Yirgale (2013), which reported poor practices of Guidance and Counselling Services, in the Secondary Schools in the east Harerg Zone in Oromia. Oye et al (2012, p. 19), mentioned the essence of incorporating Guidance and Counselling into the School System was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment. Similarly, Lazarus and Ihuoma (2011, p. 20), revealed that school counsellors assist learners in guiding decision-making and opportunities for students future career plans. According to Gysters et al (2011,p.21), Comprehensive Guidance and Counselling program addresses the needs of students by facilitating for their academic success, career development and personal/social development, helping to create positive and safe learning climate in Schools, as well as helping Students feel connected to school and to at least one caring adult. Mushaandga et al (2013,p. 27) noted that school counsellors were not given adequate support by the school administrators and teachers. They attributed this to the lack of sufficient information in counseling on the part of the counsellor and the school administrators.

Another Study carried out by Egennti, N,et al(2016) titled The Role of Guidance and Counselling with Effective Teaching and Learning in Schools. The Purpose of the Study: Guidance and Counselling plays a role in the future success of a child. The Study recognized the fact that, Counselling is a transformative process helping people to learn all that are to be learnt both in and out of school. This point of view is also shared by Mezirow in his Transformative Theory. The Research adopted the use of Review Research Techniques because it's an Opinion paper. The Results show that it is necessary for counsellors to build confidence of the child to trust him or her to be able to give him or her the rightful information needed in helping the child (Student). Mutie and Ndanbuki (2000), and Ndirangu (2007), affirms that the Counselling Programs suppose to develop the learner intellectual ability, develop a balanced personality and to have a complete person: intellectually, spiritually, morally and socially. The Counselling Program is therefore aimed at helping students harmonize their abilities, interest and values, thereby enabling them to develop their potentials fully. Self- knowledge helps one to formulate life goals and realistic plans. Unfortunately most of the practice of Guidance and counselling service, evaluation and accountability are wrongly implemented. The study from Sugiyo (2010) about counsellor competence in evaluating the program shows that counselor rarely does this evaluation.

Meanwhile Guidance and counselling services performed by certain counsellors is found trustworthy and used for several years indiscriminately.

Methods

The research design was descriptive survey that employed the Likert scale questionnaires for data collection from the following sample, using stratified sampling technique.

Summary of accessible population.

S\N	REGIONS	FEMALE	MALE	NUMBER OF COUNSELORS.	NUMBER OF SCHOOLS
1	CENTRE	736	182	918	72
2	LITTORAL	175	78	253	46
3	SOUTH WEST	146	85	231.	33
TOTAL.	TOTAL	1057	345	1402	151

Source: MINESEC(2023)

The study sample.

Table two represent the population that was actually studied. That is the population which allowed inferences made on the group that was studied based on the data collected. The sample size selected was guided by the following formula, which gives the number of samples that can be selected from a particular population:

$$C_n^N = \frac{N!}{n!(N-n)!}$$

Where N was the population size, n the sample size (Amin, 2004).

Sample.

S\N.	REGIONS	FEMALE	MALE	NUMBER OF COUNSELORS.	NUMBER OF SCHOOLS
1	CENTRE	240	60	300	29
2	LITTORAL	82	38	120	19
3	SOUTH WEST	75	05	80.	13
TOTAL.	03	397	103	500	61

Research instrument.

Likert scale questionnaires were employed in the study.

Validation of Research Instrument.

In order to ensure that the instrument measured what it said it measured, the instruments reliability was ascertained and later on its use was validated. The concern of the researcher was to establish construct validity, the ability for the instrument to actually represent constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in such a way that the questionnaires represented a full coverage of the domains which represented these constructs.

A blueprint representing the content in the variables was developed and the coefficient of validity index (CVI) calculated to ensure that it fell within the acceptable range (CVI>0.7).The Lamda 2 was applied in calculating the validity index. This test was preferred

to commonly used tests like the Cronbach’s alpha because it is less rigorous and those not need that all co-variances between the variables are equal (Callender and Osburn,2018).Following recommendations from the supervisor, the researcher made sure the face of the instrument reflected what face validity was by consulting an expert from the Educational Research Network in Africa(ERNIA), who made acknowledgeable adjustments on the instrument.(The manual version of $CVI = \frac{\text{Number of judges who declared item valid}}{\text{total number of judges}}$)

Testing Reliability.

The Guttman’s alpha 2 was used to obtain a reliability index for the questionnaire. This index evaluated the questionnaire internal consistency. Its calculation was based on the ratio between number of items on the questionnaire and the influence of the items. To ensure the reliability of the instrument, the researcher used the Test \ Retest procedure (Amin, 2004).When an instrument is repeatedly used and the same results are obtained it implies that it is reliable Also, to evaluate the homogeneity of the questionnaire, we proceeded to calculate the Cronbach Alpha coefficient which is the statistical index varying between 0 and 1 of an instrument to evaluate or measure a set of items that help to apprehend the same entity. This index reflects a degree of homogeneity that is greater and its value is close to 1.

The Cronbach Alpha reliability coefficient was found to be 0.0801 for the seven sections respectively. This indicated a high level of reliability of the instrument.

Ethical considerations.

According to the Kantian ethical principle, research participants should be treated as end in themselves and not as a means. As such, the researcher dealt with participants with the mind set that they are autonomous (Fischer, 2006).As such any participant in the research did so out of freewill. Participants were given an informed consent. The participant was told what their participation in the research was and that they had the right to refusal. inspite the hindrances it could bring to the research the participants refusal was to be binding even if it minimized the presumed benefits.

To ensure confidentiality, no identity-specific data was gather (anonymity) and no identity-specific data was revealed (confidentiality).the researcher prevented research misconduct and hurting the research community by preventing any fraudulent data, data misinterpretation and plagiarism. This means data was not given a connotation it did not deserve and the researcher acknowledged all sources of information without claiming to be the author of such knowledge. One way of dealing with this was through in-text citation and formation of a reference list. The researcher agreed the possibility for honest mistakes and real disagreements about results and interpretation.

The researcher respected all norms of research, permission was obtained from all school authorities and time provided respected. Deception and force were in no way used to collect data. None of the respondents were intimidated or promised a false reward. The researcher did not hide any valuable information from the school administration and authorities. All the respondents were appreciated with words of thanks (Fischer, Methodological and ethical issues 2013).

PRESENTATION OF FINDINGS.

Table: Presenting Items on Objectives of Guidance and Counselling program.

Items	Sample	Mean	SD	Decision
i The Program is planned to encourage students’ academic, social, emotional and personal development.	500	2.67	.624	Positive

ii	The purpose of guidance and Counselling in school is well spelt out.	1.37	.527	Negative
iii	Program instils morality of mutual respect in the social behaviour of counselees.	3.01	.530	Positive
iv	Knowledge acquired in the Program cuts across other disciplines.	2.94	.511	Positive
v	Counsellor ensures learners acquire life-long skills.	2.91	.601	Positive
vi	Policy documents of Program are accessible.	2.55	.743	Positive
vii	Time frame for meeting goals and objectives of Program are clear.	2.27	.632	Negative
viii	All Stakeholders involved during Program conception.	2.04	.796	Negative
ix	The objectives of the Program still meet the challenges of our society today.	2.21	.577	Negative
x	The Program objectives need to be innovated to meet with the present challenges of learners.	3.59	.606	Positive
	Overall mean	2.556	0.615	Positive

The overall mean score (2.556, SD=.615) was slightly greater than the mean criterion ($\bar{x}=2.5$), therefore it was positively scaled and this indicate that the Objectives of the Guidance-Counselling Program significantly contribute to implementation of the Integrated Curriculum in Cameroon Secondary Schools

Table: presenting items on Professional Development of counsellor.

Items	Table 37: Presenting Items on Professional Development	Sample	Mean	SD	Decision
i	Counsellors are not mediocre but open to learning.	500	3.08	.445	Positive
ii	There is provision of vision defined goals.		3.02	.496	Positive
iii	There is excellent subject matter knowledge.		2.76	.668	Positive
iv	Counsellor fulfils their professional needs.		2.90	.504	Positive
v	Counsellor plan instruction, adapt curricular, assess learning.		3.01	.533	Positive
vi	Counsellor is flexible and able to adapt to changing situations.		3.00	.467	Positive
vii	Creative thinking in a unique way keeps counselees engaged		3.00	.552	Positive
viii	There is use of right technological tools with students.		2.34	1.236	Negative
ix	Empower students to solve problems, self-direct and lead.		2.99	.571	Positive
x	Interactive relationship with colleagues and others staffs.		2.97	.506	Positive

Overall mean 2.907 0.598 Positive

From the results of the analysis, we were able to establish that Professional development of Guidance Counselors contribute significantly to the Implementation of the Integrated Curriculum in Cameroon Secondary Schools, as the overall mean score (2.907, SD=.598) was greater than the mean criterion ($\bar{x}=2.5$), this indicate that it was positively scaled.

Lessons drawn from the response to questions ,show that there is an influence of the objectives of the counselling program and the professional development of counsellors on the integrated curriculum in secondary schools in Cameroon. Therefore there is need for program designers to state the objectives in a SMART manner, as well as counsellors engaging in more capacity building trainings and seminars for a more enriched program provision services.

Verification of hypothesis 1: H0 1: There is No Influence of the Objectives of the Guidance and Counselling Program on the Integrated Curriculum in Cameroon Secondary Schools.

Objectives_of_Guidance_and_Counselling <-->	Integrated curriculum	.611
Professional development of counsellor <-->	Integrated curriculum	-.058

As stated from our specific hypothesis the following conclusions were made:

- Ho1: There is No Influence of the Objectives of the Guidance and Counselling Program on the Integrated Curriculum in Cameroon Secondary Schools. Our P-value (0.000) is less than our level of significance (0.05). We therefore, reject the null hypothesis. Our data favours the alternative hypothesis.
- Ho2: There is No Influence of professional development of Guidance Counsellors on the Guidance and Counselling Program implementation in the Integrated Curriculum in Cameroon Secondary Schools. Our P-value (0.000) < 0.005. We again reject the null hypothesis. Our data favoured the alternative hypothesis.

Summary of findings.

The Main Objective of this Study is to evaluate the effective implementation of the Guidance and Counselling Program in Cameroon Secondary Schools Integrated Curriculum.

Two hypotheses were formulated and analysed using multiple Regression and structural equation modelling and the following results were obtained.

There is an Influence of the Objectives of the Guidance and Counselling Program on the Integrated Curriculum in Cameroon Secondary Schools.

There is an Influence of Professional Development of Guidance and Counselors on the guidance counselling Program in the Integrated Curriculum on Cameroon Secondary Schools.

Discussion of findings and recommendations.

From the Multiple Regression Coefficient revealed that the Objectives of the Guidance and Counselling Program influence the Integrated Curriculum in Cameroon Secondary Schools Integrated Curriculum. Majority of the Participants asserted that the Guidance and Counselling Program is planned to encourage students academic, social, emotional and personal development(Mean=2.67,SD=.24).The overall Mean score(2.556,SD=.615) was slightly greater than the mean criterion(Mean 2.5), therefore it was positively scaled and this indicates that the Objectives of the Guidance and Counselling Program significantly contribute to the implementation of the Integrated Curriculum in Cameroon Secondary

Schools. Guidance and counselling programs in schools are geared towards promotion of the development of students. According to Eyo, Joshua and Esuong (2010), Guidance and Counselling Programs for Secondary School students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. The program is planned in such a way that encourages students' academic, social, emotional and personal development. Guidance counsellors have a role to provide a wide range of career related programs to students which will land him or her into the right vocation so as to make students enjoy work. (Zunker 2002, Collins, 2007).

Professional development is defined as complex forces, drives, needs, intentions, states or other internal psychological mechanics that maintain actively towards the achievement of personal goals (Cooly, 2010).

From the results of the analysis, we were able to establish that Professional Development of Guidance Counsellors contribute significantly to the Implementation of the Integrated Curriculum in Cameroon Secondary Schools as the overall mean score (2.907, SD=.598) was slightly greater the mean criterion ($\bar{x}=2.5$), this indicate that it was positively scaled.

Results of the study showed that counsellors are not mediocre but are opening to learning new skills achieving a mean of 3.08,SD=.445, which is positive. They also possess competencies to enrich their knowledge in counselling amidst the ever evolving challenges that arise in our society everyday. Counsellors looks for necessary measures to provide vision defined goals this was affirmed with a mean of 3.02,SD=.496 ,thus positive. Goals that will enable learners to be able to meet their personal, social and academic aspirations. (MaCleod et al., 2014, Neimeyer, Taylor, and Ducan, 2010).

Implication of the study.

The most important implication of the study is the fact the objectives of the guidance and counselling program are still mediocre (overall mean of 2.556, SD=.615). With this, there is ample evidence that counsellors application of Blooms Taxonomy is still daunting. This taxonomy does not include human dimensions such as feelings, interest and values, becoming better students, which students still need to learn in order to better themselves. The major role of the counsellor when it comes to plan of work for his counselee is to make it possible for them to see and explore his or her unlimited endowed options. It is an undeniable fact that the counselor assists students in their choice of career, compatible with his interest, aptitudes and personal and social aspirations.

Furthermore, study reveals that there is a need and will always be a need that evaluators make evaluation of Guidance Counseling qualitative, that is fundamental (justice, equality and equity) and instrumental (rigor, coherency and transparency that have a great impact on pupils personal, social and academic achievement and that within the process, the three domains of learning have to be evaluated for behaviour of learners to provide meaning in a strategic demonstration or experimental step-by-step evolution in evaluation of the Guidance Counseling Service Provision (Alemu, 2010).

Again there is need for the evaluation of the guidance and counselling program to facilitate comprehensive judgment of counsellors' behaviour for actual application of the counselling program in the environment learners find themselves. Evaluation (management of evaluation feedback) should be demonstrative permitting students to obtain meaning, acting as orientations towards proceeding or career decisions in their achievement, that is taking ownership of the skills and behaviour required of them (Cooly, 2010),

Finally, we were able to establish that Professional Development of Guidance Counsellors contribute significantly to the Implementation of the Integrated Curriculum in Cameroon Secondary Schools as the overall mean score (2.907, SD=.598) was greater the mean criterion ($\bar{x}=2.5$), this indicate that it was positively scaled. Denga in

uzoeski(2013), encourages counsellors to make good use of their potentials and resources through professional training to ensure short and long term benefits of their immediate environment. one are of pressing conflict within principal\counselor relationship is disagreement over the appropriate role and function of the counselor are intrinsically interconnected.

Counselors should help to scaffold learners to make use of moral and psychological factors that lie in the learning environment to maximize their learning.

Suggestion for Further Study.

- The study was carried out at the secondary school level; it could be interesting to extend to the primary and tertiary levels.
- The Researcher suggest that a Comparative Study be done on the Evaluation of the implementation of the Guidance Counseling Program between Cameroon and a Developed Country (Finland).

The role of the Guidance Counseling Program in the achievement of quality education towards the sustainable development goals.

In conclusion, this study intended to evaluate the Guidance counselling program with the mind frame that it most important purpose is to enable students be able to meet their personal, academic and vocational aspirations. As such, the study set up questions, explored literature from which were more light informed the methods through the findings in the study were obtained and analysed. The study successfully captured the point of view of the counsellor. This was a successful venture in that the work provokes and incites research provokes and incites research provoking concept



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