

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
PROVISION OF COUNSELING SERVICES IN SOME SELECTED
SECONDARY SCHOOLS OF THE OROMIA REGION: PRACTICES AND
PROBLEMS
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JUNE, 2002

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The School of Graduate Studies
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
PSYCHOLOGY**

**BY
BEKER HADJI**

JUNE, 2002

DECLARATION

I declare that this thesis is my own work and all the other sources are duly acknowledged

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ACRONYMS

The following acronyms are used in this study.

AAU	- Addis Ababa University
AIDS	- Acquired Immune Deficiency Syndrome
ESDP	- Education Sector Development Program
ESAA	- Educational Statistics Annual Abstract
HIV	- Human Immune Virus
MOE	-Ministry of Education
NGO	- Non Governmental Organization
OREB	-Oromia Regional Education Bureau
OESDP	- Oromia Education Sector Development Program
OSSA	- Organization of Social Service for AIDS
UNESCO	- United Nations Education, Scientific and Cultural Organization
KGS	-Kindergarten Schools.

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ABSTRACT

The purpose of this study is to assess the provision of counselling service in schools in the Oromia Region. It is designed to study the application of the services in its practical aspects and to investigate major problems hinder the service from progress in facilitation the learning teaching process.

The data were collected from documents and through questionnaire and structured interview. 336 students, 88 teachers, 12 counselors and 12 educational personnel were involved in the study as subjects. Various statistical techniques such as Cronbach Alpha Coefficient, standard deviation, and coefficient of variation, and chi-square, test were used to analyse the data.

The outcome of the data analysis revealed significant demand of the counselling services among users and teachers. The study also indicates the positive attitude towards the profession and promising awareness among respondents.

On the whole, the results disclosed that there is a significant difference between efficient/creative/ counsellors and inefficient/non-creative/counselors in their activities. This shows that counselors have great influence on the awareness and attitude of the school community as reported by many of the interviewees.

Moreover the findings show that there are a lot of practical activities done by counselors in school settings. Problems emanated from the counselors themselves, the setting, and the authorities or general education system of the country was identified.

Finally, beginning from the selection of counsellors for training, the courses given while training, enough orientation to apply the service on school settings, personal creativity and human relation skills of the counsellors were forwarded as major recommendations in order to improve the present condition of counselling services in the Oromia Region.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Ethiopia is a country of many nations and nationalities that have their own identity, culture, value and language. Regarding its educational system Mayrhofer (2001) indicated that most of its peoples were disadvantaged before 1941 due to foreign advisors and its leaderships role which were not in consideration to the national ethnic and linguistic features of the other groups of peoples which were excluded or substantially disadvantaged in education in whatever circumstances this author tries to raise the contribution of the educational system of the century. He cited evidences of the development of education system after 1941, which was Amharic education system, the establishment of diplomatic relation with American government (from 1941-1953) and the development plan for public education 1963/1964 as among some efforts made to enhance education system.

On the other hand, the 1974 revolution mobilized the literacy campaign on education to make every citizen read and write. It raised the level of literacy of the country. Many schools were built. The participation rate of students and teachers were increased.

The 1990/1991 government change created good opportunities for people of different ethnic background to use their own languages in education at the primary level.

Despite the progress made in the education system there were problems of quality and equity on one hand and students personal, academic and socio-economic problems on the other (Tickaher 1965, Cox. 1967-69, Runner 1974, Yusuf 1967,1982, Habtamu1992, Seyoum 1996, Mayrhofer 2001, Kovack 2001). Both for the advancement of education

system as well as behavioral changes of its students the problems mentioned above, need personality adjustment of the individual, which can be gained through possible intervention strategies among which counseling psychology plays a great role. Even though there was a need to strengthen counseling psychology in schools and due consideration was given at the ministry and follow the service in its structure before the change of 1990/1991, its application in our educational system was not strengthened well. Even the New Education and Training Policy (1994) which attempts to address problems of quality and plan to bring changes through ESDP (1994) did not say anything about counseling which can facilitate the learning teaching process. As part and parcel of the country, Oromia is also giving the service of counseling both before decentralization and at present in some of its secondary schools. The regional education bureau gives emphasis to counseling service and includes in its structure with an assignment of an expert at bureau level.

Organizing counselors working in secondary schools in the Region, and adapting the guideline to be followed by all counselors, (Appendix-G) and inserting and sharing the role of counseling in HIV/AIDS, prevention and girls education workshops for counselors (Beker, 1990-2000) are among the major activities done in the Region.

The major educational problems of the Oromia Region are low access, inequitable educational distribution, poor efficiency and low quality of education (Oromia ESDP, 1998). Among the major indicators of low quality education observation of problems of attrition and examination results calls for the services of counseling in development of education of the region. The annual growth rates for region is about 57% and from

students who have taken grade 8 and 12 national examinations about 78.83% and 13% were passed to the next level respectively in the year 1999/2000 (ESAA). This shows that there is great wastage, especially in grade 12. Such problems need services like counseling which assists students in their personal, academic and socio-economic problems, which later on affects the quality of education.

In order to benefit from the service, analyzing its practices and identifying some problems, which hinder it from progress and recommending certain ideas is the timely issue for the advancement of education of the Region.

1.2. STATEMENT OF THE PROBLEM

Within education system of the country it is observed that students encounter different personal, academic and socio-economic problems, which directly or indirectly affect the quality of education (Tickaher 1965, Cox 1967-1969, Renner 1974, Yusuf 1982). Such problems need the interventions of counseling which is appropriate for the adjustment of the individual in the learning teaching process.

Having this idea in mind the problem of this study emerged from two reasons:

1. Even though emphasis has been given to counseling service in the Region, it is not well strengthened by counselors in most schools on one hand, and no research has been done in the Oromia Region so far.
2. Existence of different personal, academic and socio-economic problems of students still require assistance of school counselors and significant others.

1.3. RESEARCH QUESTIONS

In order to investigate the present condition (Status) of counseling service in the Oromia Region the study tries to answer the following basic questions:

1. Are the users aware of the role, relevance and significance of the service?
2. What kind of attitude is observed towards counseling service?
3. What are the issues that counselors complain about the profession?
4. Are there some problems, which hinder to strength the counseling service?
5. What are the possible intervention strategies that may resolve these problems?

1.4. PURPOSE OF THE STUDY

The study is based on the following objectives

- **General Objective**

The main objective of this study is to assess the present status of counseling service given in the Oromia Region.

- **Specific objectives**

- a. To examine the perception of counselors about the awareness of counseling service among users.
- b. To examine the attitude of users about the role of counseling services.
- c. To find out some problems affecting the counseling service, if there are any.
- d. To explore practical activities rendered by counselors in school settings.
- e. To examine the awareness of users about the role of counseling service.
- f. To recommend some possible strategies for resolving the problems

1.5. JUSTIFICATION AND SIGNIFICANCE

One of the major problems of education of Ethiopia is poor quality education as indicated in the New Educational and Training Policy (1994). Dealing with such

problems has a crucial importance for country's education system that is not free from challenges (Tickaher 1865, Habtamu 1992, Ayalew 1981, Seyoum 1996). In order to improve the quality of education improving the major indicators like drop out, repetition, and low achievement rates, discipline and developing study skills are the major services expected from counseling psychology.

Some studies (cited in Yusuf 1999) conducted in Ethiopia in the past suggest that by offering counseling services:

- A. The quality of education could be improved and enhanced (MOE, 1987)
- B. That attrition rate and educational wastage could be minimized (Yusuf et al 1989, cited in Yusuf 1996)

The official statement of objectives of education of country about its educated citizens' characteristics (MOE, 1994) like self awareness and having basic problem solving skills, a study conducted by a British Educational Consultant in 1992 and UNESCO (1984) recommended skilled counselors, female counselors in each college and application of ability and aptitude tests to be handled by counselors, respectively.

Almaz (1991), Yusuf (1998) suggested that counseling services in school settings help in promoting girls education by preparing teachers and promising counselors through in service training. The workshop held in the year 1999 on Gender Sensitive Counseling with collaboration with Department of Psychology is a good example to mention.

Since the principle of counseling was based on alternative remedies, the provision of counseling services is not the only means for all problems affecting students in their

learning process. But it is believed to contribute much in helping students adjusting their life to the norms of the society. Counseling also facilitates the learning teaching process in initiating and motivating students using different techniques such as giving information, showing alternatives of choice, orienting on skill development in its preventive approach which is considered as positive counseling. According to the initiation of this study such support for students creates bases of learning and enables them to meet the target of domains of educational objectives – cognitive, affective and psychomotor- both for the individual and the society. It also creates conducive psychological environment in school settings. The study is therefore important for the following reasons:

- It is expected that the study investigates the present situation of counseling service, level of awareness of and attitudes towards counseling among concerned authorities, policy makers, planners, curriculum developers, implementers, school principals, teachers and the community so as to realize and take possible measures to strengthen the service.
- It helps to strengthen the use of prevention approach in handling major problems frequently occurring, giving priority to primary schools, and to enhance developmental and diagnostic activities in secondary schools of the Oromia Region.

1.6. DELIMITATION

The study is delimited to six zones of the Oromia in which two schools were taken from each. A total of 12 secondary schools were taken. Accessibility of schools with counseling services and availability of counselors have due consideration for decision of the selected zones. Financial and time constraints were the major reasons why the study was limited to six zones out of twelve zones in the Oromia Region.

1.7. OPERATIONAL DEFINITION OF TERMS

The following terms defined operationally as they are used in the study.

- Attrition – learning school without completing full academic year ahead of time.
- Repetition- Inability to pass to the next grade level.
- Counseling Psychology- is the profession of assisting an individual develop his/her problems solving skills (Berdie, 1959)
- Pastoral counseling: -according to Corsini and Aurebach (1996) it is a help given by religious leaders in Judicial(Christian tradition).
- Status:- State or condition at which guidance and counseling exists.
- Practices:- Observable activities of counseling services rendered by school counselors or guidance and counseling committee
- Attitudes:- As Corsini and Aurebach (1996) put it attitude is considered a hypothetical construct, being unobservable, it must be inferred from measurable responses that reflect positive or negative evaluations of the attitude object. Here the attitude is towards counseling services.
- Problems: - Factors or conditions hinder the application of counseling service.
- Provision: - Rendering or supplying services for students facing personal or academic problems in the learning teaching process.
- Awareness:- Knowledge an individual have about the counseling service given in the Orimia Region.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this section, the researcher is interested in raising very briefly the conceptual and theoretical framework of counseling supported by empirical studies, and problems faced the service. The relevance of this study in investigating the situation of the service, identifying some problems that hinder the service and its prospects will be seen in light of the reviewing literature.

2.1 Conceptual and Theoretical Framework

Under this section the nature of counseling which includes its meaning, concept and characteristics will be discussed in relation to other helping professions. In this particular section inherent problems and the role and functions of counseling will also be seen.

2.1.1. Origin and Development of Counseling

Regarding its origin Corsini and Auerbach (1996) stated that counseling psychology has undergone significant developments since its formal inception as a distinct helping profession since 1994. They mentioned that it is devoted to assisting individuals in the search for appropriate occupations. It broadened in to a profession that assists relatively in tact persons in maximizing their development potential in all areas of their lives. It also helps individuals in adjusting to their environment as well as to modify environments to make them more suited to human needs. Some counseling concepts originated from Greece philosophers, religion and early sources (Shertzer and stone, 1980). It was in 1908 that Parson who was known as father of guidance became prominent. According

to these authors counseling passes through continuous change and development so that it continues to be dynamic movement.

Different studies (Shertizer and Stone 1980, C.R. Rogers (cited in Avila, Combs and Purkey, 1971), Aggarwal 1994, Nicholson and Golson, 1983, Yusuf, 1998) suggest that helping relationships were foundations for counseling Psychology by investigating the difference among individual which have an impact on their life and needs assistance of others to facilitate the individual's personal development.

The history of counseling profession during the 1950's, 1960's and 1970's is based on cycle of change which gives way to a time of high productivity and further growth as Nicholson and Golsan, 1983) stated below:

The 1950's were the time of defensive retreat to challenges of the effectiveness of Psychotherapy especially raised by Eysenck in the year 1952.

The 1960's were the time of making assertive choice to improve the effectiveness of counseling by researchers and practitioners in responding to Eysenck's challenges to fight back which resulted to the renewed promise of the work of the Psychotherapist.

The 1970's were the time in which the demand for changes forward the development of new and more effective directions in the growing concern with the viability of the structure of the counseling profession.

Evaluating the development of counseling through these decades Vontress (Cited in Jackson, 1987) stated that social workers and psychiatrists complain about counseling

and commented that cultural differences recognition in the country paves the way for counseling to emerge on this part. According to him, the 1970's proved to be the period in which cross cultural counseling came of age.

According to these authors the rapidity of change continues in the 1980's whose outcome resulted to creativity of the counseling profession. They pin pointed the counseling at its most effective level can become a highly creative endeavor in which counselors are totally involved in facilitating a problem solving process with those who seek their assistance. These authors investigated that the new and more effective directions include a developing professional identity characterized by a broader role definition (prevention, developmental counseling and a growing acceptance of an eclectic framework). Regarding its place of origin Shertizer and Stone (1980), Corsini and Auerbach (1996) stated that counseling emerged and developed as American product due to concept of individualism, the lack of rigid class lines, the incentive to exercise one's talents to the best of one's ability and economic system.

These authors stressed the following major factors contributed for the emergence of counseling in United States of America:

1. The influence of social reform (Between 1920 and 1980), which was based on the elimination of prevailing inequities.
2. The emergence of vocational guidance to improve the post school placement of individuals based on systematic help of students, to choose, enter and progress in a vocation.
3. The child study movement of 1920's and 1930's whose effect in America was:

- Emphasizing the individual as the focal point of study;
- Stressing of the importance of the formative years as the foundation for mature personality development;
- Pointing up the need for reliable factual knowledge about children; and
- Heading to better controlled, more analytical and accurate method of child study.

4. Psychometrics /Testing Movement/ contributed in different aspects of counseling such as:

- Objective study of individual differences
- Development of the trait and factor concept of personality
- Measure of growth and constancy of intelligence
- For diagnosis and evaluation of maladjustment
- For prediction, classification, and placement of individuals.
- For formulation and publication of code of ethics.

5. Influence of the mental health movement, which called attention to the need for Prevention and early identification and treatment of mental illness

6. Compulsory education, which needed to help individuals marshal their assets to find their way through the school and the complex environment outside it.

7. Depression and war, which deteriorated the country's economy, large scale unemployment, military and civilian work force problems due to second world war.

8. Federal government support influentially in the development of counseling. Vocational education legislation establishment of office for occupation information and guidance and

counseling services, establishment of counselors in different settings, publications and research activities strengthened the service.

9. Emphasis within Psychology, which includes schools of thought or view points, such as Structuralism, Functionalism, Behaviorism, Gestalt psychology and Humanistic psychology.

According to Corsini and Auerbach, (1996) later development of counseling as guidance was stimulated by the developments of professional organizations and the re-emergence of the importance of schooling and work which was resulted in a great demand for school counselors (the national defense Act of 1958) and rehabilitation counselors.

2.1.2. Nature and Characteristics of Counseling

Some studies Atekar (1955), Berdin (1955), Corsini and Auerbach (1996) failed to distinguish counseling from other helping professions like psychotherapy and casework. It is Patterson, who summarizes the nature of counseling in the following characteristics (Shertizer and Stone, 1980).

1. Counseling is concerned with influencing voluntary behavior change on the part of the client (client wants to change and seeks counselors help to change).
2. The purpose of counseling is to provide conditions that facilitate voluntary change (conditions such as the individual's right to make choices, to be independent and autonomous)
3. As in all relationships limits are imposed on the counselee (limits are determined by counseling goals that in turn are influenced by the counselor's values and philosophy).
4. Conditions facilitating behavioral change are interviewing, but counseling always involves interviewing.

5. Listening is present in counseling but not all counseling is listening.
6. The counselor understands clients (the distinction between the way others understand and the way counselors understand is qualitative rather than quantitative and understanding alone does not differentiate counseling from other situations).
7. Counseling is conducted in privacy and the discussion is confidential.

According to the person centered (client-centered) approach developed by Carl Rogers (cited in Fernald, L.D and Fernald, P.S 1999), the individual seeking help can achieve the most meaningful insights into his own personality and problems. A counselor who demonstrates empathy acts with genuineness and provides unconditional positive regard finishes the necessary atmosphere. The following are major characteristics of counselor proposed by C.R Rogers.

1. Empathy- entering the private world of the counselee, the first quality of counseling is accurate empathy i.e. the ability to feel in to a person and really know what he is feeling without imposing our own feelings on him and preceded by spontaneity and genuine attitude (Humblin, 1980). According to this author the relationship central to counseling is one based on acceptance of the pupil as he/she is rather than, as we would like him/her to be.
2. Genuineness- openly expressing the thoughts and attitudes going on within him self at the moment.
3. Unconditional acceptance- accepting no matter how that person feels , thinks or behaves.
4. Resettlement of content- the counselor rephrases the person's statement using somewhat different words.
5. Clarification of feelings- the counselee's feelings are exposed in a somewhat clearer form.
6. Active listening- uttering almost inaudibly "umm-hmm and m-m him"

Carl Rogers (cited in Aggarwal, 1994) stated that counseling is series of direct contacts with the individual, which aims to offer him assistance in changing his attitudes and behavior. Analyzing different definitions given to counseling most psychologists agree that this service has two main objectives. These are:

1. To identify talents and potentialities
2. To develop these talents and potentialities to maximize production and optimize human potentialities (Yusuf, 1998).

Deducting from its objectives that the ultimate goal of counseling as Maslow calls it “self-actualization” and Carl Rogers calls it “fully functioning” is to help the individual to be what he/she can be (Yusuf, 1998).

2.1.3 Role and Functions of Counseling in Education: the experience of some countries.

According to Corsini and Auerbach (1996), counseling as education is related to the historical use of the term “counseling” which most of historians of formal guidance view it as a twentieth century phenomenon emerging as one of the nineteenth century’s industrial revolution.

These authors, reached on the merger of vocational guidance and testing, established the important foundation of counseling. Especially, the development of testing in the areas of ability, interests, occupations, and personality, vocational guidance initiates the counseling practice. Counselors were obliged to use psychological methods such as psychological testing and valid scientific information in helping the client develop appropriate problem solving skills and accurate self-understanding.

The development of counseling in developing countries is also assessed. For instance in India, Kakkar (1993) wrote that the role of counseling became acknowledged as early as 1964. In Philippines, Guzman (cited in Semira, 1996) wrote that it is more than 25 years since counseling has become part of the educational system of the country. Shertzer and Stone (1980) stated that the dominance of the family, tribe and clan over the individual needs interests of African culture, which can have an impact on the type of guidance and counseling interventions. In Nigeria, Mack (cited in Shertzer and Stone, 1980) stated that it was stressed in the country's national development plan that counseling be introduced into secondary schools. In the same book it is stated that Colette and Lee Roux identified that guidance and counseling for Whites was officially established around 1930, while for Blacks it was introduced some forty years later in South Africa.

Investigating the problems and prospects of Psychology in Africa Yusuf (1975) identified that there is an immediate need of psychology for Africa by creating awareness of its cultural values, attitudes, and socio-economic conditions of the people. The author also recommended the identification of talents and potentialities of African children, offerings of appropriate vocational and educational counseling for educational systems, and establishment of close cooperation with policy makers, and professionals in field of sociology and anthropology.

In Ethiopia, the use of counseling psychology has been started since 1960's. Different writers from education (Tickaher, 1971) and Psychology (Yusuf, 1967, 1975, 1982,

1998, 1999) and Habtamu (1982) disseminated its essence in the educational system of the country.

Realizing the backwardness of education system of Ethiopia, Tickaher (1965) proposed the necessity of guidance and counseling for Ethiopian schools boys and girls. Yusuf (1967) in his finding on the role of guidance and counseling had identified major problems that most students face, and recommended the use of counseling in secondary schools of the country. According to the author these major problems include health and physical well being, home and family, religious and social and educational and vocational aspects. He specifically stressed on the existence of large number of dropouts and low academic achievement.

In its module of guidance of Botswana, UNESCO (1998) proposed the consensus that guidance and counseling should be an integral part of the education of children and should be included in the teacher training programmes of young Africans, French and English speaking countries. By forming a collaboration, it was also agreed that “the guidance counseling youth development center for Africa,” designed to provide training for teaches trainer youth and social workers from all over the continent, would be set up in Malawi. Its major activities include the following:

- To dig potentialities for developement
- To acquire skills
- To acquire appropriate attitudes and values
- To develop a positive self image and a sense of identity
- To establish a set of beliefs and a value system which guide behavior and actions,

- To engage youth and children in activities and discoveries that empower them to take control of rights and responsibilities within the family schools and other social institutions in society, which later on help to empower young people in decision-making.

From the above points, the researcher of this study understands and agrees that counseling is important in school settings for the role it plays in enabling the pupil develop basic skills of learning such as communication, decision making, how to study, how to plan and stick to it on one hand, and to know one's objectives for the success of academic performance and well-adjusted personality on the other just to mention a few.

According to UNESCO's (1997) proposal, one of objectives of counseling is to motivate teachers, pupils and parents towards the education of the pupils. It proposed that heads and senior teachers should be trained in this area having the following aspects:

1. Discipline
2. Personal problems
3. Career guidance /counseling
4. Ethics and moral
5. Social relations
6. Educational matters in general

To strengthen these points, it is a good model example to raise what Dereje and Derese (1997) identified as acts of violence as the cause for school dropouts and repetitions.

These authors stressed the necessity of counseling services for intervention in their recommendation. In another study made by Semira (1988) on Kotobe Teachers' College the introduction of more vigorous guidance counseling service was recommended. Duric

(1998) stated that educational counseling has been given constant attention in Czechoslovakia. Among some of its activities the author raises the following:

- a. It helps to resolve education and psychological questions concerning the career guidance of children and young people.
- b. It contributes to the over all care for the health, spiritual and social developments of children and young people in society, in the development of their personality through the process of education and up bringing in school and in the family.
- c. It pays special attention to deficiencies in the development of children and young people from the standpoint of educational, psychological and social norms to their identification, prevention and rehabilitation.

The author identified that these settings carryout information, diagnostic, counseling methodical and re-educative activities through educational and psychological methods and procedures. Regarding the relationship /cooperation of educational counselors while performing their activities with executive bodies of the state administration with secondary schools and colleges, the medical services for young people, parents/ teacher associations and youth organizations the author found to be homogenous.

Stressing the above idea, Hamblin (1980) put that the relationship of counseling and teaching can be seen, from the fact that:

- a. Both counseling and teaching are deeply concerned with interpersonal relationship.
- b. Counseling is different in emphasis from teaching, because the subject of the learning experience is the learner himself.

Identifying the relationship of the counselor and the teacher he stated that rather than eroding or competing with the pastoral care are responsibilities of the teachers, the trained counselor offers support and added strength in a spirit of humanity. According to him interpersonal relationships, are at the heart of both activities. The link produces a sense of familiarity, which obscures the real difficulties and the need for special skills in counseling. He concluded his idea by saying that the caring part/role of teacher is important of their identity as teachers. But new specialists known as counselors take this part of caring responsibility. Kakkar, S.B (1993) stated that in the role of teaching to furnish such guidance services as inventory service, educational and vocational guidance, counseling, placement and follow ups teachers act as resource persons/key persons. According to this author teaching staff meetings including counselors' information view points concerning individual students are exchanged and in the case of students experiencing difficulties, ideas are pooled in a bid to determine ways of aiding the student.

Carl R.Rogers (cited in Avila, Combs and Purkey, 1971) analyzed the role of helping-relation in the process of facilitation of learning and put it as follows:

- When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front as a façade; he is much more likely to be effective.
- The facilitator who cares, who prizes, who accepts, who trusts the learner, creates a climate for learning so different from the ordinary classroom.

Hamblin (1980), Bond (1992) agreed that there are intimate and strong connections between counseling and what happens in the classroom and in the rest of the school.

The important consequences mentioned by the authors are the situations of complex relations between the needs of pupil, the personality and training of the expectations of the school.

2.2 Strategies for Counseling Intervention

Under this section:

- Problems encountered in the process of counseling;
- Strategies formulated to tackle these problems; and
- What necessitates the strategies suggested in some empirical studies will be reviewed.

2.2.1 Problems Considered Hinder Application of Counseling

It is observed that different authors raised educational systems of different countries, which need application of counseling for advancement. Shertzer and Stone (1980), Corsine and Aurebach (1996), Atekar (1955), Berdie (1959), Bond (1992), Jackson (1987), Yusuf (1967, 1996, 1998, 1999), Habtamu (1982), Tickaher (1965) examined backwardness of educational system and use of counseling services to enhance it. Most of them realized that counseling psychology is a young profession which faces different problems but growing from it in the educational system.

As it has already been discussed in the previous section complaints of social workers and psychiatrists about counseling in the 1950's and 1960's and inability of differentiating case work and psychotherapy contributed to the delay of counseling profession to emerge as a distinct discipline.

Lack of awareness about the role of counseling which goes beyond the vocational and educational guidance of youth to an increasing focus on the creation of a total educational environment conducive to learning is another problem. For instance counselors can act on giving personal and emotional counseling to maximize students receptivity to education on one hand and consulting school administration to facilitate learning on the other (Atekar (1955), Shertzer and Stone (1980), Yusuf (1988), Bond (1992).

In our country, Ethiopia, Tickaher (1965) examined that expanding of guidance and counseling was affected by:

- a. Shortage of money caused by country's low level of economic development.
- b. Scarcity of qualified people in guidance and counseling

Another study made by Yusuf (1998) identified three major problems of counselors.

These are:

1. Administrative problems: - absence of professional job description for counselors.
2. Personal problems: - especially female counselors
3. Occupational problems: – professional preparation.

Semira (1966), Sileshi (2000) on their part investigated that counselors are not effective in their activities due to inadequate training, which is given for general psychologists not professional counselors.

In addition to such studies a report presented by Abdela Muzeyin on a meeting of experience sharing of counselors in Kolfe Comprehensive Secondary School in 1984, organized by Ministry of Education (MOE) assessed the situation and summarized by giving the following points:

1. Lack of cooperativeness among school authorities.
2. Lack of awareness and limited attitude.
3. Lack of motivation among counselors.
4. Absence of supervision and evaluation about the service.
5. Assignment of counselors in administrative works.
6. Being disciplinarian of some counselors.
7. Some counselors consider their profession as low income generating service compared to teachers who can get additional income on teaching evening classes.
8. Poor personal creativity of counselors to adjust themselves in the existing situation.
9. Lack of opportunities for training.
10. Lack of coordinating bodies of counselors.

The existence of such problems should be evaluated from time to time in order to benefit from counseling in school settings, which can help students solve personal, academic and emotional problems. It is the interest of this researcher to investigate the presence of some problems and recommend possible solutions.

2.2.2 Objectives on which strategies should focus

The initiative development for intervention should be seen in terms of two main activities, which might contribute for enhancement and facilitation of digging ones potentialities.

A. To Enhance Active Excellence

The main aim of education is to achieve taxonomy of educational objectives in which students acquire knowledge, attitude and skills necessary to:

- (i). Know and appreciate themselves
- (ii). Relate effectively to others
- (iii) Develop appropriate educational plans
- (iv) Explore career alternatives (Mustaine and La Fountain, 1993)

In counseling, raising the motivation and listening drive of students improves efficiency.

Gautman and Batra (1995) stated that managing people requires specialized skills as coping strategies. According to these authors, when a person is bothered or dissatisfied with something, as a result his work performance is affected. This deterioration in work performance may be seen in terms of low motivation, reduced communication, too many mistakes etc.

Individual counseling given for students need counselors of broad culture, deep interests, mastering counseling techniques, possessing broad knowledge of the current scene and above all possessing sound, rich generous, and wise personality.

B. To Enhance Human Resource Development

Mclaughlin (1999) stressed that the process of counseling which emphasize the importance of developing good relationships based on trust, respect and listening are what students want. Students need to be listened to, in order to affiliate with and feel valued by teachers.

Tomori (1995) on his part suggests that students are one of the most resources for the twenty first century. To enhance such human resource the author finds out that group

counseling is most effective in those students having similar concern through modeling and initiative behavior, the development of socializing techniques is possible. The author also examined that the group setting offers an opportunity for a supportive environment in which anxiety can be reduced, when students realize they are not alone with their concerns. He reached on that feelings of loneliness, isolation and helplessness might be replaced by a sense of belonging and support. The following counseling techniques were identified by Myrick (cited in Tomori, 1995).

- Understanding the school environment: - coping with change and student orientation program.
- Understanding self and other: - self-acceptance /self-concept.
- Understanding attitudes and behavior: - beliefs and activities observable
- Decision: -making and problem solving
- Interpersonal and communication skills: -social
- School success skills: - Achievement, handling conflict, study skills, motivation, work habits, responsibility, self-discipline/ self- control, cooperativeness
- Career awareness and educational planning
- Community pride and involvement

2.2.3 Interviews

In application of counseling services communication and interview are basic strategies, which can facilitate counseling depending upon the theories of counseling psychology.

According to Atekar, H.H (1955) the helping process cannot take place independently of a content of some kind, and kind of content materially affects the process. The number of interviews, the spacing of interviews and the conditions under which the interviews

take place will all be conditioned by the nature of the service being given, and what takes place in these interviews (the content) will be appropriate or in appropriate depending up on the type of service. The author stressed that one can grow through discussion and significant response to problem which one feels in relation to another person-wife, child, parent, employer, and so on.

In order to be an effective counselor Shertzer and Stone (1980), Haregewoin and Yusuf (1994) stressed that one must use the following techniques:

- Acceptance
- Clarification
- General lead
- Encouragement
- Advise- information giving
- Silence, poise, listening
- The significance of privacy, confidentiality rapport, empathy, congruence etc

In conducting certain interview, the authors suggest three procedures that should be known by counselors.

These are:

- a. Physical and Psychological preparation- How to start
- b. How to proceed
- c. How to terminate

Reviews of different authors made by Shertzer and Stone (1980) show different methods of counseling such as behavior modification techniques, which include:

1. Reinforcement techniques such as shaping, fading, role-playing and behavior contracts.

2. Social modeling techniques (observation or imitation) such as live models, audio tape-recorded models and self-modeling.
3. Counter conditioning techniques such as systematic desensitization, relaxation, self-control, etc.
4. Cognitive techniques such as simulation, gaming paradoxical intention, assertive training, etc.

In the process of communication counselors recognize problems of counselees from their talking which can be referred to as deletions, distortions and generalizations of spoken language.

Shertzer and Stone (1980) identified that in the counseling process; counselors should observe the conduct of a counseling session:

1. How do I review the association of ideas contained within the interview?
2. What shifts in conversation occur that might be meaningful?
3. What content and affect were present in the client's opening and closing statements?
4. What recurrent references were present?
5. Did inconsistencies and gaps occur that might be of particular significance?
6. Does a reconsideration of the session indicate an unconscious effort to conceal or hide, that which is of concern to the counselee?

These authors considered the role of non-verbal behavior in the process of counseling which can enable counselors to communicate with counselees while they are listening. Facial gestures, proxemic behavior, attending behaviors and facilitative conditions are the major non-verbal behaviors which help the counselors in their activities while they engaged in interviewing to elicit precipitating ideas.

2.2.4 Diagnosis

According to these authors after successive counseling a summary of the counselee's problems and their causes will be identified. Different scholars (cited in Shertzer and Stone, 1980) gave their own classification among which a few of them stated below:

1. Williamson classifies the problems into:

- a. Personality problems
- b. Educational problems
- c. Vocational problems
- d. Functional problems
- e. Health problems

2. Bordin classifies

- a. Dependence
- b. Lack of information
- c. Self conflict
- d. Choice anxiety
- e. No-problem-only for making up minds

3. Pepinsky suggested on Bordin's classification and modified "No problem" to "Lack of assurance" and added "lack of skill" category and also subdivided self conflict into cultural inter personal, and intra personal.

4. Missouri classifies by dividing into two-dimensional scheme in which problem, goal and cause are indicated. The problem goals are vocational, emotional and educational. Regarding causing dimension the following five categories are stated:

- a. Lack of information about or understanding of self.

- b. Lack of information about or understanding of the environment.
 - c. Motivational conflict within self.
 - d. Conflict with significant others.
 - e. Lack of skill.
5. Yusuf (1994) classifies problems of high school students whose age ranges between 12 and 21 including pre-adolescent, adolescent and late adolescent depending on the crucially stage of development of the period in Ethiopian contexts.
- a. Frustration, mental problems, insecurity, anxiety, tension and inferiority or superiority complex may be categorized under emotional problems.
 - b. Future career problems: - vocational.
 - c. Delinquency, rape, unwanted pregnancy and abortion.
 - d. Late coming, absenteeism, withdrawal, dropout and under achievement: - educational problems.

2.3 Ethical Issues in Counseling in Education

According to Bond (1992) there are two quite different systems of ethics and practice in use by counselors in education: the integral model, which emphasizes viewing the counselor institution relationship as the primary ethical perspective , and the differential model, which emphasizes the counselor client relationship as the starting point for an ethical understanding of the counselor's role. The author examined the implications of these two perspectives for ethical issues relating to sources of referral, issues of confidentiality, accountability for resources, the implications of role diffusion, and the outcome of counseling. In general, the ethical issues to be considered as identified by this author include:

- The client is in a position to make an informed choice both about whether to take up counseling, and the material worked on with in counseling. In other words, client's freedom to make an informed choice about taking up counseling
- Counselors are clear themselves about the limits of the confidentiality they offer and that this is clearly communicated to potential clients who there by retain control of what to disclose, and with knowledge of the likely consequences.
- Counseling supervision is primarily to safeguard the work with the client by promoting good standards of practices, the development of the counselor's knowledge and skills and support for the effects of the counselor or working with other people's distress.
- There is a clear distinction between the role of a counselor and teacher/ tutor.
- Counseling is under taken only with those who want it.
- What clients perceive as best for them conflict with the interests of the educational establishment.

The other idea related to ethical issues, are cross-cultural counseling and gender sensitive counseling which refer to counseling in which the counselor and the clients are culturally and biologically different, because of hereditary factors and socialization acquired in distinct cultural, sub cultural, racial-ethnic, or socio-economic environments (Jackson, M.L.1987) in interactions, differences and similarities may be real or perceived, in which perceived similarities produce social attraction, perceived differences reduce it, at least initially.

Vontress (cited in Jackson, 1987) suggested how the idea of culture helps the counselor by saying that if counselors accept the idea of a universally or biologically determined

culture they would, when meeting an international student just off the plane, focus first on the biological needs of the person, the fact that the person is a human being. He stressed the counselors should not be influenced by the race of the client. How much of these ethical issues are practical in Ethiopian situation is a challenge for every one. However, it is the aim of the researcher of this study to reorganize counselors working in Oromia Region to have such ethical issues by considering the rights of minority groups living with peoples of the Region by adapting certain strategy based on the findings.

2.4 Situation of Counseling in Ethiopia, and the Oromia Regional State.

2.4.1 Ethiopia

It is a fundamental issue to raise the past educational system of the country in order to deal with the necessary interventions needed at present. The New Educational and Training Policy identified problems of past education system to be poor quality, inequity, lack of access and poor efficiency. Such kinds of problems were raised in those past days by the country's educational personnel by giving possible measures which the past government was not able to manage them. Among others Tickaher (1965), Habtamu (1992), Yusuf (1967), Ayalew (1989) and Mayrohofer (2001) suggested problem of quality and equity. Some of them also recommended the use of counseling in all secondary schools of the country to help students solve their immediate problems of any sort. Kife Abraham (ND) on his part examined that early education of 1950-1970 lacks quality and put some of its symptoms as follows:

- The scope of the education is narrow

- Great dualistic and unbalanced education – a great disparity and unevenness, thus existed between the genders, rural and urban areas.
- Unevenness in the gender ratio of the student population
- Poor philosophy, content and orientation of the educational system- narrow academic and deeply entrenched in traditional learning and teaching methods.
- Policy of using language as a tool of national integration – languages alien to the learner continued through out both primary and secondary school levels.
- Large disparities in ratios between urban and rural schools and different grades in pupil teacher ratio.

On his part Tickaher (1965) investigated that the historic Ethiopia's 3000 years old civilization was being challenged by other civilization (traditional education, spiritual and material civilization, self sufficient subsistence agricultural economy by industrialization, native cultural values (of different nations and nationalities) by western tradition. As this author examined there was the challenge forced the old stable society and civilization of the country to be affected and disturbed and a replacement of some of its inputs. Realizing such condition Tickaher (1967) recommended the use of guidance and counseling in secondary schools of the country. Yusuf (1967), Habtamu (1982) proposed the use of guidance and counseling in Ethiopian Education System to improve country's poor quality of education and lack of skilled man power at that time.

Cox (1967) in his part made a study on Ethiopian adolescents and stated that courses in educational psychology can be made more valuable in the training of teachers for Ethiopia, if they can be more specifically directed toward the problems and needs of the people of the country.

In presenting a brief history of guidance and counseling in Ethiopia Yusuf (1996) examining the absence of this service from country's curriculum gave the following reasons for the absence.

- Neither the name, nor the concept of guidance and counseling existed in Ethiopian languages
- There are hardly trained people in the field.
- Since guidance and counseling is a strong liberating force it would have been an anachronistic and/or suicidal on the part of those oppressive regimes to embark on anything that could contribute to their citizen's self actualization.
- Counseling psychology is a discipline and a profession, which is only known to academics in higher institutions and secondary schools.
- Counseling psychology is termed as "underdeveloped "discipline or profession whose role is simply unknown to all concerned.
- Counseling psychology is functioning and is being forced to survive in a difficult socio-economic milieu indigenous psychosocial.
- Counseling psychology in genera is a discipline and a profession, which is in search of identity.

With such kinds of obstacles, the author stated "counseling" was first mentioned in the country's educational literature in 1967. The author investigated that the idea of having or using guidance and counseling programs has been left to many and few school principals to put it into practice.

As suggested by his respondents' guidance services were information, orientation, individual analysis and placement, which in contemporary psychology referred to as group counseling.

In his another study, Yusuf (1998) evaluated the services given in the country and their outcome. According to him even though "counselors" are only given nine credit hours at BA level and three credit hours at MA level they contribute a lot to resolve different problems faced by students. As we have already tried to raise in previous sections the author searched out counselors' different problems in applying the service.

In addition to those problems identified by the author, there is lack of awareness and education planners do not give much emphasis. It would be necessary to raise the role of counseling psychology when the issue of quality of education is concerned. Realizing the problems of education the Ethiopian government adapted the New Educational and Training Policy in order to improve issues of quality. But it neglected counseling, one of the means, which can facilitate the learning teaching process. According to the researcher of this study, this can be either due to expertise lack of awareness or wrong attitude towards the service. On the other hand there is an attempt to include counseling in the curriculum prepared for psychology courses newly designed for training primary school teachers (10+1) who are prepared to teach grades 1-4.

On the other hand, the Ministry of Education revised the job description of counselors, which was prepared in 1980. There are also some efforts by women's affairs and formal education departments to use counselors in secondary schools for disseminating the necessary information for students, particularly to promote girls education and to strengthen school clubs by the Ministry of Education.

The situation of HIV/AIDS is also another area for the demand of counselors at present time. That is why the Secretariat for AIDS Prevention and Control started training nurses for short duration on counseling in order to meet the needs of peoples identified to be careers or patients. Even if such training is inadequate and questionable in handling the patients and doing the necessary follow ups, the reality of present situation necessitates any one who can share the problems of others empathetically. The document which referred to as Policy on HIV/AIDS, (1990) adapted by the Ministry of Health (MOH) and manuals prepared for training advocate the presence of pre-test and post-test voluntary counseling for the HIV/AIDS careers or patients. Such efforts are also run by NGO's such as OSSA. OSSA (1990) prepared different documents and distributed on workshops given for different trainers.

This study gives due consideration to such activities of implementing counseling psychology from which one can understand high demand of the service by users and positive change of attitude of authorities to recognize the role of counseling in health centers, clinics, hospitals and other similar settings.

2.4.2 OROMIA REGION

Oromia is the largest regional state in the Federal Democratic Republic of Ethiopia, which was established on the basis of proclamation No 7/1992. Its population is estimated over 22 million, which accounts for about 30 percent of the country's total population (Oromia Economic Study Project Office, 1999). It is divided into twelve administrative zones and 190 woredas, (Jayilu, 2001).

Regarding its education Oromia is one of the disadvantaged regions in the country whose over all literacy rates is about 28% (OREB, 2000). The major educational

problems of the Region, as in the other majority regions of the country, are low access, inequitable educational distribution, poor efficiency and low quality of education.

Jeyilu (2001) also mentioned that the inadequacy of reliable information, the existence of little or no monitoring mechanisms, and the rapid expansion and increasing complexity of educational services increase managerial challenges.

Indicators of low quality education like dropout rates for primary is about 20% in 2000/2001 for the Region (ESAA, 2000-01)

Oromia has over 200,000-student population with high increasing rate. The following table shows the number of students and teachers of secondary schools.

TABLE 1. NUMBER OS STUDENTS AND TEACHERS IN THE YEAR 1993 BY SEX

Students		Teachers		Total	
M	F	M	F	Students	Teachers
130,337	69,709	4,527	272	200,046	4,799

In order to tackle educational problems mentioned so far, the region tries to apply possible intervention strategies both through formal and non-formal education. Among such strategies, establishing guidance and counseling committee from teachers starting from 2nd cycle primary up to all secondary schools in addition to counselors assigned from the ministry of Education in the Region.]

TABLE 2. NUMBER OF SCHOOLS HAVING COUNCELING PROGRAMS

Schools which have guidance and counseling committee	Schools which have trained counselors	Schools which have guidance and counseling clubs	Total
365	29	276	670

* Source:- ESAA (OEB, 1999 – 2000)

The regional bureau adopted criteria for selection of members of guidance and counseling committee with a guideline on how to run and manage the committee with activities to be done. The criteria include:

1. Experienced Teachers
2. Teachers who have interest to help students
3. Teachers who are humanitarian
4. Teachers who are patient
5. Teachers who are good model in their character.

In disseminating the role and relevance of counseling different workshops were conducted for teachers, counselors and educational personnel at different time. In different zones of the region there is impressing conditions such as coordinating counselors prepared their own workshops for school principals. Most of the counselors assigned in the region are highly active in doing researches and handling cases. For instance Howaz(1993 EC) and Me'awi(1990 EC) were among others to be appreciated. The problem of flow of counselors from the region in search for better salary is observable. For instance East Harargee and Borena zones do not have counselors.

Different papers on education of the region regarding promoting girls education, protection of HIV/AIDS, introduction of newly designed curriculum for teachers, problems of adolescents, discipline cases and the like are among major activities which invite the contribution of counseling (Beker, 1998, 1999, 2000, 2001).

What, in general, should be understood is, the regional Education Bureau, zonal, Woreda and the School communities have a certain level of awareness and positive attitude towards the counseling profession. In order to raise its status the present condition should be assessed, evaluated and reported.

2.5. General Attempts Made to Strengthen the Service.

Counseling as one of applied profession contributes a lot to school settings at present. In different countries of the world it is applicable in different settings. Above all, school settings are the major areas, which include counseling services in their educational system. For instance in USA there is extensive use of counseling (Shertzer and Stone 1980). India, Czechoslovakia, England, Norway, Malawi, Uganda, Kenya and our country, Ethiopia, are using the service according to their level of education. Among some promising activities done to strength the service the establishment of guidance and counseling national board in Malawi is a good example.

In different countries the application of counseling focuses on:

- Promoting the learning- teaching process in general
- Promoting girls education by giving due consideration.
- Gender sensitive counseling
- Pastoral counseling

- Cross-cultural counseling
- Counseling HIV/AIDS carriers or patients
- Individual or group counseling on cases

Some studies for instance deShazer (1982) call for solution-focused brief counseling, in which counseling deals with searching for the solution instead of problem identification. It is an approach of more practical aspect in which the individual reaches in short duration to the solution.

In his technique he raises questions, which can elicit feelings of problems, and when the client gives responses, the responses will be again questioned to bring the individual to the direction of positive thinking.

Some educators also indicate the use of action research (Darge, 1998) for cases of dropouts in school settings.

- Coordinated activities like establishing counseling centers, which started at the level of Ministry of Education to run the boards, training of Para-counselors and lay-counselors are also among activities used at present. Other activities like life skill training, preparing students activity guide, leaf lets, using school mini media, helping students to participate in different school clubs etc. should be strengthened in school settings.

Summary

In general, in the system of education of ones country needs progress from time to time. Such progresses should be the ones, which must match with new innovations of education of the world universally. In order to meet such targets different strategies should be designed and implemented.

When we take our country's education system, the problem of quality and poor efficiency are among the major problems, which need facilitation of supportive services like counseling. In counseling, the researcher believes it is possible to create conducive psychological environment in schools.

As reviews of different scholars and activities of different countries observed, counseling psychology is a young profession of high demand among the users. Even the efforts made by different professors in our country should be appreciated, because they are the ones who lay grounds for the application of the service. So young researchers and counselors are expected to do much in this field for the country's betterment of education.

In Oromia region, the activities of counseling going on in secondary schools are promising, besides some problems which might affect the application of the service. The researcher hopes this study will investigate the present status of counseling service rendered to students. By evaluating the awareness and attitudes of users (students), facilitators (teachers) and implementers (education principals and personnel at different levels) of the educational system it will contribute for the advancement of education of the Oromia Region.

CHAPTER THREE

DESIGN AND METHODOLOGY

This section describes the subjects, the instruments employed, the procedure of data collection, the variables included in the study, and the methods of data analysis.

3.1. Subjects

The study involved 12 counselors, 12 educational personnel, 88 teachers and 336 students from grades 10,11 & 12 (academic stream) in 12 senior secondary schools selected from six zones a total of 448 subjects were taken as the sample of the study.

The selection was based on purposive sampling for counselors and educational personnel, and simple random sampling for teachers and students. Grade nine students were not included in the study because it was believed that their stay in the high schools was only six months to evaluate the services given in counseling.

The number of counselors in the six selected zones was 12 and this sample consisted of 100% of that population. All selected counselors completed the questionnaire given to them. They were 11 male counselors and 1 female counselor. From expected 15 educational personnel 12(80%) completed the questionnaire. The number of teachers in the sample zones was 4,799 and the sample consisted 88 teachers. Principals were included here. From a total of 200,046 students of sampled zones 336 students were selected to be respondents. On the whole the study was based of 448 respondents as seen from Table -3 below.

TABLE 3 Characteristics of Respondents

Occupation	Sex		Age range	Years of experience	Total
	M	F			
Counselors	11	1	21-30 <45	1-5 >15	12
Teachers	76	12	23-53	2-34	88
Education Personnel	10	2	28-54	12-40	12
Students	299	37	13-20	Grades 10,11 & 12	336
Total	386	52			448

As it can be observed from the above table the number of female in all respondents is small, which is 11.6%. The percentage of male respondents was about 88%. Majority of the counselors were found in early adult hood while teachers were found in both early adult hood and middle adult hood stages. Most of educational personnel resemble middle adult hood. All students were found in the age range of early adolescence.

With regards to year of experience for teachers and educational personnel they have more than 15 years period of stay on the average in the educational system. Average year of experience for counselors is 8 years.

3.2 Instruments & tryout of Instruments

In the first place, the researcher is interested to explore for the major areas of concern by interviewing 3 counselors and 2 directors. Through such attempts the focus is made on the evaluation of the counseling service.

In a pilot study a battery of Afan Oromo and Amharic versions of self report inventory, attitude, awareness and observed practical activities on the status and problems

contributed to hinder the service forms were administered to 50 students, 3 counselors and 10 teachers in Ada'a Model, Bishoftu & Ambo High Schools. In investigating the overall features of the questionnaire Cronbach Alpha was calculated and it was observed to be $=0.87$. Vague items and terminologies were improved for the final questionnaire. The large number of the items was selected in order to be manageable. In addition the researcher assesses which of the questions are more relevant and which should be reformulated to direct the work. Structured interview was employed for counselors and educational personnel.

3.3 Procedure of Data collection for the Main Study.

In the main study, the procedure followed to collect data was similar to that of pilot study. That is, a battery of self-report questionnaire consisting of 73 items on awareness, attitude towards counseling service, problems observed and practical activities, and biographical form was administered in group to the selected respondents according to type or form prepared in their respective schools or settings. In addition to what is stated in the questionnaires themselves, brief orientation about the purpose of the study and how to complete the questionnaire was given to the subjects before administering the instruments. Chances for clarification of any questions raised were given during the administration of the questionnaires.

The researcher himself in a face to face situation in the classrooms did the administration of questionnaire for students for 1 period of 40 minutes during the students' free periods. In some cases examples were also given for students in completing the questionnaire.

3.4 Methods of Data Analysis

Different quantitative and qualitative methods were employed to analyze and interpret the obtained data. This included descriptive and inferential statistical values such as percentages, coefficient of variation and the chi-square.

Responses to favorable items were given a scale value ranging from three, “Usually” to one, indicating “unable to decide” for responses of students and four, “strongly agree to zero, indicating” unable to decide” for counselors and teachers.

Frequencies and percentages were used for the proportion of responses on the perception of awareness, attitude towards counseling, practical activities observed and problems hinder counseling services among the respondents personal judgment, observation summary and relating opinions to facts were used in the open-ended questionnaire and interviews made with respondents.

Coefficient of variation and chi square test of significance were used in order to see relative differences among responses on given variable and real occurrence of the data in the analysis of teachers’ responses. In the discussion section responses of all subjects were discussed on each research question using triangulation technique of qualitative method.

In indicating statistical significance, 0.05 level of confidence was accepted.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

Students have more or less personal, academic, financial, and occupational problems of different sort. The process of learning teaching might be affected due to such back grounds, which can in turn contribute to low achievement, dissatisfaction in school, dropout and repetition in the academic performance. Such conditions need not only the assistance of school principals or teachers but also a collaboration of the school, the counselor and the community as a whole.

4.1 ANALYSIS OF THE DATA

The following section of the paper deals with the presentation analysis and interpretation of the data gathered through questionnaires for counselors, teachers and students. Of the total questionnaires distributed, 436 (97%) were filled out and returned. The data obtained through interview with counselors, head teachers and educational personnel were included in the analysis. Information from documents of regional zonal, woreda education offices and counselors' school records of counselees were also used in the analysis.

4.1.1 Analysis of Counselors' Responses

Part One- Questionnaire

The questionnaire totally consisted of 31 items. It is divided into three major areas, namely, status of counseling as perceived by counselors, complaints of counselors and problems that hinder the application of counseling. These major sections again sub-categorized into three to make the analysis more specific. These were in terms of

awareness, attitude and practical activity observed in the school settings. Thus, this section analyses each item in terms of these sub division as follows .

4.1.1. Status of counseling as Perceived by counselors

The first 15 items dealt with investigation of status of counseling in terms of awareness, attitude and practical activity.

A. Status in terms of awareness-

As shown in Table 4 the awareness of the school community as perceived by counselors was investigated by the first five items.

TABLE 4 PROPORTION OF AWARENESS OF COUNSELING AS PERCEIVED BY COUNSELORS (N=12)

No. of items	Statements	Number of Responses					
		Usually (3)		Sometimes (2)		Not at all (1)	
		F	%	F	%	F	%
1.	Awareness about the role of counseling	6	50	5	41.6	1	8.3
2.	Using counseling Services	7	58.3	5	41.7	-	-
3.	Referring Students to Counselors	3	25	9	75	-	-
4.	Counseling is understood among the school community.	4	33.3	7	58.3	1	8.3
5.	Involvement in the counseling profession for having a job	2	17	3	25	7	58.3

Table -4 above shows the frequency and percentage distribution on awareness towards counseling services in general, and each item analyzed as follows.

Responses of the counselors on the issue of awareness on the role of counseling show that, 11(92%) of them perceived that there is awareness about counseling service among students, school principals and other school communities. On whether students are using counseling service (100%) agreed on the issue.

- With regards to the awareness of teachers in referring students to the counselors, all counselors (100%) agreed that teachers are cooperative.
- With regards to concept of counseling 11(92%) of the counselors agreed that the school community have certain knowledge about counseling service.
- With regards to how counselors join the profession about 10(80%) of them agreed that they joined the profession not for the sake of having a job. This may be assignment by the Ministry of Education based on their training, which is directly related to their profession.

In general, the researcher can deduce from the above analysis that counselors perceive:

- Existence of awareness about the role of counseling;
- Demand of use of counseling, and
- Understanding role of professional in referring cases among the school community and there is a satisfaction among counselors, which is initiated from such awareness among users.

Such presence of awareness in general is a hopeful step to strengthen the counseling services in schools to meet the need s of the users for better academic achievement.

Now we have to look for the perception of the counselors on the attitude of the school community towards counseling role, concept and relevance in the school setting.

B. Status of Counseling in terms of Attitude

Items ranging from 6 to 10 investigated the attitude of the counselors towards their own profession and the school community.

TABLE 5 PROPORTION STATUSES OF COUNSELING SERVICES INTERMS OF ATTITUDE (N=12)

No. of items	Statements	Number of Responses					
		Usually (3)		Sometimes (2)		Not at all (1)	
		F	%	F	%	F	%
6	Satisfaction with the profession	10	83	2	17	-	-
7	Loss of dignity	-	-	3	25	9	75
8	Lack respect	1	8.3	10	83	1	8.3
9	Fear of students to go to counselor's office.	4	33.3	7	58.3	1	8.3
10	Training received in AAU	2	17	4	33	6	50

As it was shown Table 5, counselors 10(83%) have positive attitude towards their profession. This finding confirms Yusuf (1996) which shows that counselors' satisfaction with their profession was found to be high.

With regards to loss of their dignity due to their assignment to this profession 9(75%) of them disagree and showed their opposition. But about 10(83%) of them showed presence of lack of respect from the community. More than 7(58%) of them perceived

that students were afraid to consult counselors. It was also revealed that more than 6 /50%/ of them claimed that they lack efficient training in AAU in resolving some issues. According to the above analysis counselors had better satisfaction with well built moral on one hand, and there was lack of respect of community, fear of students to consult and discuss their problems with them, insufficient training given in AAU which did not enable them to handle some issues which needed more advanced techniques. This implies that, even though counselors had satisfaction with their profession, in some respects there were some factors, which contributed for low attitude towards counseling services. This may be due to lack of continuous orientations on awareness creation on the part of counselors and need of training in the use of advanced techniques.

Next to this the researcher had analyzed the presence of practical activities, which can show the present condition of counseling services.

C. Status in terms of observable Practical Activities.

In order to know the presence of the service offered to students, the researcher was interested in seeing what practices counselors were giving in school settings. As summarized in Table – 6 Counselors reported different activities done in rendering counseling services for the students and the learning teaching process.

**TABLE 6 Observable Practical Activities as Evidences for Status of Counseling
(N=12)**

No. of items	Statements	Number of Responses					
		usually (3)		Sometimes (2)		Not at all (1)	
		F	%	F	%	F	%
11	Group counseling	6	50	4	33	2	17
12	Orientation	10	83	2	17	-	-
13	Preparing different programs	7	58.3	4	33.3	1	8.3
14	Getting idle	1	8.3	1	8.3	10	83.3
15	Being busy in consulting	2	17	8	66	2	17

With regards to observable practical application 10(83%) of the counselors reported that they gave group counseling, orientation, program arrangements in different problems raised in school settings for skill developments. 10 (83%) of them also reported that much of their time they were busy consulting students. This finding showed better changes registered against the previous study made by Yusuf (1994) that routine works instead of consulting students occupied counselors.

From the analysis of this part, we can understand that group counseling, orientations and preparing different programs made the counseling service effective and the counselors busy in their activities. This implies that in schools where there are creative and devoted counselors different professional activities, depending on the given circumstances, can be done in the school setting as reported by the counselors themselves.

4.1.1.2 Complaints of Counselors

It is human nature to complain about one's job when it does not satisfy those human beings in general, and government employees in particular, counselors also complain about their profession to be positive their nature. Table 7 Summarized complicacies of counselors contained items 25 through 31.

TABLE -7 PROPORTION OF COMPLIANTS OF COUNSELORS (N=12)

No. of items	Statements	Number of Responses					
		Usually		(3) Sometimes (2)		Not at all (1)	
		F	%	F	%	F	%
25.	Expectation beyond capacity	7	58.3	3	25	2	17
26	Training given in AAU	8	66.7	3	25	1	8.3
27	The school authorities lack training on counseling	7	58	5	42	-	-
28	Dissatisfaction of teachers	2	17	3	25	7	58
29	Receiving orders of routine activities	6	50	5	42	1	8
30	Absence of centers to refer to	7	58	3	25	2	17
31	Absence of incentives of any sort	11	92	1	8	-	-

As indicated in the above table items dealt with investigation of some complaints of counselors directly or indirectly influenced the service of counseling.

With regards of the training given in AAU 11 (92%) of the counselors reported that it lacks practical aspects such as techniques on how to handle cases and resolve

problems. On the contrary there is high expectation of the community from them as indicated by 10 (83%) of the counselors.

As another issue of complains of counselors almost all (100%) of the counselors suggested that most of the school principals did not take any training on counseling.

With regards to cooperation with teachers about 7 (58%) of the respondents put that teachers are dissatisfied with additional work given for them to advice students.

With regards to doing their activities properly about 11(92%) of the respondents argued that they receive orders on routine and administration activities. Even though counselors understand the nature of certain problems and want to help individuals 10(83%) of them reported that they suffer due to the absence of centers where to refer such cases.

With regards to absence of incentives almost all of them (100%) claimed the need of getting moral supporting things in material form.

In general, when researcher had analyzed these points counselors have certain issues to be resolved. These include:

- Expectation of the society beyond the training capacity of counselors.
- Lack of the training all the necessary practical activities and techniques of handling cases.
- Poor selection and assignments of school authorities without having basic training on knowledge of counseling.
- Teachers complain on additional duties like helping students on personal or academic problems.
- Orders given from school administration, which can hinder the activities or role of counseling.
- Lack of places and trained personnel in the area of psychiatry for referring cases.

- Absence of incentives of any sort including working on evening classes.

This implies that presence of such complains can contribute for hindrance of the counseling services if they are unresolved in the process.

4.1.13 Problems that Hinder the Application of Counseling

It is obvious that in application of certain activities there is no straight path to reach the desired goal. The occurrence of ups and downs, the obstacle or resisting conditions and in some point's stagnation of impute and out put, is observable. Similarly in the application of counseling there are problems which hinder the service either emanating from the counselors' themselves or from the environment which include the educational system and the authorities. As shown on Table – 8 items 16 through 24 dealt with general problems considered to hinder the service.

**TABLE- 8 Proportion of Responses of counselors on problems
Considered to hinder counseling service**

No	Statements	Number of Responses					
		Sometimes (3)		Not at all (2)		Unable to decide (1)	
		F	%	F	%	F	%
16.	Ineffectiveness of counseling Service.	4	33	3	25	5	42
17	The school community dot not support counseling services.	6	50	4	33	2	17
18	Educational authorities lack awareness.	2	17	4	33	6	50
19	Lack of the necessary techniques of counseling	5	42	3	25	4	33
20	Need of leaving rendering counseling services	4	33	-	-	8	67
21	Search for other occupations	9	75	2	17	1	8
22	Lack of facilities	10	83.3	1	8.3	1	8.3
23	Difficulties in resolving certain cases.	-	-	10	83	2	17
24	Using coercive measures	8	66	2	17	2	17

with regard to overall evaluation of effectiveness of counseling services as perceived by counselors 8 (67%) agreed that they are effective. This shows that even though they have contributed a lot to develop this service.

With regards to cooperative activities expected from teachers in the process of counseling 6(50%) of the respondents did not accept presence of support from the school community.

With regards to the necessary awareness on counseling services among the school authorities and educational personnel 10 (83%) of them did not agree n there lack of required awareness.

According to the above analysis made the perception of awareness on effectiveness, absence of full support from the school community and complete having, to some extent, of the necessary awareness, were among issues supported by many of the counselors.

In order to investigate how counselors perceive about their skill in their own profession and their interest towards it, an assessment was made. Accordingly, regarding the acquisition of skills of different technique 5 (45%) of them reported that they are referred and 6 (50%) of them do not able to decide on the issue. This shows that some problems existed on training given to counselors specially on the techniques and approach used which where not sufficient in handling cases. Regarding leaving counseling profession in the future 8(67%) of them disagree. But 4 (33%) of them showed their interest for other occupations and 9(75%) of them agreed that they want to leave occupations related to education for material benefit. This is not because to their being counselors but for their being part and parcel of education process in general this is similar to teachers too. Because, there is a flow of leaving professions related to education in search for business professions in present days.

In order to make an evaluation of counseling services more tangible problems hindering the service were searched for. Lack of facilities, difficulties in resolving

certain cases and the use of correction measures for connection of discipline cases in schools was assessed. Accordingly, lack of facilities in the school settings, presence of difficulties in resolving certain cases among counselors, and application of coercive measures among school authorities were agreed by 10 (83%), 10 (83%) and 8 (67%) respondents respectively. In general, the major problems hinder the application of counseling services were summarized as follows:

- Feeling of some counselors that they lacked all the necessary techniques in handling cases.
- lack of support from the education personnel at different level, school authorities and the school community
- Lack of awareness on facilitative services of education like counseling among school authorities.
- Lack of the necessary facilities which can encourage counselors on their duty in school settings.
- Facing of difficult cases in resolving difficult cases, among counselors due to inadequacy of advanced techniques and methods of counseling.
- Using coercive measures for correction of discipline cases among school authorities denying accepting psychological techniques which help in resolving through discussion and solution focused approaches to be used by school counselors.

- Need of counselors to leave counseling in search for other occupations of better income, which are expected to be found in appropriate milieu than school settings.

It is inevitable that presence of problems could affect or hinder the counseling service which is young profession and need much efforts of educational personnel to use in the appropriate place in the process of earning-teaching .

In investigating further activities done by counselors open ended questions were raised for the counselors. For instance for the question “Are you involved in research work?” almost all of them responded that they did at least one study. But they claim that there was lack of facilities hinder the process and undeveloped habit of using research outcomes for improving future implementations.

In another question asked regarding training for instance, “ will you be pursuing graduate program? “ again except one counselor, who responded that there are other means for life sustenance rather than education, all of the respondents reported that they lack opportunities. According to their interest majority of them have a need to train in counseling and a few of them recommended the opening of Masters’ program in developmental psychology.

PART-TWO-INTERVIEW

4.1.1.4. Results of the interview with counselors

Data obtained through structured interview made with counselors show that there is awareness about the role, relevance and activities of counseling services. The interview questions were 9 items, which were to be answered by each of the respondents.

For the item, stated. "How do you understand about the effectiveness of counseling service in your school?" most of them claim that they are contributing a lot. According to their justification, facilitating the learning teaching process, solving psychological problems of students, and involving in different school committee works or other related activities are among major factors to say they are effective in their service. This confirmed what Yusuf (1996) argued. But this does not support Sileshi's (2000) study made on Addis Ababa region on counselors 'effectiveness. There fore, one can not make any general conclusion.

With regards to the perception of attitude of users (students) for question,"How do you perceive the attitude of users towards counseling service? Some of the respondents agreed that there is positive attitude and have encouraging interests.

On the other hand some of them reported that students fear to come to their office even if they have positive attitude. This may be due to lack of enough information about the service or wrong information towards it.

With regard to problems on question " What are the major problems you face in giving counseling service?" all the counselors interviewed reported that they perceive that the school community and the users in general expects counselors to solve all problems of any sort. They claim that courses given in AAU do not acquaint with all the necessary techniques to handle different problems. On the other hand, with the presence of

unmanageable number of student population all counselors reported that there is high demand to use the counseling service among students.

Major factors contributed for problems hinder the counseling service are listed below as reported by counselors:

- Lack of awareness about the role of the service still exists among some education personnel from high level government officials, to school principals;
- Misunderstanding about counseling due to lack of enough information;
- High expectation of users and school communities about the role of counseling;
- Scarcity of trained counselors, which forced the assignments of one counselor for unmanageable number of students;
- Lack of privacy in handling cases;
- Lack of facilitative conditions in schools;
- Lack of current information due to the distance of work place from the center of the country;
- Facing some cases, which need special training
- Considering counselors as psychiatrists.

Counselors also mentioned that they vary in applying the service. Justifying this, when 9 (75%) of them reported that they work with devotion for the profession, 2(17%) of them become sympathizers of authorities or become careless and seated idle in school setting. And even one (8%) of them act against the principle of the profession.

On another question raised, "Do you have plan of action?" 10(83%) of them responded that they had.

For the question, "Do school authorities cooperate with you?" 9(75%) of them reported that they have good relationship with the school authorities. Even 2(17%) of them reported that they work together in most of the school administration and academic activities. Only one counselor reported that he has not given an office, due to the school authority's lack of cooperation.

With regards to training asked by a question, "What do you feel about your training?" All of them demand lack of practical aspect in handling cases could affect their work among the society, who has high expectation in resolving all problems of psychological nature. On another question asked, "What do you recommend in strengthening counseling service from professional point of view?" all of them stressed on the training given in AAU to add more courses on practicum and human relations.

Counselors also reported that they like their profession provided that the educational personnel and government authorities recognized and understood the use of counseling service. They claimed present efforts made by MOH in training nurses, health assistants and others in order to tackle problems of HIV/AIDS cases excluding professional counselors. Such condition needs coordinated and mutual understanding of both ministries; namely, MOE and MOH to reach for the need of peoples affected by HIV/AIDS. Lack of incentives, promotion, or stay in one place for long years due to absence of transference were among the major factors forced counselors to leave their job and search for another occupations. Some of them were also found working with out of school communities, NGO and institutions on part time

payments by conducting seminars, workshops and giving courses on general psychology and developmental psychology.

In general, given the required recognition and awareness can motivate counselors and the activities done by them in different school can be seen and become a necessity in the academic process.

4.1.2 – Analysis on Responses of students

As the major users of counseling service, students have their own awareness on the service rendered to them in schools.

A. Awareness of students on counseling service

With regards to awareness of students about the status of counseling service, four items were raised as indicated on TABLE-9 Almost all of the respondents agree on the issue.

TABLE-9 PROPORTION OF THE RESPONSES OF STUDENTS ON AWARENESS OF COUNSELING SERVICE. (N=336)

No	Statements	Number of Responses					
		Agree (3)		Undecided (2)		Disagree (1)	
		F	%	F	%	F	%
1	Presence of counseling service in schools	247	73.5	48	14.5	40	11.9
2	Students consult on problems	255	75.9	58	17.3	22	6.6
3.	Counselors help students	223	66.4	62	18.2	50	14.9
4	School counselor respected	254	75.6	53	15.8	27	8.0

About 247 (73.5%) of the respondents agreed that there is counseling service in their schools which proved presence of awareness among the students.

With regards to whether students use in counseling service asked on about 255 (75.9%) reported that students consult school counselors when they faced different problems.

This shows that students have knowledge in getting service when they face personal or academic problems. Counselor's role in helping students on personal and academic problems was supported by about 223 (66.4%) of the counselors.

As about 254 (75.6%) of the counselors agreed school counselors are respected among the users in using counseling service.

According to responses given by students on open-ended items, even though they do have certain level of awareness, the services given to them were below their expectation. For majority of them, counseling services were given only for a short period of time in a year. This is when the counselors give orientations for the school community as a whole. They expect much from counselors but the services given for them is not well organized in helping all students in all aspects. This shows that with presence of high demand, the service rendered is found to be incompatible.

Another question raised in open-ended questionnaire revealed that the counseling service is very important in different aspects. Developing study skills, correcting and preventing discipline cases, protecting dropout cases and minimizing repetition of many students are the major activities observed by students. These findings confirmed what previous writers mentioned (Yusuf 1967,1982, Mayrhofer 2001, Kovack 2001).

According to most of students violence of different types will be minimized if the service of counseling is strengthened in schools. This idea supported what Dereje and Derese (1997) identified on the presence of violence in secondary schools of Ethiopia.

On the time of orientations on psychological issues given by counselors, almost in all

*** N.B. Statements written in italics (1-14) can be seen from Appendix-C**

schools, students are interested in leaving periods of other subjects. This is observed by the researcher at Adama Comprehensive High School students leaving classes of

English, Afan Oromo & Civic Education periods for counseling purpose. This idea supported the relation of needs of pupil, the personality and training of the expectation of the school (Hamblin 1980, Bond 1992). In some schools, students show their feeling in a few schools that their counselors are not working for them. They claimed that they simply heard the presence of the individual on one occasion and reported that the counselor is working for the administration. To the contrary, in most of the schools they appreciated the counselors, especially on group counseling on education issues. From this, the researcher identified that there is positive attitude towards counseling services in schools where creative and efficient counselors are assigned. On the contrary, there is complaints, which could lead to negative attitude later on, in schools where inefficient and non creative counselors are present. With regards to this point educational personnel in some zones and Woredas also claimed efficient counselors to be assigned instead of some counselors who became bad model as they observed. In such condition the application of vigorous counseling service in schools as recommended by Semira (1988) at college level might be a good model if it is applied in secondary schools.

The Orimia Education Bureau attempted to prepare a guide line as action plan to be followed by all counselors (Appendix-I) in more or less similar ways. But as responses of students revealed a few counselors did not follow the action plan. In two high schools, the researcher observed that counselors of these schools did not have a plan. They themselves were more resembled towards teaching other subjects for which they were not trained. For instance, one of them teaches Civil Education by his own interest. From students' responses, schools where strong principals who give priority for professional activities are assigned, counselors themselves became more efficient. This idea is

supported by counselors and teachers. Previous studies made by Yusuf (1967) and Abdela Muzeyin's report of 1984 also showed this fact.

As reported by students, the services of counseling given to them do not meet their demand and need. Table 10 shows the practical activities of counseling expected form counselors as observed by students.

TABLE 10. Proportion of Responses on Activities Expected to be Observed by Students.(N=336)

No	Statements	Number of Responses					
		Agree (3)		Undecided (2)		Disagree (1)	
		F	%	F	%	F	%
6	Orientations on students problems are given.	141	42.0	58	17.3	137	40.8
7	Students consult counselors on problems.	102	30.4	114	33.9	119	35.4
8	Counseling as compared to traditional helping professions	127	37.8	108	32.1	101	30.1
9	Counseling on encouraging students to participate in clubs.	164	48.8	60	17.9	111	33.0
12	Counselors lack of interest in giving service	92	27.4	105	30.4	139	41.4
13	Counselors' punishing students	49	14.6	111	32.4	176	52.7
14	Un cooperativeness of counselors with teachers	66	19.6	97	28.0	173	51.5

With regards to orientation given by counselors respondents almost equally vary on agreement 141 (42%) and disagreement 137 (41%). This idea was raised on open-ended question. The response confirmed the above result that the durational programmes of orientations especially at the time of openings of schools influenced students responses to vary. This implies that there is a need of continuous orientations through out the academic year. Again there is variation seen on the whether students consult counselors on problems registered 102 (30.4) for agreement and 119 (35.4%) for disagreement. This is also raised on open-ended questionnaire part and many of

them reported that they know the presence of the service but they cannot see individuals consulting counselors due to privacy of the program. The percentage on the agreement can be considered for those students who have information or consult counselors themselves.

With regards to comparisons of counseling service to that of traditional helping professions about 127 (38%) agreed that the counseling profession is more beneficial. In their written responses they mentioned the role of modernization in counseling unlike traditional ones that sometimes may be harmful. For those who disagree 101 (30 there were some benefits even in the traditional ones which can help individuals in the absence of modern helping professions.

With regards to encouraging students to participate in different clubs about 164 (49%) of the respondents responded that counseling plays a role in helping students to strength their potentialities and skills by participating in different clubs. About 111 (33%) disagreed on the same issue. This may be due to lack of information by these respondents on all activities made in counseling.

Regarding the interests of counselors towards the counseling service about 139 (41%) oppose that counselors lack the necessary motivation. So this confirmed again that they had certain interests.

With regards to application of psychological means of controlling discipline cases about 176 (53%) of the respondents reported that they did not observe counselors' punishing students on corporal means.

About 173 (52%) of the respondents reported that there was better cooperation between counselors and teachers.

In general since most of the student's age ranges between 13-20, with average year of 14 or 15 one cannot expect maturity of evaluating the counseling services rendered to school setting.

4.1.3 ANALYSIS OF TEACHERS RESPONSES

An attempt was made so far to analyze counselors' and students perceptions regarding the status of counseling in their schools. Teachers are important components of the school environment and their perception equally matters in affecting counseling service in schools as they engage either directly or indirectly in counseling activities.

Hence, a four point rating scale questionnaire was designed and administered to identify teachers perception of counseling services with respect to awareness, views of counseling service and perception of counseling problems in their schools. Analysis of their responses is presenter in the next section.

4.1.3.1 Perception of Teachers On Existence of Awareness of Counseling Services.

The first section of the questionnaire included items dealing with their awareness. Fir items included need that teachers can indicate their awareness by way of rating their agreement to each item. Note that higher agreement score meaning higher level of awareness. The maximum agreement (awareness) score is 15 (i.e: 5x3) and the minimum is 0(i.e 5x0) and the expected average is 10.0 (i.e; 5x 3+1). TABLE 9 shows this fact.

TABLE 11 PROPORTION OF RESPONSES OF TEACHERS (N=88)

No	Items	Responses								Mean	SD	Coef. V
		Strongly Agree (3)		Agree (2)		Slightly Agree(1)		Unable to decide (0)				
		F	%	F	%	F	%	F	%			
1	Appropriateness of counselors.	24	27.00	36	40.4	21	23.6	7	7.9	1.8750	.9073	48.389
2	Teachers role in referring students	34	38.20	39	43.8	9	10.1	6	6.7	2.477	.8649	40.27
3	Role of counseling	62	69.70	20	22.50	6	6.7	-	-	2.6364	.6099	23.13
4	Scarcity of counselors	17	19.10	48	53.9	18	20.2	5	5.6	1.8750	.7851	41.87

N.B.

For Phrases of all items in italics refer to appendix- C

agreement rating (i.e., strongly agree plus agree) to each item suggesting existence of awareness.

Mean rating of item 1 and 4 (i.e., 1.9) is not only more than the expected average (i.e.1.5) but is close to the rating value of agree (i.e. 2.0)

Mean rating of item 2,3, and 5 (i.e.2.1) is more than the rating value of agree (i.e.,2.0)

Moreover there is little variability of responses as can be seen in coefficient of TABL E9 A Chi-square value summarized on TABLE 12 shows that the distribution of responses significantly shown and negatively skewed.

TABLE 12. Statistical Significance of Total Awareness of Teachers

Score	Observed N	Expected N	Residual	Chi Square result	df	Assump. sign.
5	1	8.8	-7.8	46.091	9	0.000
7	2	8.8	-6.8			
8	5	8.8	-3.8			
9	11	8.8	2.2			
10	19	8.8	10.2			
11	20	8.8	11.2			
12	10	8.8	1.2			
13	10	8.8	1.2			
14	8	8.8	-0.8			
15	2	8.8	-6.8			
Total	88					

The chi-square value observed ($X^2 = 46.091$) exceeding the critical value ($X^2 = 27.877$) suggested that there is a significant level of awareness among teachers regarding counseling services in their schools. This means that the majority of teachers have awareness of :

- The appropriateness of providing counseling services by counselors;
- The important role teachers could play in counseling by referring students to counselors;
- The existing fact in to day's Ethiopian secondary schools that assigns one counselor in one school is just inadequate; and
- The established fact that our counselors used further professional training to provide better counseling service. Such required teachers awareness of counseling services is indeed appreciated because it is one step forwarded in promoting and experiencing counseling services in today secondary schools. Although it is a little wonder as to how such awareness come about without any formal training or at least orientation of teachers about counseling during training, it may imply:
 - That teachers are keenly observing growing rate of problems in schools.
 - Counselors are doing a job in creating level of awareness.
 - The training given in different times for more than 2000 teachers on the use of counseling in promoting health, in awareness creation, in helping peoples affected by HIV/AIDS/ , in promoting girls education, and the training of 200 para counselors from teachers by Oromia education Bureau contributed in this area.

In the next section we look for the attitude of teachers towards counseling service.

4.1.3.2 ATTITUDE OF TEACHERS TOWARDS COUNSELING SERVICES.

This second section of the questionnaire included items dealing with teachers' perception and their attitude towards counseling. Seven items included need that teachers can indicate their attitude by way of rating their agreement to each item.

Note that higher agreement score means positive attitude towards counseling. The maximum agreement of attitude is 21 (i.e. 7 items by a rating strongly agree 3) the minimum is 0 (i.e., 7x0) and the expected average is 14 (i.e, 7x(3+1))

TABLE 13 PROPORTION OF RESPONSES ON ATTITUDE OF TEACHERS TOWARDS COUNSELING (N=88)

No	Items	Responses								Mean	SD	Coef. V
		Strongly Agree (3)		Agree (2)		Slightly Agree(1)		Unable to decide (0)				
		F	%	F	%	F	%	F	%			
6	Counselors' role	34	38.2	37	41.6	16	18.0	1	1.1	2.1818	.7663	35.12
7	Respect of counselors	52	58.4	29	32.6	4	4.5	3	3.4	2.4773	.7424	29.98
8	Teachers give advice	59	66.3	25	28.1	4	4.5	-	-	2.6250	.5736	21.851
9	Determination of counselors	43	48.3	31	34.8	10	11.2	4	4.5	2.2841	.8435	36.929
10	Relationship to the school Community	59	66.3	22	24.7	7	7.90	-	-	2.5909	.6367	141.53
11	Courage in hard work	51	51.7	28	31.5	7	7.90	2	2.2	2.4545	.7414	30.205
13	Being Problematic	4	4.5	8	9.0	22	24.7	54	60.7	.5682	.8414	148.081
	Total									15.1818	2.6633	17.54

Observing TABLE 10, It is understood that the majority of respondents (i.e. over 75%) assigned on agreement rating (i.e, Strongly agree plus agree) for all six items. But about 84% of them are unable to decide on item 13, which is expected to indicate the problematic nature of counselors. This proved that counselors are not problematic in their work. Mean rating values of items 6 through 11 (ranging from 2.2 to 2.6) is more than both the expected average (i.e. 1.5) and the rating value of agree (i.e, 2.0).

The mean value for the disagreement on problematic nature of counselors asked by item 13 is 0.6 and found to be below both the expected value (i.e. 1.5) and the rating value of agree(2.00)

On the whole, we can understand that there is positive attitude towards counseling service and counseling service and counselors themselves.

Item 13 shows high variability of 148%. A chi-square value summarized on Table-14 show the statistical significance.

TABLE-14 Statistical Significant for the distribution of Responses of Teachers on Attitude (N=88)

Score	Observed N	Expected N	Residual	Chi-Square result	df	Assump. Signi.
8.0	2	8.0	-6.0	29.250	10	.001
9.0	2	8.0	-6.0			
10.0	3	8.0	-5.0			
11.0	4	8.0	-4.0			
13.0	8	8.0	0.00			
14.0	11	8.0	3.0			
15.0	13	8.0	5.00			
16.0	13	8.0	5.00			
17.0	15	8.0	7.00			
18.0	11	8.0	3.00			
19.0	6	8.0	-2.00			
Total	88					

One can understand that the distribution of responses is not significant because the Chi-square value observed ($\chi_0^2=29.250$) is less than the critical value ($(\chi_0^2=29.588)$). It is positively served suggesting that there is less significant level of variation of positive attitude towards counseling service among teachers. This means that the majority of teachers have low attitude to:

- Counselor's role in solving personal and academic problems of students,
- Respecting school counselors;
- Offering of advice by teachers;
- Determination of counselors to succeed in their profession;
- Relationship of counselors to the school Community;

- Courage of counselors in hard working; and

They show high attitude in opposing problematic nature of school counselors.

Such expected positive attitude towards counselors is some how affected. This may be due to the nature of the items dealing with activities related to character of counselors, which need proximity to teachers and long stay duration with them. In most of the items teachers hesitate to give their responses and found to be unable to decide.

4.1.3.3 Problems Hinder the Counseling Service as Perceived by Teachers

Problems expected under this heading contain 16 items categorized into two. There are problems which emanated from the environment other than the counselors which include 8 items and problems directly related to counselors themselves include other 8 items. Table 15 Shows problems emanated from the environment while Table 17 shows problems emanated from the counselors themselves.

Note that higher agreement in both cases means high prevalence of problems and disagreement rating indicates low prevalence of problems. The maximum agreement on both sources problems emanated. Either from the environment or the counselors themselves is 24/i.e, 8items by rating strongly of 3), the minimum is, (i.e,8x0) and the expected average is 16 (i.e 8x $\frac{3+1}{2}$)

A. Problems Emanated from the Environment other than the Counselors

This part tried to look for problems emanated from the school environment such as lack of facilities, uncooperativeness of authorities, large number of students, regulations and policy of the government and the like. TABLE 15 summarized this fact.

**TABLE-15 Proportion of Responses on Problems Which Emanated from the Environment
Other than the counselors (N=88)**

No	Items	Responses								Mean	SD	Coef. V
		Strongly Agree (3)		Agree (2)		Slightly Agree(1)		Unable to decide (o)				
		F	%	F	%	F	%	F	%			
14	Lack of facilities	27	30.3	28	31.5	21	23.6	12	13.5	1.7955	1.0301	57.37
17	Considering counselors as sympathizers.	4	4.5	11	12.4	25	28.1	48	53.9	.6705	.8673	129.35
18	Administrative works occupies counselors	17	19.1	17	19.1	29	32.6	25	28.1	1.2955	1.0845	55.97
20	Lack of respect	1	1.1	6	6.7	28	31.5	53	59.6	.4886	.6780	138.76
24	Un cooperativeness of techers	2	2.2	4	4.5	30	33.7	52	58.4	.5000	.6948	138.96
25	Prioritization of routine works	19	21.3	26	29.2	28	31.5	15	16.9	1.5568	1.0151	65.20
26	Students afraid consulting	23	25.8	26	29.2	29	32.6	10	11.2	1.7045	.9845	57.87
28	Un manageable number of students	46	51.1	13	14.6	16	18.0	13	14.6	2.0455	1.1438	5.59
	Total									10.0568	3.7885	37.67

Looking into Table 15 above we can understand that items 17,18,20 and 24 are not supported to be major problems to hinder counseling services as expected. Because, most of the respondents showed their disagreement, which is indicated by the rating scales slightly agree and unable to decide. Even responses on items 25 and 26 which showed 50% and 54% agreement respectively were not satisfactory to support the expected problem, only items 14 and 28, which were supported by 61.8% and 66.3% respectively show their agreement.

Mean rating of all the items, except for item 28, which has 2.0, was below the rating value of agree.

More over there is very high variability of responses for items 17,20, and 24 while more than 50% variability is observed for items 14,18,25,26 and 28. This can be seen in coefficient of Table 15 and Its statistical significant is seen from the next table.

TABLE 16 Statistical Significant for the Distribution of Responses of Teachers on Problems Emanated from the Environment (N=88)

Score	Observed N	Expected N	Residual	Chi-Square result	Df	Assump. Signi.
1	1	4.9	-3.9	44.955	17	0.000
2	1	4.9	-3.9			
3	4	4.9	0.0			
4	1	4.9	-3.9			
5	3	4.9	-1.9			
6	5	4.9	0.1			
7	7	4.9	2.1			
8	6	4.9	1.1			
9	7	4.9	2.1			
10	14	4.9	9.1			
11	7	4.9	2.1			
12	10	4.9	5.1			
13	7	4.9	2.1			
14	7	4.9	2.1			
15	1	4.9	-3.9			
16	3	4.9	-1.9			
17	3	4.9	-1.9			
21	1	4.9	-3.9			
Total						

A Chi-square summarized on Table 16 above for the value obtained ($\chi_0^2=44.955$) exceeds the critical value ($\chi_0^2_c=40.799$) shows that there is significant level of perception on the presence of problems of facility and large number of students as difficult conditions to hinder the services rendered for students. But on the contrary, majority of them almost did not accept presence of problems of:

- Counselors being sympathizers of school administration
- Counselors being occupied by administrative works.
- Lack of respect for counselors by the community
- Uncooperativeness of teachers in referring cases.

- Prioritization of routine works by school administration
- Students Being afraid of in consulting counselors.

One can understand that perception of teachers on problems hindering counseling services directly related to the high level of awareness and positive attitude towards counseling service. But majority of the problems considered to exist by the researcher in service giving were not supported by the teachers.

B. Problems Emanated from the Counselors Themselves

The researcher is interested to investigate if there are some problems which can occur from the behavior of the counselors in handling cases. Table 17 shows the frequency and percentage of this problem.

**TABLE 17 Proportion of Responses on Problems hindering Counseling Services that
Emanated from the counselors themselves (N=88)**

No.	Items	Responses								Mean	SD	Coef. V
		Strongly Agree (3)		Agree (2)		Slightly Agree(1)		Unable to decide(o)				
		F	%	F	%	F	%	F	%			
15	Reluctance of counselors	20	22.5	23	25.8	20	22.5	25	28.1	1.4318	1.1325	79.09
16	Need of further Training	35	39.3	15	16.9	15	16.9	23	25.8	1.7045	1.2425	72.89
19	Counselors as disciplinarian and unit leader.	13	14.60	16	18.00	23	25.8	36	40.4	1.0682	1.0912	102.15
21	Dissatisfaction of counselors	4	4.5	9	10.1	26	29.2	49	55.1	.6364	.8467	133.04
22	Idleness of counselors	5	5.6	19	21.3	38	42.7	26	29.2	1.0341	.8637	83.52
23	Cases beyond training of counselors	10	11.2	15	16.9	26	29.2	37	41.6	.9773	1.0281	105.19
27	Familiarity to handle some problems.	9	10.1	8	9.0	31	34.8	40	44.9	.8409	.9695	115.29
29	Lack of personal creativity	5	5.6	8	9.0	27	30.3	48	53.9	.6591	.8695	13.59
	Total									8.3523	4.9038	58.71

Looking at Table 17 above we can understand that majority of respondents (more than 70%) were unable to decide on existence of problems emanated from the counselors. The only problem, related to counselors' behavior, supported by about 50% of respondents is the need for further training to be given for counselors.

Mean rating in all items is below the rating value of agree which is 2.0. On the other hand, there is high variation among responses as we can see from Table 17 above. The Chi-Square test of

significant on Table 18 shows that there are no significant problems, which emanated from the counselors themselves.

**TABLE-18 Statistical Significance of Responses of Teachers
On Problems Emanated from the Counselors themselves (N=88)**

Score	Observed N	Expected N	Residual	Chi-square result	df	Assump. Signi.
0	5	4.4	0.6	23.818	19	.000
1	2	4.4	-2.4			
2	5	4.4	.6			
3	5	4.4	.6			
4	2	4.4	-2.4			
5	9	4.4	4.6			
6	6	4.4	1.6			
7	4	4.4	-.4			
8	8	4.4	3.6			
9	7	4.4	2.6			
10	8	4.4	3.6			
11	5	4.4	-6			
12	3	4.4	1.4			
13	3	4.4	-1.4			
14	3	4.4	-1.4			
15	5	4.4	-0.6			
16	4	4.4	-.4			
17	1	4.4	-3.4			
18	1	4.4	-3.4			
19	2	4.4	-2.4			
Total						

Table- 18 revealed lack of significant problems as observed value ($\chi^2=23.81$) is less than critical value ($\chi_c^2= 43.820$) of Chi-square.

This means that the majority of respondents understood:

- There was no observed reluctance of counselors in helping students;

- Counselors did not find them selves to be disciplinarians or unit leaders;
- There was no observation about the dissatisfaction of counselors in their profession;
- Counselors were not found to be idle
- There was no observation of occurrences of cases beyond the training of counselors;
- Counselors were found to be familiar in handling some cases;
- There was no that much observed lack of creativity among counselors in handling cases;
- and
- Counselors need further training in order to be able to handle different problems.

In general, one can understand that there were no observed problems emanated from counselors themselves. Even if there were slight problems suspected to emanate from counselors them selves, they were not considered as major problems to hinder the counseling services rendered in school settings.

4.1.4 Analysis of Responses of Educational Personnel at Woreda, zonal and Bureau level.

In order to see the awareness and attitude on counseling services 10 items were prepared for interviewing 12 educational personnel working as educational programme and supervision department heads at woreda, zonal and bureau level.

For the question "To what extent is the relationship of counselors to other school community healthy?" stated that there is good relationship at present unlike previous years among a few counselors who have been considered bad model due to their personal character. Some of the respondents claimed that a few counselors need "counseling" themselves rather than being assigned as counselors. To strengthen this point for the question, "Are the counselors loyal to the school administration?" all of the

respondents agreed that counselors are governed by rules and regulation of the government like other professionals assigned in educational system. Even they reported that counselors are guided by principles of their profession except a few who deviated from the normal or professional ethics.

With regards to interest of the counselors in world of work for the question “Is the moral of counselors high?” all respondents agreed that they couldn’t differentiate them from teachers in their job. They appreciated some of the counselors as they are highly creative.

With regards to supporting teachers for the question, “To What extent do counselors help and support teachers?” Most of the respondents agreed that counselors help and support teachers in making the school climate conducive for the process of learning-teaching by orienting students on academic issues. Regarding the issue of commitment for the question “To what extent are counselors commitment to the success of their students?” all of the respondents could not able to decide how much commitment did counselors have. But they did not hesitate to inform that those creative counselors have high commitment than non-creative counselors.

As these educational personnel argued the overall educational process and academic achievement of students are satisfactory in the Region. In this process the contribution of counselors in raising academic issues with students, orientation given, group and individual counseling were considered among educational personnel. In most cases, discipline problems, academic failures and dropouts were among the major problems of students these educational personnel observed as unresolved and taken issues beyond the capacity of the counselors. These respondents notified that on these above mentioned problems the community and they themselves expect as major factors to be

resolved by school counselors. In addition, some psychiatric cases were expected to be resolved by counselors. In another issues like repetition in classes, low grade achievements and violence's of different nature counselors were expected to resolve and even sometimes counselors were condemned for the occurrence of such problems. This implied that these educational personnel and the community did not understand the extent of the role of counseling in the school setting. These educational personnel suggested that there is a demand for counselors in resolving personal and educational problems for students. So, they recommend the assignments of professional/trained counselors by the government in all schools of the Region.

In general, among the majority of educational personnel there is awareness about the contribution of counseling service in school settings and positive attitude towards the use of the service.

4.2 DISCUSSION

In this section major findings of the present condition of counseling are going to be discussed in line with the basic questions raised earlier.

The questions are:

- 4.2.1 Are the users aware of the role, relevance, and significance of counseling service?
- 4.2.2 What kind of attitude is observed towards counseling service?
- 4.2.3 What are the issues that counselors complain about the profession?
- 4.2.4 Are there problems, which hinder the strength of the counseling service?
- 4.2.5 What are possible coping mechanisms or solutions of the problems?

The attempt is to see possible ways of explaining the issues in question. The discussion is restricted in scope even though the study did not miss its purpose. To see the overall issue from different angles, however, additional treatments of possible interest areas were made and results were incorporated in the discussion.

Regarding the status of counseling service in the schools of the Region responses of all the subjects; namely, counselors, students, teachers and educational personnel revealed that the service was rendered by professional counselors in 29 secondary schools, by guidance and counseling committee established from experienced teachers in 101 secondary schools and even in other primary schools. All respondents confirmed that there were activities done in schools. They claimed the necessity of counseling service in school settings and presence of high demand among the students, teachers and school administration. On the other hand, the basic impressing idea investigated here is besides their expression of positive comments; these subjects did not refrain

themselves from explaining the differences among counselors in their professional activity. The researcher tried to observe the situation in these schools, where counselors who were hardworking, creative and had good human relation are available, hopeful activities were registered. On the other hand schools where there were non-creative and with poor character counselors are found, less activities were observed. This idea was also supported by majority of counselors and was condemned due to its negative impact on the activities of those creative counselors. The woreda, zonal and Bureau educational personnel raised the issue of scarcity of counselors with existing demand in order to tackle personal, educational and social problems of students and for overall problems affecting the learning teaching process.

4.2.1 With regard to awareness of the role, relevance and significance of the service, all the groups of respondents in all used instruments proved that there was awareness about the role and relevance of the service in the schools of the Region.

Student respondents reported that they knew the presence of counseling service in their school. But, they commented that in some schools the service was occasional against their expectation and opposed assignment of counselors to routine activities. In some schools there were continuous activities observed.

Counselors themselves perceived that there was hopeful awareness among the school community. They mentioned the growing respect and healthy relationship with teacher's principals and other educational personnel observed at present. They raised also the presence of smooth relationship with students.

The woreda, zonal and bureau educational personnel working at different level argued that they had awareness on the role, relevance and significance of the

counseling services. They stressed on the need of training and assigning more counselors in schools to resolve issues related to all academic activities.

4.2.2 With regard to the kind of attitude observed among all respondents, more or less there was positive attitude towards the service. Counselors perceived that there was positive attitude towards counseling services. According to these counselors the administration ordered them not to make them busy by assigning them out of their profession, but to use counseling profession in different issues that should be handled by counselors. It was because of understanding the role of graduates in psychology in general and counseling in particular in creating conducive psychological environment in the schools.

Teacher respondents on their part argued that they had good attitude toward counseling service. According to their justifications the role of counselors in giving orientations, advising students, making researches, participating in different committee works and giving workshops or seminars when asked were among major factors attracted their attention. Students, also, suggested that they like counseling due to its role in helping them solve their personal and academic problems.

In general, as educational personnel, principals and teachers claimed, in woredas or schools where non-creative counselors were present, there was negative attitude towards the counselor, not the counseling service. The researcher on his way, observed a school, which had a professional counselor, but counseling committee established from interested teachers in order to help the counselor by the administration. Such attitude of school administration towards counseling service is appreciated.

4.2.3 With regard to complaints of counselors two instruments; namely questionnaires and structured interview were used. As most government employees raise certain complaints, it is not surprising if counselors raised certain issues in the first place. On the other hand raising certain complaints did not mean becoming against certain groups or systems. Rather, the researcher believes it is a means to improve the situation. So, that is why, this study tried to investigate the issues which include absence of incentives of any sort for counselors, insufficient training given in the University (AAU) to handle cases, expecting counselors to solve psychiatric problems, lack of training on counseling for school authorities, absence of centers for referral cases, orders given from school administration being interference for the professional duties, absence of further training in areas of counseling. In addition to these complaints, they suggest that users were afraid of contacting them, and the absence or shortage of the necessary facilities in the school settings. These points were also supported by educational personnel at different levels and teachers.

4.2.4 With regard to problems, which hinder the counseling service teachers and counselors responded problems of various kinds. The education personnel at different level also, supported these problems, especially those emanated from the counselors themselves. Students on their part tried to mention the inappropriateness of assigning counselors in other duties against their need. Accordingly, the researcher summarized and discussed problems dividing into two. These were problems emanated from the environment and those emanated from the counselors themselves.

1. Problems emanated from the environment.

Under this topic five major problems were identified.

- a) Lack of support from the authorities. With the existing demand to use counseling service among students, the attention expected from the authorities to strength counseling services did not match to that of expectation of counselors in facilitating the learning –teaching process. This may be due to absence of guiding policy and regulations passed from the Ministry of Education for the country.

- b) Lack of encouraging facilities to work.

In the process of counseling services in order to deal with problems research activities are of paramount importance. Such activities need money and cooperation of others in facilitation of the process. Privacy in office use, materials need for study, standardized tests to evaluate cases, reference books and other materials such as video, tape-records, radio and the like are needed.

- c) Unbalanced Student-Teacher ratio

The number of students at present is increasing in an alarming state, which is some times found to be in compatible with the existing teachers. In such condition where the number of graduates of psychology is few, it is not expected to assign more counselors in schools. For schools, which have students more than five hundred, it is very difficult for one counselor. Sometimes, it is such scarcity of counselors, which may contributed to lack of support from the authorities.

- d) Absence of clear regulation or policy of the use of counseling in school settings.

The reality that students need to share their problems with a concerned body, was not implemented in such a way that it facilitated the learning –teaching process among policy designers. The role of counseling in preparing students on how to study has direct relationship with efficiency or performance of students which in turn contributes to improve the quality of education. But, still there is little attempts made in the area.

- e) Lack of frankness among users /students/

Students are expected to use counseling services for their personal and academic problems. But even in schools where creative counselors are present most of the students did not consult counselors by their own initiatives.

Even they fear to discuss their problems with counselors.

- ii. Problems Emanated from the counselors themselves.

Under this section four major problems were identified

- a) Facing difficulties in solving some problems. Cases reported to counselors were found to be beyond their job description, which focused on problems related to the learning-teaching process. Issues of personal nature, which can affect the personality of the Individual may need more advanced techniques of counseling. But the training of counselors is limited and they are generalists in the field of psychology. So unless some advanced training or personal creativity of specialization in the field of counseling is rearranged existence of this problem is inevitable.

b) Non-creativity of some counselors

A few counselors lose interest to work in the field of counseling and search for other occupations. They were found to be concerned of those complaints raised in the analysis section, instead of finding means in doing their activities. These counselors might forget their responsibility.

c) Violations of counseling principles by a few counselors. They were found to work against the concept of counseling profession. For instance, one counselor was known for using corporal punishment and was disliked among students. Students feared and avoided to consult such counselors.

d) Poor human relation of some counselors

- Having better human relation can facilitate the application of counseling services. However, some counselors lack such qualities of communicating, passing their time, exchanging ideas, social relations etc with other community members.

4.2.5 With regards to coping mechanisms it is unquestionable to strength counseling services in all schools of the Region in the first place. Because, the presence of awareness, positive attitude towards the service and practical activities observed confirmed the existence of demand for the profession. The problems considered to hinder the service were not found to be significant. Any way, in order to resolve such problems and complaints of counselors some improvements should be made. Training more counselors and assigning them in all schools of the country, including the implementation of counseling in the policy as long term recommendation and assigning advisory committee established from teachers, giving in-service training for counselors and teachers, creating forums of discussion with education personnel and principals, encouraging students to use

counseling service were given as short term recommendations in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The general attempt to evaluate the present condition of counseling service in the Oromia Region was by using every possible way of interpreting the data based on the posed questions.

Based on the information's gained at present, summary, conclusion and recommendations are given.

5.1 Summary

The purposes of this study were to evaluate the present status of counseling services, to identify problems hinder the service and to assess practices of counseling service in the Oromia Region.

In order to achieve these, basic questions were raised which addressed such as awareness, attitude, issues complained by counselors, problems hinder the services and possible intervention strategies.

The provision of counseling services in secondary schools of the Oromia Region was assessed based on how counselors themselves perceive the awareness of users and education program implementers; the users (students) and teachers' awareness and attitude towards the service. The practical activities of counseling services were also assessed as observed by teachers, students, counselors and education personnel working at different level of OEB.

The study was conducted in 12 senior secondary schools selected from 6 administrative zones on simple random sampling techniques. The subjects of the study were 299 male and 37 female students, 11 male and 1 female counselors, and 76 male and 12 female

teachers. Both close ended and open ended questionnaires and structured interviews were used to collect the data.

Documents were also used to obtain the necessary information for the study. The researcher observed the situation of the school settings and records of counselees for more details. The data gathered were analyzed using various quantitative statistical tools such as Cronbach's Alpha coefficient, percentages, coefficient of variation and chi-square; and triangulation method of qualitative approach.

The analyst's made has brought the following major findings to the fore.

- 5.1.1 The results of this study revealed that there is awareness about counseling services among students, teachers and education personnel working at different levels in the Oromia Region. This is also confirmed by counselors' perception of awareness of the mentioned groups.
- 5.1.2 There is positive attitude towards counseling service in the schools of the Region.
- 5.1.3 Counselors have complaints of different kind which directly or indirectly affect their job.
- 5.1.4 Even though there is much significant variability on the existence of problems hindering the application of counseling, there are possibilities of reversing the situation in the long run.
- 5.1.5 Hopeful practical activities, which can be considered helpful for application of counseling profession, were observed and in the process a lot can be done in majority of secondary schools of the Region.
- 5.1.6 Since there is awareness, positive attitude and practical implementations of the service are proved to exist there is no reason to make efforts to strengthen the counseling service.

5.2 Conclusion

Based on the results of this study, one may conclude the following:

1. The service of counseling is understood among majority of secondary schools of the Oromia Region
2. The Oromia Region gives due consideration to the use and relevance of counseling psychology.
3. There is positive attitude towards counseling service in school where there are efficient counselors and vice versa.
4. Majority of secondary schools of the Oromia Region have either professional counselors, or guidance and counseling committees established from teachers and advisory clubs.
5. There is high demand for using counseling service among students, teachers and school administration.
6. There is no sufficient supply of trained counselors from the government to meet the need of the users.
7. Counselors are much busy in routine duties and are involved in some other school committees in facilitating the learning teaching process.
8. There are problems, which hinder the progress of the counseling service, which can be resolved with adoption of regulations or policies on the use of counseling in school settings.
9. In schools where there are creative counselors there are a lot of activity done as observed from the students responses given by teachers and education personnel.

5.2 Recommendation

Based on the findings in this research, the following short and long term Recommendations are given:-

5.3.1 Short Term Recommendations

1. With regards to the application of Counseling Psychology counselors should do on the following points.
 - i. Taking the initiative to work on the awareness creation among users to have continuity.
 - ii. Being efficient and creative in their work by planning in advance, formulating strategies, coordinated and consolidated approach, monitoring and evaluating the process through continuous follow-ups.
 - iii. Using peer-group problem solving and solution focused approaches rather than treating symptoms, which means focusing on diagnoses rather than concentrating on a problem at hand.
 - iv. Developing good relationship with teachers and other community members and encouraging their articulation in solving certain problems.
2. Oromia Education should strengthen counseling services in the schools of the Region by encouraging counselors, guidance and counseling committee and advisory clubs in schools.

5.3.2 Long Term Recommendations.

1. With regards to training given at the University certain improvements should be done by the Department of Psychology:
 - i. Selection and placement of students on interest,
 - ii. Additional courses on human relations, advanced level of counseling techniques, practicum activity on handling cases and cross-cultural counseling supported by practical activities helping relationships based on the values and norms of the people of Ethiopia.
 - iii. Common courses of psychology given for other students, such as Developmental and General psychology need certain part of counseling psychology so that trainees practice solving problems.
 - iv. Designing the affective and psychomotor domains in addition to cognitive aspect in the training.
2. Ministry of Education should adopt rules and regulations by inserting the use of counseling in its educational policy by giving due consideration to its role as one of intervention strategies to improve quality of education So MOE is expected to:
 - i. Train more counselors and assign in all school settings of the country
 - ii. Strengthen and publicize counseling services in all school settings using preventive approach starting from KGS and primary schools.
 - iii. Including Counseling Psychology in the curriculum designed for teachers in different level.

- iv. Improve the selection and assignment of school directors and administrators.
 - v. Strengthen self contained classes which are found to be appropriate for counseling.
3. Curriculum developers, education personnel, experts, school principals and teachers should advocate the role of counseling in facilitation of the learning teaching process.
4. The Oromia Education Bureau should strengthen its central office to co-ordinate counseling activities through out the Region.
5. Further research in investigating and modernizing the role of other helping professions used among peoples of the Region is highly needed.

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APPENDIX -A

Addis Ababa University

School of Graduate Studies

Faculty of Educational Psychology

Code QC/1

Questionnaire To be filled by counselors

Objectives of the questionnaire:

The objective of this questionnaire is to assess the provision of counseling services in some selected secondary schools of the Oromia Region and to identify major problems, if there are any, that hinder the services. Pertinent strategies which strengthen the counseling service in the schools of the region will also be recommended, to this end your direct participation has been found essential and determinant. Therefore, to show your direct contribution, please fill in the questionnaire honestly and responsibly. I sincerely express my thanks in advance for devoting your time and energy to complete this questionnaire.

PLEASE DO NOT WRITE YOUR NAME

School of Graduate studies Student

PART 1

Instruction: In some of the items you are required to write the necessary information on the blank space provided. When the alternative responses are given you are required to indicate your response by putting "X" in the appropriate box.

General Information

1. Name of the School_____
2. Name of the administrative zone_____
3. Name of the town_____

Personal Data

Please fill in your :

1. Sex:_____
2. Age_____
3. Level of Education_____
4. Total Years of Experience_____

PART -II

Based on the extent to which an item explains your behavior choose one of the options and write the "✓" in the column of your choice, i.e. Usually= 4, some times=3 Not at all= 2, Undecided=1

No	Items	Response Categories			
		4	3	2	1
1	I perceive students, teachers, school principals and other school communities know the role of counseling service.				
2.	I understand that student use counseling service when they face certain problems.				
3.	I know that teachers refer students facing personal and academic problems to my office.				
4.	I perceive that counseling is not well understood among school communities.				
5.	I joined the counseling profession for sake of having a job.				
6.	I am happy in my profession and I am also interested in helping students coming to my office without reservation.				
7.	I feel that working on counseling service lowers my dignity among school and out of school communities.				
8.	I feel as a counselor that I am not respected by school community				
9.	I feel students might fear to come to my office when they face certain problems				
10.	I feel that the training I received on campus does not help me solve some issues, which need special attention.				
11.	I give group counseling rather than individual counseling due to similarity of problems				
12.	I give orientation to introduce counseling service				

	for the school community.				
13.	I prepare different programs to attract attention of students toward the use of counseling service.				
14.	Due to lack of students coming to my office for consultation I get idle.				
15.	I am busy in running routine activities instead of consulting problems facing students.				
16	I understand that counseling service given in my school is not effective				
17.	I know that the school communities do not support the services given by counseling.				
18.	I know the educational authorities lack the necessary awareness about counseling				
19.	I feel that I am not well acquainted by the necessary techniques of counseling				
20.	I wish I did activities related to teaching and administration instead of counseling				
21.	I have an ambition to have other occupations which are not related to education				
22.	There is lack of the necessary facilities to render the counseling service.				
23.	I face difficulties in resolving certain cases on individual counseling.				
24.	The school administration uses coercive measures for the correction of behavioral problems of students.				
25	I understand that expectation of school communities is beyond the capacity of training of counselors.				
26.	I know that the activities of counseling were well disseminated among the users.				

27.	I understand that training given on campus on counseling is not sufficient				
28	I feel that the school authorities are not given training on facilitation services like counseling.				
29.	I feel that teachers are not happy with me because I advise them to give counseling service to their students.				
30.	The school principal orders me to do other administrative and routine activities.				
31.	There are no centers to refer to students with difficult problems for better treatment.				
32.	There are no incentives of any sort for counselors.				

PART- III

Instruction: The following questions require written responses of your comments. Please write them briefly in the lines provided.

1. Are you involved in research work?

Yes_____ No_____ If yes give examples of your research topics, if no explain why.

2. Will you be interested in pursuing graduate program?

Yes _____ No _____ (Please write what you feel)

3. What possibilities do you recommend to strengthen counseling services in the future?

APPENDIX -B

Questionnaire to be filled by Teachers

The objective of this questionnaire is to assess the provision of counseling service in some selected secondary schools of the Oromia Region and to identify major problems that hinder the service. Pertinent strategies, which strengthen the counseling service in schools of the region, will also be recommended. To this end, your direct participation is found to be essential as you have a direct professional contact with students and know their needs.

Therefore, to show your contribution, please fill in the questionnaire honestly and responsibly. I sincerely express my thanks in advance for devoting your time and energy to complete this questionnaire.

PLEASE DONOT WRITE YOUR NAME.

PART -I

Please fill in your:

(1) Sex_____ (2) Age_____ (3) Year of service _____

PART - II

Instruction

Below are listed statements regarding activities and behaviors related to counseling and counselors. You are required to rate the extent to which you agree with each of these statements on a four-point scale as follows:

- Give 3 if you **strongly agree** with the statement
- Give 2 if you agree with the statement
- Give 1 if you **slightly agree** with the statement
- Give 0 if you **are unable to decide**

No	Items	Response Categories			
		3= Strongly agree	2= Agree	1= Slightly agree	0= no idea

1	There is no one better than a counselor in helping students having personal or academic problems.				
2	I refer students having personal or academic problems to the school counselor.				
3	The presence of counseling facilitates the learning -teaching process.				
4	One counselor is just more than enough in secondary school.				
5	It doesn't require training to provide counseling services				
6	I believe that the school counselor can solve the personal and academic problems of students.				
7	I respect the school counselor for his/her effort in resolving students' problems.				
8	I am interested in giving advices for students having learning difficulties.				
9	The school counselor has great enthusiasm and determination to succeed in his /her duty.				
10	The school counselor has good relationship whit teachers, principals, other school communities and parents in solving problems of students.				
11	The school counselor works hard to give counseling services for students.				
12	The school counselor gets disappointed when some difficulties encounter him/her.				

13	The school counselor himself/herself is problematic for the profession he/she is assigned to.				
14	There are no necessary facilities, which can help the strength of counseling service in the school.				
15	I think the school counselor resists helping students in their problems.				
16	I think the school counselor needs further training to be efficient in all aspects.				
17	Teachers do not like the counselor for he/she is being sympathizer of the school administration.				
18	Administrative works occupies the school counselor.				
19	The school counselor acts as disciplinarian and unit leader.				
20	The school communities do not respect the school counselor.				
21	A counselor is found to be dissatisfied with his/her profession.				
22	Students do not consult the counselor, and so he/ she is found to be idle.				
23	Some cases, which are reported to the counselor, are beyond his/her training capacity.				
24	Teachers do not like the school counselor, so they do not cooperate in referring cases to him/ her.				
25	School authorities give priority for routine administrative works rather than progressive professional duties.				
	I think students are afraid of visiting the				

	counselor office and consulting on cases.				
26	The large number of students in the school makes counseling service difficult for one counselor.				
27	There are no efforts such as personal creativity made by the school counselor.				
28					

APPENDIX-C

Questionnaire To be filled by students

The objective of this questionnaire is to evaluate the present condition of counseling services in the Oromia Region and to have necessary information for future improvements. To this end your comments are found to be vital as you are the user of the service. I express my thanks in advance for your cooperation.

PLEASE DO NOT WRITES YOUR NAME

PART-I

Personal Data

please fill in your :

A) Sex _____

B) Age _____

C) Grade _____

PART II

Instruction: Based on the extent to which an item explains your behavior choose one of the options and put a mark "X" in the column of your choice, i.e., agree=3, undecided =2 and disagree =1

No	Statements *	Response categories		
		Agree	Undecided	Disagree
1.	I know that counseling service is rendered in our school.			
2	If I face a problem beyond my capacity I understand that I should consult the school counselor			
3	I know that our school counselor helps students on personal and academic problems.			
4	My friends and I too, respect the counselor of my School.			
6	Our School counselor gives orientation tins on academic issues such as how to study during flag ceremonies.			
7	I see students consulting counselors on their problems			
8	I understand that modern counseling is better than our parents or communities means of resolving problems.			
9	Our School counselor motivates us to participate in different clubs and use our potentialities.			
	Our School counselor always accepts students without			

	hesitation.			
10	I hear that those students visiting counselors are happy.			
11	I do not believe that our School counselor have interest and motivation in his /her duty.			
12	Our School counselor is like the School director and unit leader in punishing students.			
13	I do not believe that our School counselor have good relationship with directors and teachers			
14				

PART III

Instruction: You are required to write your opinion for the following questions in space provided.

1.What are difference and similarities of advice given from our parents and that are given by counselors?

2. How does your School counselor help students?

3. What do you suggest to improve the counseling service from its present status?

APPENDIX -D

Code IC
1

Interview Questions prepared for Secondary School counselors

- 1.How do you understand about the effectiveness of counseling service in your school?
- 2.How do you perceive the attitude of users toward counseling service?
- 3.What are the major problems you face in giving counseling services?
- 4.What are the major causes /factors/ that contribute to the problems mentioned in question "3" above.?
- 5.Do you have plans of action? If you have, what are the major issues of concern?
- 6.Do School authorities cooperate with you?
- 7.what do you feel about your training?
- 8.what do you recommend in strengthening counseling service?
9. Discuss on the type of your office and facilities required.

APPENDIX -E

Cone 1P.

2

Interview Questions Prepared for senior Secondary School Principals. Woreda, zonal and bureau educational Personnel

- 1.To what extent is the relationship of counselors to other School community healthy?
- 2.Are the counselors loyal to the school administration?
- 3.Is the moral of counselors high?
- 4.To what extent do counselors help and support teachers?
5. To what extent are counselors committed to the success of their students?
- 6.In general, is the academic achievements of students satisfactory?
7. Do counselors raise issues with students to be resolved for them?
8. What problems of students do you observe are beyond the capacity of the counselors?
- 9.What are the major expectations of the school and the community from counselors?
10. What do you recommend to strengthen the counseling service to play its role in the learning teaching process?

APPENDIX -F

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APPENDIX-G

Major Concentration Areas in Applying guidance and Counseling services in Secondary Schools of Oromia.

1. Conducting a brief study/Research/on selected academic issue in a year.
2. Examination results (E.S.L.C.E., Semester exams., grade 8 national exams evaluation during 3rd and 4th quarter of the year.
3. Information, Education, Communication /IEC./
 - a. Introducing high achieving students to school community,
 - b. Introducing the guidance and counseling service to the new students.
 - c. Introducing other activities such as:
 - Family life education
 - How to study
 - Information of higher education and other new concepts related to academic issues
 - Health problems such as HIV/AIDS and STDS
4. Vocational guidance on stream selection and higher education during 1st and 4th quarters of the year.
5. Counseling /Counselee consultation/ by giving counseling services through out the year by arranging weekly schedule.
6. Organizing workshop on selected academic issues for school staff once in a year.
7. Arranging experience-sharing program with other schools or zones etc. once in a year.

OEB
Guidance and Counseling

APPENDIX-H

LIST OF THE SAMPLE SCHOOLS BY ZONES AND DISTRICTS

<u>NO.</u>	<u>NAME OF THE SCHOOL</u>	<u>DISTRICT</u>	<u>ZONE</u>
1.	Mojo Senior Secondary School	Lume	East Shewa
2.	Zuway Senior Secondary School	Adami Tulu	East Shewa
3.	Fiche Comprehensive Sec. School	Girar Jarso	North Shewa
4.	Chanco Abagada Senior Sec. School	Mulona Sululta	North Shewa
5.	Asela Comprehensive Sec. School	Ticho	Arsi
6.	Chilalo Comprehensive Sec. School	Ticho	Arsi
7.	Sebeta Senior Secondary School	Alam Gana	West Shewa
8.	Dajazmaach Gareshu Duki Senior Sec. School	Woliso	West Shewa
9.	Metu Comprehensive Secon. School	Matu	Iluababor
10.	Badele Senior Secondary School	Badele	Iluababor
11.	Naqamte Comprehensive Sec. School	Gutu Wayyo	East Welegga
12.	Darge Senior Secondary School	Gutuu Wayyo	East Welegga

N.B.

The map of the Oromia Region showing these districts and zones is attached next to this page.

