

**COUNSELLING FOR INTELLIGENCE- BASED EDUCATION
PROGRAMME EVALUATION IN NIGERIAN SECONDARY SCHOOL
SETTING.**

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ABSTRACT

Intelligence based education programme evaluation is a process of evaluation, that evaluates the inputs and outputs of educational programmes that are characterized by services, quality and productivity, based on the classification of intelligence. This is because people are endowed with different measures of intelligence. This has become imperative for ensuring progress towards sustainable development in Nigeria and the third. The paper examined the concept of intelligence counselling for intelligence, evaluation, educational programme evaluation and the need for educational programme evaluation based on measures of intelligence. The paper also makes recommendations, "which includes among other things that, Educational policy of higher institutions should be amended, and students allowed to spend differential minimal time in their course of study, based on their measures of intelligence.

INTRODUCTION

Counseling is a proactive holistic process helping individual to learn to solve challenges

The history of intelligence is traceable to the earliest research work of sir, Francis Galton who lived between 1822-1.911. He was credited with the earliest research and writing on intelligence and testing, where he states that intelligence is related to ones sensory abilities, such as vision, audition, smell, touch and reaction (Linda,(2018) Galton work gave rise to the modern measurement of intelligence (mental) ability.

OBJECTIVE OF THE STUDY

The objectives of the study include: to examine the concept of intelligence, evaluation, educational programme evaluation and also to assess the need for measures of intelligence-based programme evaluation using counseling.

CONCEPT OF MEASURES OF INTELLIGENCE

Intelligence can be seen as the classifications of intelligence. The classification stems from the series of mental tasks developed in the modern work of Alfred Binet (Callaham, 2015). It was the first systematic and successful test of intelligence which was described as appropriate in assignment of developmental tasks to various levels of intelligence. The task, which is measurement scale, is composed of series of tests of increasing difficulty, starting with the lowest intellectual level that can be observed, and ending with that of normal and higher intelligence. Each group in the

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series of tasks, corresponds to a different mental age.

Measurement of intelligence is the scientific study of intelligence (Francher in Bootzim, 2019) Scientific in the sense that it makes use of measuring scales (Nworgu, 2003), and involves systematic and logical procedure of quantifying the extent the individual has acquired knowledge. This is why Baron in *Hall (2019)* views intelligence as a set of abilities, to learn, to solve problems, and to perform tasks. It is an obvious fact that people differs in intellectual endowment. That is why many people can perform the same tasks at different rate or ability, if given the same time. For instance, an examination that supposed to take one hour, may take someone thirty minutes, then some others may finish within one hour, while others may not finish the task at the expiration of one hour.

Human beings varies not only in intellectual endowments, but also in all aspects of life. Hence the principles of individual differences in teaching and learning methods. Human intelligence has been measured and classified thus: they are those that are mentally retarded, the low average intelligence, the average intelligence, the high average intelligence, the superior intelligence and the gifted (Wayne, (2020) presented a normal distribution of intelligence scores thus:

It is in view of these classifications that this paper makes a case for educational programme evaluation that will be based on the measures of intelligence.

Evaluation, according to Nworgu 2016), can be defined as a process of seeking, obtaining and quantifying . data with a view to making value Judgment about, events, or their characteristics. Conceptualized in this sense, evaluation includes measurement. This makes evaluation both quantitative and qualitative.

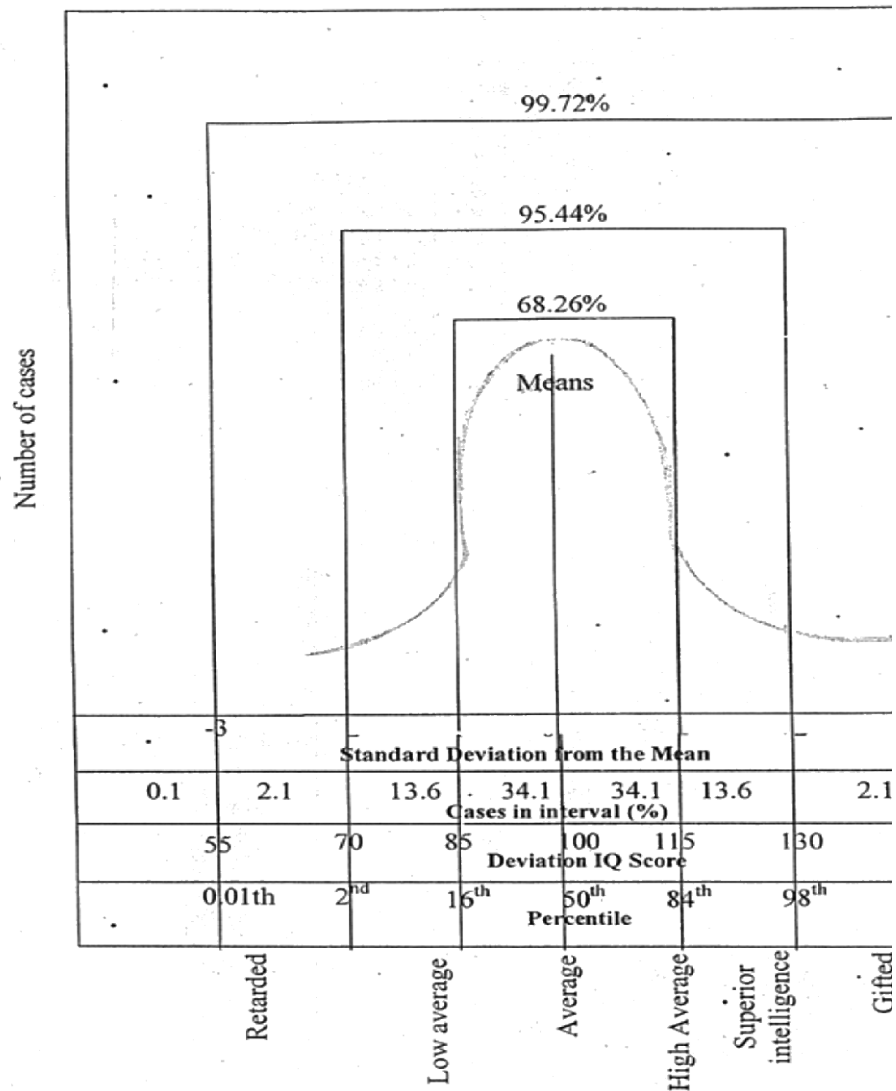
Educational programme evaluation could be referred to as a regular process of keeping the components of an educational programme (input, process and output) under the watchful care of people who have stakes in the programme, (funding agencies, policy makers, planners, inspectors, teachers etc.) in order to improve efficiency (Okpala, (2015)

Generally, evaluation is a management tool, that if properly utilize will contribute to the effective and efficient implementation of the educational programme.

Therefore, measures of intelligence based evaluation should include such process of evaluation, that will evaluate the inputs and outputs of educational programme that are characterized by service, quality and productivity based on the classification of intelligence. In this case, the educational programmes should he repackaged to take care of people with" different classes or levels of intelligence. The primary purpose of all evaluation is to help as much as possible ensure that the outputs of educational programmes are of high quality and satisfactory.

This will guide and aid the educational programme that will ensure progress towards

Measures of Intelligence- Based Education Programme Evaluation: A Strategy for S



CONCEPT OF NIGERIAN SECONDARY SCHOOL SETTING

Secondary school educational level is meant to be a bedrock and foundation towards higher knowledge in tertiary institutions. The National policy on Education (NPE) in Okpala (2015) stipulated that secondary school education is an instrument for national development that rosters the worth and development of the individual for further education, general development of the society and equality of educational opportunities to all Nigerian children and can be best achieved with the help of study habits. Okpala attested to this and affirmed that lack of effective study habits cause poor performance of secondary school students in National Examination council of Nigeria (NECO) and senior secondary school certificate Examination (SSIT) to be precise and hampers the realization of the aims of secondary school education in

Moreso, poor performances in class test and other examinations are caused by lack of effective study habits employed by the students. Wayne (2020) contended that many students score low grades in schools as a result of lack of good study habits. He also reported that poor study habits has a negative effect on the academic performance of the students such as failure that result to irrational thought which is capable of causing school dropout.

Therefore counselling will help to cushion the effects of this academic problem in view of intelligence based education. Counseling process according to Ajoku in Linda (2016) is the processes whereby the counselor uses his counselling skills and techniques to assist students in solving their intelligence based problems.

Educational Services should involve facilities and activities such as libraries, laboratories, building, teacher and teaching process. The quality of educational programme is a measure of the extent to which the programme curriculum has positively changed the life or behaviour of the grandaunts. Another word, it is the extent to which the associated curriculum has passed through the individuals passing through the programme. While productivity in education should be measured in terms of quantity, quality and relevance (with respect to the society) of learning outcomes of individuals (Bootzim, 2019).

Thus, products of educational programme are expected to render appropriate services to the society and to themselves, and this should be as a result of their educational experiences.

Therefore, it could be said that the extent to which, an educational programme would lead to sustainable development depends, among other things, on the capacity of the programmes curriculum to generate teaching learning activities that will pass through the individuals that pass through the educational institutions. This should be in a manner that would lead to the individual's self- actualization, as well as their provision of solutions to the problems of Nigerian society and the third world at large on a continuous basis. In view of these, evaluation of educational programmes should be based on measures of intelligence in other to give room for individual development at his or her own pace (Bootzim, 2020) .

The present practice of catering for all the student population at the same level of duration, and regarding all the secondary school as the same, all the universities as the same, even students abilities as the same, are in conflict with some educational theories and natural justice. This practice could lead to wasting so many generation of brilliant or gifted students in the third world, especially when it is not feasible for many countries, with their meager education budget, to fund all schools as centres of educational excellence. The curriculum of higher institution do not

respect the peculiarities of some students, and every students must spend at least four years to earn a degree and so on. This type of policy does not take into cognizance the classifications or levels of intelligence. This negates the principles of independent academic growth and development. That is, giving the individual the opportunity to study and develop at his or her own pace. All the students should not be subjected to minimum standard of curriculum, because according to (Okpala, 2015). Such minimum standard is associated with every students, and it does not take every student in the formal education system to move a society forward.

CONCLUSION

This paper examined the concept of intelligence, measures of intelligence, evaluation, educational programme evaluation and the need for educational programme evaluation based on measures of intelligence. Also, this paper is of the view that break through (sustainable development) in all field of learning that could lead to development do not result from learning or students and teachers attaching themselves to minimum standards. There should be a "guided liberal studies for students to develop at their own pace, because it takes a few students among all those exposed to a curriculum process to create significant positive change in the life of the society. Those few students are the above average and highly intelligent ones who are more interested in "maximum standards".

RECOMMENDATIONS

In view of the various discussions made, the paper recommends as follows:

1. Students of higher institutions should be allowed to spend differential minimal time in their course of study based on the intelligence level.
2. Students should be classified according to their measures of intelligence for proper teaching and learning.
3. Educational policy of higher institutions should be -amended and adequate facilities provided for 'independent studies.
4. Teachers and relevant educational managers should be retrained on educational programme evaluation based on measures of intelligence.

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