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Guidance and Counseling Services have become an important support service in secondary schools in Malaysia. The Ministry of Education, Malaysia has recognized the support service since 1996 as well as appointed counseling teachers on full-time basis in schools. These teachers are exempted from teaching and learning in the classroom. This service has been in force for the past 20 years. Today, almost all secondary schools across Malaysia have placed at least one full-time counseling teacher where he or she is required to plan and carry out the service effectively in schools. A recent comprehensive study on the effectiveness of the implementation of the service shows that the support service is still not effective. It is high time to reassess the true extent of the effectiveness of counseling teachers roles and function. Stufflebeam CIPP model, will be able to evaluate different aspects of a service or program to determine its effectiveness.

Keywords: Guidance and Counselling Services, CIPP Model.

1. INTRODUCTION
The implementation of Guidance and Counselling services in secondary schools in Malaysia has undergone several phases of development since it was introduced during the colonial days. British Administrator recommends that career guidance services are held for school children. Hashim stated guidance services in secondary schools in Malaysia began in 1939 with the publication of a paper entitled “Career Guidance in Malaya for parents, teachers and pupils.” In addition, Pope et al. stated that although many British administrators contribute to the economy and education system in Malaysia, the vocational guidance was included when they founded education in Malaysia in 1940.

However, Hashim denied the cause and said that the guidance was introduced in Malaysia since 1939 was not appropriate. While Ali stated that guidance and counseling services in schools only began in 1963 in Malaysia, where the results of the certificate Commission for UNESCO, Ministry of Education has received assistance from the Colombo Plan by sending a senior consultant from Canada named Mackenzie assigned to train staff to handle education career guidance services.

Salim states that the relatively structured coaching services introduced in schools when the Ministry of Education (now Ministry of Education) set up a section on Educational Planning and Research Division. In 1964 the Ministry of Education has issued a circular KP5209/35 (4) that the contents emphasize the importance of services in the schools. The content of the Circular is to provide guidance to all school principals. In 1967, the Ministry of Education has established the Education and Career Guidance Unit. The unit is to appoint guidance for a teacher. One officer has been designated to head the unit.

The unit was initially placed under the Educational Planning and Research Division. In 1973, the unit has been moved to Section School and then became a sub-unit under the Student Affairs. The Counselors Act 1998 (Act 580) which was approved by the Malaysian government highlights of any developments in guidance and counseling services. This is to ensure that people acquire the service of a competent and qualified counselors registered. The registration process is the process of filtering them with a decent offer counseling services. Only those who meet the eligibility requirements are granted a license for permission to provide services as a registered counselor.

2. THE SIGNIFICANCE OF ASSESSMENT IN COUNSELLING SERVICE
The implementation Guidance and Counselling Service full-time in secondary schools has reached the age of more than 20 years. These support services are considered very important in the development of personality of students but does not provide sufficient evidence of the effectiveness or relevance. This is because the full-time counseling services are still considered
a new phenomenon in the culture of our country. Regretfully, there are no researchers conducted the evaluation of the effectiveness of the guidance and counseling program in schools. Ghazali Darussalam (2010) states that each program that is to be implemented by each institution and organization should be assessed after the implementation of a cohort. Previously this matter was also raised by Ref. [18] in which he suggested that regardless of how sophisticated a program service, it should be evaluated quantitatively and systematically.

Stufflebeam (1966) stated that the main role of evaluation is to supply information that enables counselors to improve and enhance the particular program or service. In fact, studies show assessment Guidance and Counseling services have long been discussed but a thorough assessment of effectiveness is no longer a priority in the study. This is because there is an evaluation model that use as a guide by the researchers before to evaluate the whole journey counseling services in secondary schools in Malaysia.

Before assessing the effectiveness of a program is executed, we must first take into account the individual objectives of the program, determine whether the program objectives have been achieved, stating whether the program runs effectively and prudently as well as determine how the program is managed. The evaluation of the effectiveness of the program in principle constitutes a basis for improvement of the program (Stufflebeam, 1972). Previous findings by Ref. [17] in his article titled “Counseling Services in Malaysia: Progress, Challenges and Barriers” states that there are not many domestic research in the field of Guidance and Counselling. Additional research was conducted that focuses more on the needs and problems of perception only. Too little is researching the effectiveness and appropriateness of services theory. With this he hopes more research is needed to get valid data and reliable information about the effectiveness, position and complete picture of Guidance and Counseling services in Malaysia. Sapora Sipon (2007) is of the opinion that Guidance and Counselling in Malaysia is still not very effective, even though there has been continuous effort by various parties to improve the services. Despite the fact that Guidance and Counselling has been implemented in Malaysia for more than forty years, there are still issues and doubts as to the effectiveness of this service (Rafidah Aga and Lau Poh Li, 2014).

CIPP is Context-Input-Process-Product from Stufflebeam (1986) focuses on the improvement oriented evaluation which aims to make the decision (decision making) to some courses or educational programs. CIPP model was first formed in the late 60s to meet the objective-oriented evaluation. CIPP model used in laboratories Austin Texas and began to be used solely in Dallas. According to Stufflebeam assessment should be ‘science of gathering information to make a decision.’ The task of the assessor is to collect data, design, analyze, provided information to select alternative actions and reporting. According to him, the action can be made in four parts, namely the decision on the environment (context), the decision on the source (input), the decision on execution (process), and the decision on the results (product).

Hadley and Mitchell (1995) in their book titled Counseling Research and Program Evaluation Edition 10 states that CIPP model is the model that best matches the assessment program in counseling. Abdullah18 also believes the same in which he stated that CIPP Evaluation is a comprehensive assessment and this method can be used to see the relationship with the other types of assessment in Guidance and Counseling services program in secondary schools.

While Stufflebeam10 states that the main role of evaluation is to provide information that allows the counselors to improve and enhance the whole hog program or service. A Guidance and Counseling services are to be evaluated thoroughly to examine the effectiveness and progress. Ericson (1965), Metzler (1964), Riccio (1962), and Roeder, Dressel (1951) and Smith Mahoney (1950) pointed out that counselors should evaluate the effectiveness of the program and give reasons why they should do.

3. DISCUSSION

The review of previous literature found the following aspects are considered appropriate when researching the effectiveness of guidance and counseling services. These aspects include counseling teachers’ backgrounds, roles, the effectiveness of a school, finance, equipment and facilities, counseling rooms, the types of services provided and the means of implementation of guidance and counseling services in schools. Besides, it can also determine the level of skills and knowledge among teachers counseling in secondary schools in Malaysia.

In the CIPP model four dimensions that are evaluated are contexts, input, process and product. The context evaluates relevant objectives, administrative issue related to guidance and counseling, teachers attitude and confidence level. Input evaluation provides information about the knowledge and skills of the teachers, the support from the principal, financial aid, facilities and level of qualification of teachers. Process evaluation provides information about the strengths and weaknesses of a strategy during implementation, the approach to counselling and the role and function of the teachers. Finally, product evaluation provides information for determining whether objectives are being achieved.

4. CONCLUSION

CIPP Evaluation Model is evaluating almost all aspects of a service or program. It is aimed to analyze four different aspects of a service or program. Each component of a program can be evaluated individually or collectively to provide information as to the effectiveness of the service provided.

Most of the other models of evaluation emphasizes on the outcome of the service (end-product). However, the CIPP model evaluates all aspects of the service or program. This enables the program to be evaluated before, during and after the implementation of a program.

References and Notes


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