The Counseling Relationship from the Perspective of Juvenile Offenders: A Descriptive Phenomenological Study

By

Abel Tesfaye

A Thesis Submitted to the School of Graduate Studies in

Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Counseling Psychology

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College of Education

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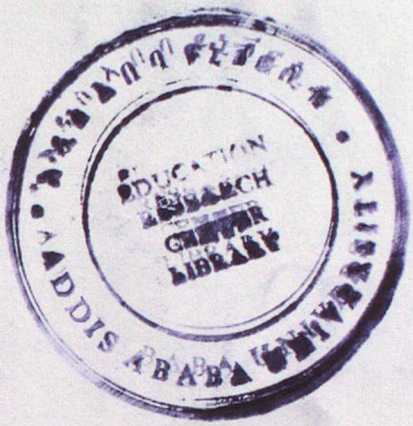

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Abstract

The purpose of the study was to provide an in-depth description of the counseling relationship from the vantage point of juvenile offenders. Accordingly, six institutionalized juvenile offenders serving time in Addis Ababa Remand and Rehabilitation Home participated in the study. Consistent with phenomenological methodology, each participant was thoroughly interviewed and provided detailed description of the phenomenon of the counseling relationship. The main research question was: What are juvenile offenders' perceptions of the counseling relationship? Stemming from this, the major sub-questions which were explored are: (a) what preconceptions about the relationship have the juvenile offenders held prior their engagement in counseling? , (b) what are juvenile offenders' experiences in their counseling relationships? , (c) what aspects of the relationship are meaningful for the juvenile offenders?, (d) what thoughts and feelings have the juvenile offenders attached with the counseling relationship?, (e) How does the counseling relationship contribute to improvements in juvenile offenders' behaviors?, and (f) How have the juvenile offenders perceived their relationship with the counselor as it progressed from first session to the last session? Consequently seven core themes were identified as the essences that constituted participants' perceptions of the phenomenon of the counseling relationship: Preconceptions; first sessions; process; counselor's approach; benefits; client's self disclosure' and end of the counseling relationship. Moreover, under these themes composite textural-structural description of participants experiences were forwarded to provide a holistic picture of their perception of the phenomenon. Findings of the study shaded light on the counseling relationship and its importance in correctional settings. Implications for concerned bodies are also discussed.

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Background of the Study

Juvenile delinquency is one of the major problems that threatens the stability and well being of the modern world. Even highly developed countries such as the United States are still struggling to effectively deal with this problem. According to Yoon et al.(2004), the United States is estimated to have more boys and young men incarcerated in juvenile halls, jails, boot camps, psychiatric hospitals, youth corrections and adult prisons than any other nation, The threat of juvenile crime is magnified when one takes into account the fact that the crime statistics did not include all the youth who have broken the law, and yet who have not been caught (Belenko, Sprott,& Peterson, 2004).

Similarly, a number of studies indicated that juvenile delinquency is increasing at alarming rate in Ethiopia (Lemlem, 1999; Mekonen, 2003; Jember, 1991). UNICEF's annual report as cited in Mekonen (2003) estimated that:

> Ethiopia is the 5th worst country in the world to be born into ... of the total population soon exceeding 60 million people, more than 60% are children below 18 years of age. There are over 300,000 children leading street life and as many as 500,000 children at risk of becoming involved in street life and become forced into delinquent activities. (p. 51)

Documents available in Addis Ababa Remand and Rehabilitation Home indicate that the number of delinquent youth who are incarcerated in the institution has rapidly increased from 58 in 1995/96 to 239 in 2001/02 and climbed up to 394 in 2007/08.

In response to this increasingly prevailing threat, numerous studies have been expended by police, courts, and correctional institutions (Brendan, 2003). Consequently the past few decades have witnessed a gradual shift of the criminal justice system away from punishment oriented practices and towards rehabilitation (Bonta, Wallace -Capretta, & Rooney, 2000; Wilkinson, 2002). This, in turn, paved the way for a wide variety of interventions to flourish under the banner of rehabilitation.

Counseling Interventions

Although little exists in counseling literature about court-ordered clients (Wilkinson, 2002), "counseling philosophy is ideally suited to the treatment of juvenile offenders because it espouses a professional obligation to society and individuals to

facilitate the development of character, virtue, and integrity (Ryals, 2003: 35). Similarly, Lewis (1989) maintained that contrary to medical models, problem-deficit orientations, and environment-based deficits which magnify only one aspect of the roots of delinquency, counseling philosophy includes both individual characteristics and societal influences thus providing a more favorable model.

However, Lipsey and Wilson cited in Altschuler and Brash (2004) indicated that the rehabilitation interventions given in correctional settings are largely dominated by fields of social work, clinical psychology and social psychology. Correspondingly, the role played by counseling in the treatment of juvenile offenders is not as sound as it deserves to be (Altschuler and Brash, 2004).

One factor that has not received sufficient attention in juvenile offender treatment literature has been the counseling relationship. The counseling relationship is noted in the counseling literature for its power in changing thoughts and behaviors and is considered a center of potential change in clients (Gilliland and James, 1998). Further, the father of client-centered therapy, Carl Rogers, discussed the importance of the counseling relationship and indicated that "change appears to come about through experience in a relationship" (Rogers, 1961: 33).

An important issue concerning the counseling relationship relates to the ability to effectively measure the counseling relationship. Most studies investigating the counseling relationship focus on observable behaviors of the relationship (Martin et al., 2000; Ryals, 2003). However, Keijsers et al. (2000) pointed out that studies have difficulty in consistently defining characteristics of a good relationship.

An alternative to identifying observable characteristics of a relationship can be found in the phenomenon of the relationship from the perspective of the client. Rogers (1961) described the first element of the facilitative conditions, empathy, as the ability to understand clients' meanings and feelings. The research method that is specifically aimed at discovering the meanings and experiences of clients is phenomenological research.

As opposed to positivistic and objective methods which seek to grasp reality through empirical means, phenomenology is, "the study of the world as we immediately experience it; pre-reflectively rather than as we conceptualize, categorize, or reflect on it" (Souza and Do, 1999: 15). Therefore, phenomenological method is uniquely qualified to

assess difficult-to-define characteristics, such as the counseling relationship, through the experiences and meanings assigned by clients (Bednall, 2006).

In addition, phenomenological study shares a common philosophical approach to counseling. Souza and Do (1999) maintained that counselors focus on clients' experiences rather than objective, observable, aspects of behavior. Souza and Do (1999) further asserted that in both counseling and phenomenological research, a specific theory or counselor's own conceptualizations are not used to understand lived experiences of clients.

1.2 Statement of the Problem

The relationship between the client and counselor is at the heart of counseling philosophy and is considered crucial to the success of therapeutic progress (Rennie, 2004). Also called therapeutic alliance and working alliance, the counseling relationship is given high regard in psychotherapy and is considered to be among the strong predictors of therapeutic outcome. (Antoniou and Blom, 2006; Martin et al., 2000). In addition, psychotherapeutic interventions such as Choice Theory, Reality Therapy, and Filial Therapy were reported to have documented evidence of the effectiveness of the counseling relationship (Ryals, 2003).

Although the counseling relationship holds such importance in counseling and psychotherapy, it has not gained the emphasis it deserves in the treatment interventions presently engaged in juvenile offender rehabilitation. Even those counseling based interventions that have actually managed to receive wide support and implementation in correctional institutions do not give significant attention to the counseling relationship (Latessa, Cullen, & Gendreau, 2002; Bonta, Wallace -Capretta, & Rooney, 2000). For example, Reasoning and Rehabilitation Program and Moral Reconation Therapy-cognitive behavioral programs that are widely implemented in juvenile offender rehabilitation- do not have an affective component and, therefore, do not consider the development of a relationship with the counselor among the primary goals of the intervention. (Bonta, Wallace -Capretta, & Rooney, 2000).

The implication of the above facts is that counseling, at least in its 'orthodox' sense, is not playing sufficient role that it inherently deserves in rehabilitating juvenile

offenders. One of the reasons for the lack of appropriate attention given to counseling seems to stem from the fact that juvenile offender treatment focuses on *recidivism* as a criterion for evaluating the effectiveness of treatment interventions (Latimer et al., 2003; R. Wilson, 2005).

Taking recidivism as an outcome measure implies that a particular treatment intervention (program) would be judged effective if the offenders who took the treatment do not get arrested again for another offense, i.e. do not recidivate. On the contrary, if the juvenile offenders who received the treatment program somehow get re-arrested, i.e. if they recidivate, then the treatment program is assumed to be ineffective (Bonta, Wallace - Capretta, & Rooney, 2000).

The consequence of this is that treatment programs which actually change the lives of juvenile offenders, but which were somehow unable to prevent the offenders from being re-arrested are considered worthless by this "harsh" criterion of recidivism. Such criteria would obviously put counseling interventions-especially relationship oriented ones-at loss because counseling sets a long term goal of treating clients across life's obstacles and thus does not call them failures unless they permanently lose their ability to progress in life (Gilliland and James, 1998). Thus the use of recidivism as a criterion to evaluate the effectiveness of juvenile offender counseling may be inappropriate.

These calls for another more appropriate angle to truly explore the role counseling interventions can play in rehabilitating juvenile offenders. In such as case, the counseling relationship comes into play, since it provides a fair ground where obtaining a glimpse of the virtues of counseling through investigation of the client-counselor relationship is possible. This is especially so when one takes into account the fact that the counseling relationship is considered as a good predictor of therapeutic outcome (Martin et al., 2000)

Counseling in Ethiopia

The benefit of exploring the counseling relationship can also be further justified when one takes a look at the current status of counseling services given in Remand and Rehabilitation Institutions of Ethiopia. Yusuf (1998) maintains that proper evaluation of counseling entails "macro-level" overview of the status of counseling in Ethiopia. Yusuf (1998) thus declared: "the role and relevance of counseling psychology in non-

educational settings such as rehabilitation centers etc. is almost insignificant and non-existent as well" (P. 9). Fekadu (1986) and Mekonen (2003), who both assessed the rehabilitation services given in Addis Ababa Remand Home (the major correctional institution for juveniles in Ethiopia) also attested to the poorness of the services provided.

The researcher himself, upon his visit to the remand home, observed that the counseling service provided for the young offenders lacks the necessary technical and material support. The counseling service is carried out by only two counselors employed by a non-governmental organization. Generally, the counseling service lacks rigorous guidelines, theoretical frame works and principles as well as conducive working environment for it to be evaluated by objective and quantitative means. Yusuf (1998), therefore poses the question: "what could one evaluate when the counseling services that were to be evaluated are non-existent in the first place?" (P. 9). In such circumstances, investigating the counseling relationship is beneficial since it provides the appropriate angle for finding out the virtues of counseling. In other words, exploring the relationship between client and counselor remains as an important index in the counseling given in Addis Ababa Remand Home – can thus be used to evaluate, in a loose sense, the role of the counseling in rehabilitating the juvenile offenders.

This research sought to understand the relationship between juvenile offenders and counselor from the perspectives of juvenile offenders so that their voices would be heard. The main research question was: What are juvenile offenders' perceptions of the counseling relationship? Stemming from this, the major sub-questions which were explored are:

a) What preconceptions about the relationship have the juvenile offenders held prior their engagement in counseling?

b) What aspects of the relationship are meaningful for the juvenile offenders?

c) What thoughts and feelings have the juvenile offenders attached with the counseling relationship?

d) How does the counseling relationship contribute to improvements in juvenile offenders' behaviors? and

e) How have the juvenile offenders perceived their relationship with the counselor as it progressed from first session to the last session?

1.3 Significance of the Study

Empathic understanding of the client's experiential world has long been recognized in the counseling tradition among the facilitative conditions that are necessary for therapeutic healing. However, to the knowledge of the researcher, very few attempts have been made in Ethiopia to explore the counseling process from the perspective of juvenile offenders. This study, therefore, provides the counselor with the basis for understanding counseling relationships through the subjective experiences of their clients, i.e. the juvenile offenders. With this information counselors are able to develop more meaningful relationships and more effective therapeutic processes with this challenging population. In addition, this study allowed the voices of juvenile offenders to be heard.

As far as the researcher is concerned, phenomenological research method is relatively new in Ethiopia. Therefore, this study provides important contributions towards the establishment and growth of phenomenology as a research tradition in Ethiopia.

Investigating the effectiveness of counseling services in Ethiopia, especially in remand and rehabilitation institutions, represents a great challenge to researchers. On one hand, counseling services, in the strictest sense are non-existent in Ethiopia (Yusuf, 1998). On the other hand, the scientific method dictates the use of experimental methods to study effectiveness (descriptive survey methods might fall short of the goals of the empirical tradition and might thus be criticized as superficial). Thus, utilizing experimental study to investigate the counseling services that are, in the strictest sense, barely administered presents a dilemma. Consequently, the researcher believes that this study contributes to the use of the counseling relationship, or rather its investigation, as an alternative means of evaluating (in a loose sense) the benefits of counseling in Ethiopia.

The correctional literature is to a large extent dominated by sociologists, social workers and criminologists (Altschuler and Brash, 2004). As far as the researcher is concerned, the situation is similar in Ethiopia with counselors taking a minor share in the studies conducted on juvenile delinquency. This study, therefore, adds to the advances counselors are making in juvenile offender treatment research.

1.4 Assumptions

Proper use of phenomenological method requires one to "bracket" one's pre-assumptions. A number of assumptions were held by the researcher before engaging in the research. The major assumptions include:

- A relationship exists between the counselor and the juvenile offenders,
- Within the context of the counseling relationship, a quality exists that contributes to the success of therapy,
- The success of therapy contributes to the progress of the juvenile and
- Most juvenile offenders are capable of participating in a relationship with the counselor.

1.5 Limitations

Limitations are usually mentioned in relation to those factors, over which the researcher had no control, and that may negatively affect the generalizability of the results. This study, being a phenomenological study, does not aim to generalize the findings. Hence factors that affect the generalizability of results are not regarded as threats.

On the other hand, the first step in the process of analyzing phenomenological data is "bracketing" one's pre-assumptions. However, the bracketing process is not perfect and allows some of the researcher's pre-assumptions to enter into the interpretation of the interview data. This therefore, poses a limitation to this study.

Another limitation existed in relation to the communication ability of the population. That is, the researcher chose participants who were able to express their experiences regarding their counseling relationship. This type of purposive sampling denied the chance of those offenders who were not able to vocalize their thoughts and experiences appropriately.

Concerning the appropriate time to go through the literature review, it has been recommended by the phenomenological tradition that it should be delayed until data has been collected. However, the researcher in reviewing the literature prior date collection while attempting to clearly identify the research problem. Subsequently, the information obtained from the review might have influenced the researcher's perception of the phenomenon.

Yet another limitation was faced during the data collection process. Although the researcher set out to conduct hour-long interviews the audio taped conversations only lasted 20 to 35 minutes. The participants were not motivated to stay more than that even though the researcher attempted to maintain a pleasant and conducive interview sessions. This may have limited the depth of investigation of the phenomenon.

1.6 Definition of Terms

The following definitions apply to terms that are used with in this study:

- **Counseling Relationship:** The counseling relationship refers to the dynamic relationship established between a counselor and a research participant within the confinement of the counseling sessions. Participants' verbalizations of their perceptions are assumed to uncover the essences of the counseling relationship.
- **Participants' Perception of the Phenomenon:** Overt expression of perceptions of participants was assumed to involve the thoughts, beliefs, attitudes and feelings depicted in relation to the experience they shared with the counselor.

1.7 Scope of the Study

The study investigated the phenomenon of the counseling relationship through the perceptions of 6 juvenile offenders. Since the study utilized phenomenological methodology, the findings would not be viable to generalizations. In other words, the composite textural-structural synthesis only represents the essences of the phenomenon at a particular time and place and from the perspective of the 6 participants.

Although the scope of the study is confined to only the research participants, it can in a loose sense, infer what the features of the counseling relationship are.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 Introduction

As a preface to this literature review an important point must be discussed regarding the methodological considerations of literature reviews. This study utilized phenomenological method to find out the perceptions of juvenile offenders about their relationship with their counselor. Phenomenological method emphasizes the importance of the discovering unknown aspects of the research phenomenon. It is therefore recommended in the phenomenological tradition that researchers should set their assumptions when conducting the study. Consequently, Moustakas as cited in Lopez and Willis (2004) recommended that the literature review be delayed until data has been collected. This is to prevent researchers from forming hypothesis and assumptions; they may be inclined to do so if they undertook literature reviews. However, the researcher had to engage in literature review prior data collection, in an effort to justify as well as provide a contextual basis for this research methodology.

As previously noted, the purpose of this research was to capture the meanings and experiences juvenile offenders have regarding the counseling relationship. The current body of knowledge concerning this population focuses on predetermined, objective measures of the quality of the counseling relationship. Furthermore, the outcomes of counseling are measured in terms of recidivism rather than based on the progress of the offenders. The current research sought an alternative way of investigating the role of counseling in rehabilitating juvenile offenders. This involved investigating the counseling relationship.

2.2 Psychological Treatment Interventions

Crime and offender risk has been the focus of numerous studies, articles, and publications. Studies have been expended by police, courts, and corrections in an effort to decrease the risk posed by offenders and thereby protect the public (Brendan, 2003). Consequently, several alternatives have been forwarded and implemented to control

offender risk and ensure public safety (Bonta, Wallace -Capretta, & Rooney, 2000). Among these alternatives is the practice of rehabilitation.

The term rehabilitation is vague and ambiguous, often used synonymously with *therapy, treatment,* and *counseling* (Ryals, 2003). Cavan as cited in Bonta, Wallace - Capretta, & Rooney (2000) indicated that the basic theme that underlies rehabilitative treatment of offenders is that the basic cause of misbehavior lies within the personality of the individual; and that elimination of these deficits in the personality will eliminate the individual's engagement in criminal behavior.

Rehabilitative treatment in turn called for the implementation of a wide variety of counseling and psychotherapeutic interventions. Lipsey, Wilson, & Cothern (2000) identified the major therapeutic interventions that have been engaged in the rehabilitation of offenders. These include psychoanalysis, behavioral, social learning, client-centered, and cognitive therapies as well as their various combinations. Moreover, in an attempt to efficiently deal with specific aspects of delinquency, these treatment approaches were made to evolve into a wide variety of specialized treatment programs (Latimer et al., 2003). Among these specialized treatment interventions, the major ones include, Reasoning and Rehabilitation (R&R), Aggression Replacement Training (ART), Moral Reconation Therapy(MRT), Multi-systematic Therapy (MRT), Community-residential, and Interpersonal skills programs (Lipsey, Wilson, & Cothern, 2000).

Occupying the opposite position, however, punishment continued to influence policy decisions involving incarcerated offenders. Regarding this, Brendan (2003) indicated that penology and the criminal justice system served as the battle ground for the *two* alternative responses (punishment and rehabilitation) to crime. The former argued that nothing works in rehabilitating juvenile offenders and therefore stressed the importance of punishment to prevent them from committing delinquent acts. On the other hand, the latter believed that juvenile offenders can indeed be rehabilitated and subsequently sought effective means of achieving their goal. Brendan (2003) further noted that the struggle among proponents of both ideals continued and subsequently came to be known as the "nothing works / what works" debate.

This conflict of ideals, however, reached its peak in the 1970's following the conclusion of Martinson that nothing actually works in treating juvenile offenders.

Martinson as cited in Bonta, Wallace -Capretta, & Rooney (2000) reviewed 231 studies of treatment interventions and concluded that there is "little reason to hope that we have found a sure way of reducing recidivism through rehabilitation" (p. 313). This brought severe criticism on the proponents of rehabilitation and the effectiveness of the treatment programs was questioned.

Subsequent studies on different rehabilitation programs also supported Martinson's claim or at least produced mixed results. For example, a meta-analysis of 200 studies conducted on several treatment programs by Lipsey and Wilson as cited in Latessa, Cullen, & Gendreau, (2002) revealed that a large number of these treatment programs have small or no treatment outcome effects. Wilderness programs, shock treatment, milieu programs, and vocational acquisition programs were among those interventions that were found to be somewhat useless to offender rehabilitation.

Following Martinson's conclusion, a number of attempts have been made by treatment advocates to show that treatment programs actually work. Consequently, thorough investigation of Martinson's studies was undertaken and it was found that 40% to 60% of the studies reviewed by Martinson reported reduction in recidivism at least for some offenders (Bonta, Wallace -Capretta, & Rooney, 2000; Wilkinson, 2002). These supporters of the rehabilitation philosophy, however, admitted that not all treatment interventions were equally effective. Furthermore, their findings indicated that subsequent studies should focus on pointing out the conditions and qualities that are associated with effective treatment interventions (Brendan, 2003; Bonta, Wallace - Capretta, & Rooney, 2000; Wilkinson, 2002).

In line with this, Andrews and colleagues cited in R. Wilson (2005) identified certain principles that are associated with effective treatment programs. The risk needs, and responsivity principles were identified as the more important treatment principles. Consequently, an effective treatment intervention was indicated as the one that: "(a) matches intensity of treatment with the assessed level of risk (*risk principle*); (b) specifically targets criminologic needs identified during assessment (*need principle*); and (c) ensures that treatment is offered in a manner that is sensitive to the personal characteristics and abilities of the offender (*responsivity principle*)" (p. 320).

Similarly, themes and features associated with successful and unsuccessful treatment interventions have been identified by Latessa, Cullen, & Gendreau, (2002). Latessa and colleagues reviewed the correctional treatment literature and reported that increasing advances have been made in determining empirically established predictors of recidivism. Anti-social values, anti-social peers, poor self-control, deficits in self-management and pro-social problem solving skills, family dysfunction, and past criminality were indicated as the most important predictors of offender recidivism. In addition, Latessa, Cullen, & Gendreau, (2002) indicated that treatment programs which recognized the above factors as causes of crime were found to be effective by a number of studies.

The identification of treatment principles resulted in a number of changes and refinements of the treatment interventions in correctional setting. Among these changes is the recognition of the effectiveness of cognitive-behavioral interventions and their subsequent dominance over other forms of treatment programs. Regarding this, Bonta, Wallace -Capretta, & Rooney (2000) indicated that one of the important consequences of the treatment principles is the characterization of cognitive-behavioral interventions as the more effective style of interventions. Similarly, Latessa et al.(2002) reviewed a number of studies and included Functional Family Therapy, Rideau Integrated Service Delivery Model, and the teaching youth to think and react responsibly peer helping program (all of which are a variety of cognitive-behavioral based interventions) among the effective treatment models for offenders.

Similarly, Lipsey, Wilson, & Cothern (2000) conducted a meta-analytical study on 200 studies in an attempt to investigate the effectiveness of various interventions on serious juvenile offenders. For non-institutionalized juveniles, the interventions studied included counseling, skill-oriented programs, and multiple services (combination of services or treatments that involved several different approaches). For institutionalized juveniles, the interventions included counseling, skill oriented programs, and community residential programs.

In this meta-analysis, the types of treatments that were reported to have been the most effective for non-institutionalized offenders were individualized counseling, interpersonal skills, and behavioral programs. These interventions were reported to have

shown reduction in recidivism by about 40%. The researchers further noted that though individual counseling appeared to have been effective for non-institutionalized juveniles, it failed to be effective for the institutionalized offenders. On the other hand, the types of treatment interventions that were reported to have shown effectiveness for institutionalized offenders were interpersonal skills interventions, teaching family homes while behavioral, community residential, and multiple service programs were somewhat less effective.

Consequently, cognitive-behavioral programs came to be recognized throughout the treatment literature for their demonstrated effectiveness in reducing future re-offending (Andrews, Mark, & David,1990; Andrews, 1990; Allan & Allan, 2001). This led to the overall dominance of cognitive-behavioral programs over other types in the paradigm of correctional treatment (D. Wilson et al., 2005). An important feature of cognitive-behavioral programs that should be noted is that most of them do not consider the development of a therapeutic relationship as a primary goal of intervention. Furthermore, they are highly structured with detailed manuals and are designed to be administered by anyone who received prior training in the specific treatment models. This, in turn, minimizes the need for a professional counselor (Ryals, 2003). On the other hand, those counseling interventions that emphasize the client-counselor relationships are not playing a significant role in juvenile offender rehabilitation (D. Wilson et al., 2005; Lipsey, Wilson, & Cothern, 2000)

Gilliland and Jamees (1998) and others, however, point out to documented evidence of the effectiveness of the counseling relationship outside correctional treatment literature and insist on the importance of the relationship component of counseling. In addition, they argue that the possible explanation for the outcome differences between cognitive-behavioral programs and relationship oriented counseling interventions may lie in the choice of outcome measures. Regarding this they noted that, while most juvenile offender treatment focuses on recidivism as the outcome variable, effectiveness of relationship oriented counseling interventions is measured in terms of interactions with others and interpersonal adjustment. Review of studies conducted on interventions that emphasize counseling relationship is discussed below.

2.3 Relationship-Oriented Counseling Interventions

Theorists and practitioners have attempted to describe the relationship – or aspects of it – between the counselor (helper) and client (helpee). However, the term 'relationship' is difficult to define. Rogers (1961) defined the helping relationship as: "one in which at least one of the individuals in the relationship has the goal of recognizing, developing, and using hidden inner resources of one of the individuals" (p. 36).

Although counseling interventions that emphasize the counseling relationship are not exactly 'popular' in correctional literature, their importance has been discussed elsewhere. Models such as choice theory, Reality therapy, and Filial therapy have been reported as approaches that have documented evidence of the effectiveness of the therapeutic relationship. Antoniou and Blom (2006) pointed to research evidence and indicated that the counseling relationship exceeds every other aspect in ascertaining the efficacy and significance of treatment. Along a similar line of argument, Martin et al. (2000) indicated that researchers have looked for common factors across therapies that explain treatment outcomes and identified *therapeutic alliance* as a significant factor; furthermore, he noted that some of them even argued that the quality of alliance is more important than the type of treatment approach in predicting the treatment outcomes. Further more Rogers (1961) also emphasized the importance of the therapeutic relationship and noted that "Change appears to come about through experience in a relationship" (P.33).

In addition, several studies investigating the overall therapeutic relation have reported findings that magnify the role of the relationship in the counseling outcomes. Harovath and Symonds as cited in Bachelor and Salame (2000) reported an average effect size of 0.26 between quality of the therapeutic alliance and therapeutic outcome.Similarly, Martin et al. (2000) conducted a meta-analysis of 79 studies investigating alliance-outcome correlation. The overall weighed alliance-outcome correlation was found to be 0.22(N=68, SD=0.12).

Generally, the meta-analytic study concluded that a correlation of 0.22 indicates that the alliance is moderately related to out come. In addition, the results were concluded to be indicative of the consistency of the relation between therapeutic alliance and

therapeutic outcome in psychotherapy. Further more, the direct association between the alliance and outcome identified in the meta-analysis is assumed to be supportive of the hypothesis that alliance may be therapeutic in it self. This conclusion implied that regardless of the psychological interventions used, the establishment of a good therapeutic relationship alone will bring about a significant amount of therapeutic healing. The researchers, however, admitted that alternative explanations that account for the obtained results can not be ruled out. In spite of this they insisted that it is fair to conclude from the empirical review that the strength of the alliance is predictive of out come.

The above study was indicative of the importance the therapeutic relationsh p is given in psychotherapeutic interventions out side correctional setting. Even though, the counseling relationship holds such importance in counseling and psychotherapy, very few has been said about it in correctional literature. Among these, Florsheim et al. cited in Lipsey, Wilson, & Cothern (2000) found a positive relationship between therapeutic working alliance and lower recidivism. Furthermore, a review of literature by Gendreau cited in Latessa et al.(2002) reviled that one of the principles of effective interventions with offenders is the presence of relationships between therapist and offenders that are interpersonally responsive and constructive. Similarly the Justice Policy Institute as cited in Wei and Heppner(2005) compiled accounts of former juvenile offenders who grew into successful adults. From their description it was found that the common theme each offender recognized as critical to their success was a positive relationship with a youth worker.

Ryals (2003), on the other hand, conducted a qualitative phenomenological study designed to explore the perceptions juvenile offenders have of the counseling relationship. The study revealed that the majority of the participants were reported to have experienced a transition from the initial confusion to a working relationship. The major component of the transition which was identified as the counselor's demeanor was characterized by participants' as consisting of understanding mutual sharing, genuineness, and empathy. Consequently, these qualities were reported to have served to alleviate anxieties and provide participants with the freedom to take risks and express themselves.

2.4 Recidivism and the criterion problem

It is estimated that over 250 different therapeutic approaches exist throughout the world (Yusuf, 1996). Consequently it is very difficult, if not improbable, to find a single criterion or psychometric device to investigate the outcomes of counseling. In addition, examining the role of counseling within the context of correctional rehabilitation further complicates the matter. Juvenile offenders typically enter counseling as part of a court mandated agreement. Consequently, administering as well as investigating the counseling relationship (and counseling in general) in the context of legally mandated attendance is highly challenging. Similarly, Wilkinson (2002) indicated that counseling in the correctional setting poses a unique paradox, where the treatment is undertaken to a large part to fulfill the court's demand (although the willingness of the offender is mandatory to conduct treatment).

On the other hand, the concepts and approaches of counseling have been widely implemented in correctional rehabilitation, thereby resulting in a number of specialized treatment interventions, instead of a single profession with its own rights and boundaries (Latessa, Cullen & Gendreau, 2002). A meta-analytic study conducted by Latimer et al. (2003) identified 195 treatment interventions in the correctional system which incorporate various counseling theories. The meta-analysis further identified the major treatment outcomes used by the evaluative studies which included recidivism; academic performance/attendance; psychological well being; family functioning; employment gains; social skills; antisocial attitudes; substance abuse; and cognitive skills. Among these, however, *recidivism* is used by the majority of treatment studies as an outcome measure (Ryals, 2003; D. Wilson et al., 2005; Lipsey, Wilson, & Cothern, 2000). Rutter and Giller cited in Bonta, Wallace -Capretta, & Rooney (2000) described recidivism as repeat offence where a juvenile offender commits a subsequent delinquent act after having been involved in the criminal justice system. Involvement in the criminal justice system may mean being found guilty and being warned or serving time in correctional institution. In contrast, a first time offender that does not re-offend is not a recidivist. Most studies on juvenile offender rehabilitation assume recidivism to be equivalent with re-arrest.

These studies use recidivism as a major criterion for evaluating the effectiveness of treatment programs in rehabilitating juvenile offenders. Subsequently, treatment programs are considered ineffective if juvenile offenders who got released after going through the treatment program do not commit a delinquent act and therefore get rearrested. On the contrary, if the juvenile offenders who received the treatment program somehow get re-arrested after being released, i.e. if they recidivate, then the treatment program is assumed to be ineffective (Latimer et al., 2003).

This, in turn, implied that treatment programs that that actually change the lives of offenders but somehow do not prevent them from being re-arrested, are considered worthless by this criterion of recidivism. On the other hand, if the juvenile offenders remain with their delinquent behaviors after their release, i.e. they did not rehabilitate, but keep themselves from getting caught, the treatment programs would actually be considered effective. This makes the choice of recidivism as the only appropriate criterion for measuring the effectiveness of juvenile offender treatment programs generally doubtable.

This resulted in the acceptance (and subsequent dominance) of cognitive-behavioral programs over other forms of treatment. Even though the treatment literature do not give sufficient emphasis to the role relationship based counseling interventions, these approaches have documented evidence outside correctional setting which demonstrate their effectiveness. Models such as Choice theory, Reality therapy, and Filial therapy provided empirical evidence for the effectiveness of the therapeutic relationship . The findings of several meta-analytic studies have also revealed that alliance in itself is therapeutic to clients and is predictive of treatment outcome (Martin et al., 2000; Bachelor and Salame, 2000). Similarly, studies within the correctional context have also confirmed the importance of the relationship between counselor and client in bringing about therapeutic change (Lipsey, Wilson, & Cothern, 2000; Wei and Heppner, 2005).

Some studies noted the differences (gaps) in perceptions regarding individualized, relationship-based counseling inside and outside correctional setting. Subsequently, they have attempted to explain the causes for such contrasting attitudes towards these relationship-oriented counseling interventions. Ryals (20003) pointed to methodological differences and indicated that while most juvenile offender treatment focuses on

recidivism as an outcome variable, effectiveness of other relationship oriented models is measured in terms of interactions with others and interpersonal adjustment. Implications of this for juvenile offender counseling is that recidivism as an outcome measure may be inappropriate. This is because programs that actually change the lives of offenders but do not significantly reduce recidivism are viewed as ineffective. Thus, it was suggested that, measuring juvenile offenders' movement towards non-delinquent characteristics (rather than whether the juvenile is re-arrested) may be more appropriate. Consequently, the measure of effectiveness would not be recidivism, but rather the ability of the juvenile to develop and maintain effective social relationships (Lipsey, Wilson, & Cothern, 2000).

An alternative angle for studying the role counseling plays in the rehabilitation of juvenile offenders could be undertaken through exploration of the counseling relationship. The underlying philosophy of counseling emphasizes the importance of the counseling relationship (Gilliland and James, 1998). Person-centered counseling regards the facilitative conditions (certain characteristics such as empathy, congruence, and unconditional regard, displayed by the counselor in his relationship with the client) as the necessary and sufficient conditions of therapy (Rogers, 1961; Gilliland and James, 1998). As noted previously, a number of studies also regard the counseling relationship as a good predictor of therapeutic outcome. Therefore, by investigating the counseling relationship, one could indirectly evaluate (in a loose sense) the role played by counseling in rehabilitating juvenile offenders.

In Ethiopia, the treatment interventions provided in correctional settings do not have a decorated history. On the contrary, the researcher, on his visit to Addis Ababa Remand and Rehabilitation Home, observed that the basic foundations of treatment interventions are absent. All the counselors who used to work for the institution left their job a number of months ago and counseling is currently provided by counselors externally employed by Non-Governmental Associations (NGOs).In addition, all specialized treatment interventions (like cognitive-behavioral programs) with detailed manuals are entirely absent. What is currently provided to the juvenile delinquents is traditional, non-directive counseling (both group and individual).

As far as the researcher is concerned, the only professional who attempted to reconcile the problem of counseling in Ethiopia with its needs for evaluation is Yusuf

(1998). Yusuf (1998) indicated that: the role and relevance of counseling psychology in non-educational settings such as rehabilitation centers etc. is almost insignificant and non existent as well" (p.9). He, therefore, poses the question, "what could one evaluate when the counseling services to be evaluated are non-existent in the first place?"(p.9). In an attempt to solve this dilemma, he provided different criteria for evaluating the counseling outcome: *macro and micro level evaluations*. According to Yusuf (1998), the macro level requires the global assessment of the role and emphasis counseling psychology has been given in Ethiopia. The micro level, on the other hand, assesses deeply the outcomes of counseling interventions at a particular setting and an overall analysis of the counselee and counselor characteristics.

Generally, before engaging in evaluative research, the purpose and intentions for evaluating counseling should be discussed. Evaluation should not be taken as a threatening process (Shertzer and Stone, 1974). It should not also be done with an inherent intention to disapprove or approve but to improve (Yusuf, 1998). To this effect, Shertzer and Stone (1974) indicated that "the major crisis of evaluation is to ascertain the current status of the counseling service within some frame of reference and on the basis of this knowledge to improve its quality and efficacy" (p.399).

An alternative way of finding out the role of counseling in correctional settings is possible through the investigation of the counseling relationship using descriptive phenomenology (Ryals, 2003). Phenomenological research design is particularly suitable for assessing difficult-to-define characteristics such as the counseling relationship, through the meanings and experiences assigned by clients (Bednall, 2006). According to Souza and Do (1999) this approach is uniquely suited to investigate the role of counseling in the correctional system, because it "is based on a client-centered counseling approach that holistically accounts for subjective experiences of research participants" (p.54).

2.5 Juvenile offenders Relationship with others

Juvenile offenders have difficulty establishing and maintaining counseling relationships. According to Al-Yagon et al. (2004) young offenders are more likely to have difficulties in their relationship with the 'significant others'. In relation to this Elias (1999) reported that authoritarian and neglectful parents were observed among higher

proportions of delinquents. Consequently studies who have attempted to investigate the roots of poor relationships have identified the family of the delinquents as a common element. Attachment theory postulated that offenders' difficulties in establishing relationships begin with the lack of attachment to a parental figure. With the exception of Ryals (2003), whose findings indicated that juvenile offenders have the capacity to establish positive relationships with others, the few available studies on juvenile offenders reveal relationship difficulties among juvenile delinquents (Al-Yagon, & Mikulincer, 2004).

The important step that must be noted is that the majority of the data analysis was conducted based on the Amharic version of the participants' descriptions. In other words, the process of data analysis up to the identification of themes was undertaken before translating the transcribed participants' responses in to English. This was done in an attempt to enable the themes to consistently reflect the meanings and intentions of the participants. Analyzing the data based on the original (untranslated) version of the participants' descriptions avoided alterations and misinterpretations of words and phrases from being reflected in the findings of the study.

2.6 Phenomenological Method

From an epistemological point of view, the phenomenological approach focuses up on participant's interpretation of events and allows researchers to gain insight into participants' motivation and actions (Sela-Smith, 2002). In particular, the phenomenological methodology is uniquely qualified to assess characteristics which are difficult to define through the experiences and meanings assigned by clients. (Bednall, 2006)

Phenomenological research has become popular in various fields of research (Manen, 2003); several studies have shown that phenomenology is highly beneficial in discovering meanings and experiences of specialized populations. Conceicao-Runlee (2001) performed a phenomenological study exploring the online teaching experiences of college faculty in the absence of physical presence. The findings of the research showed the faculty perceived the work to be intensive, yet rewarding. Similarly, Lee (1999) conducted a phenomenological study on the role of cultural values in interpreting

significant life experiences as perceived by Taiwanese Chinese. Lee noted that, phenomenological study design was the most suitable for such studies which seek to understand the meanings that people make from their experiences. Blodgett-McDeavit (2002) also undertook a phenomenological study to understand the experiences of teachers in technology training.

2.7 Addis Ababa Remand and Rehabilitation Home

The Addis Ababa Remand and Rehabilitation Home was established in 1942 as a separate wing of the Addis Ababa Prison (Andargachew, 1988). It has been the only institution of its kind, i.e. concerned with rehabilitating offenders until recently, but now another institution has been established in Bahr Dar town (Meseret, 1996). Although the institution used to render its services only to delinquent boys, after 1996 female delinquents have also been committed for rehabilitation (Mekonen, 2003).

Addis Ababa Remand and Rehabilitation Home is currently under the responsibility of the Bureau of Labor and Social Affairs of Addis Ababa Regional Administration. Consequently, a specified amount of budget is allocated to the institution to enable it to render its services. According to Mekonen (2003) the budget allocated in the year 2003 by the government amounted to 409,760.00 birr. This budget included salaries for the personnel.

There are three major departments with in the institution. These are Academic Education, Vocational and social services departments. Among these the social services department provides counseling services to the juvenile offenders. However, in the past few years the counseling service had been closed several times due to shortage of counselors and other problems (Lemlem, 1999).

The types and the degree of offenses by the delinquents determine the kinds and lengths of commitment and treatment period in the Remand Home (Jember, 1991). The methods of commitment decided by the court could be put into three categories. The court may put juvenile offenders under supervision but may allow them to stay with their parents. Another alternative the court often takes is putting the offender under foster parents. On the other hand, the offender may be incarcerated in the Remand and Rehabilitation Home (Mekonen, 2003).

The documents available in Addis Ababa Remand and Rehabilitation Home indicate that the guidance and counseling service of the institution has the following goals:

- To give proper guidance and counseling to the juveniles in groups or individually;
- To inform the newly placed delinquent children about the rules and regulations of this institution;
- To give professional advice to the delinquents' families regarding the caution and care the delinquent juveniles may need after they are released from the institution.
- To conduct a follow up on the delinquents after they are sent back to the family. This is to check whether the delinquents have brought about behavioral change or not.

However, Lemlem (1999) indicated that there is no aftercare program provided for those that are released from the institution. A number of studies also indicated that the counseling interventions given in the institution are of poor quality (Fekadu, 1989, Mekonen, 2003; Lemlem, 1999). Yusuf (1998) even regarded the counseling given in rehabilitative services in general as "non-existent." Similarly, the researcher, upon his visit to the Remand Home, found out that all the counselors that were employed by the institution recently quit. Currently the counseling service is carried out by two counselors who were externally employed by two non-governmental organizations.

CHAPTER 3: METHOD OF THE STUDY

The purpose of the study was to explore the counseling relationship from the perspective of the juvenile offenders in Addis Ababa Remand and Rehabilitation Home. Consequently, descriptive phenomenological study as outlined by Clark Moustakas was used in this study.

3.1 Participants

Participants most suitable to describe the counseling relationship are juvenile offenders. This is because the counseling process is aimed at changing the behaviors of juvenile offenders. Consequently, investigating juvenile offenders' perception s of phenomenon of the counseling relationship would be more important than the perception of counselors. Hence, participants of this study were exclusively juvenile offenders in Addis Ababa Remand and Rehabilitation Home who had an experience of the counseling relationship.

During the time of the study there were a total of 20 juvenile offenders in Addis Ababa Remand and Rehabilitation Institution who had recently received counseling interventions. From among them, purposeful sampling was used to select 6 juvenile offenders as participants of the study-These participants were selected from the overall population with the following criteria in mind:

- Participants had to have the capacity to provide full descriptions of their experiences;
- They had to have the willingness to discuss their thoughts and feelings regarding the counseling relationship; and
- Participants had to attend at least five individual counseling sessions.

Participants ranged from 11 to 16 years of age. Of the six participants, five were males and one was a female. Regarding their reasons for being institutionalized in Addis Ababa Remand Home, five of the six participants were charged with theft of goods, while one was charged with violence and fighting

3.2 Instrument

The researcher used a semi-structured interview format to collect data for the study. This was undertaken in accordance with several phenomenological studies which used semi-structured interviews. These studies contended that a semi-structured interview guide facilitates a greater depth of discussion with the participants while ensuring consistency of data collection.

Within the frame of reference of the study, the interview guide focused on juvenile offenders' thoughts, feelings, beliefs, and attitudes associated with the counseling relationship. Based on the research questions of the study, the interview guide was adapted from Ryals (2003)to suit the socio-cultural context in which the participants of the study are located. Ryals' (2003) semi-structured interview guide was suitable to the present researcher because they share the same purpose and both studies focus on the juvenile offender population. The interview guideline comprised of 5 items (Appendix A).

The researcher showed the interview questions to the thesis advisor who then examined the questions and provided valuable and constructive comments. The advises and comments were subsequently accommodated into the interview questions. Yet phenomenological methodology permits unstructured in-depth interviews. Hence, it was not necessary to further refine the validity or reliability of the semi-structured interview guide.

3.3 Procedures of the Study

In order to get the desired information for the study, first formal letter was secured from Addis Ababa University, department of psychology, which requests cooperation with the researcher. Then the researcher showed the letter to the administrator of the Remand Home and explained the purpose of the research. This was done to obtain the necessary clearance to interview some juvenile offenders from the institution.

After admission was granted, the researcher discussed with the two permanently employed counselors of the institution concerning the purpose of the study and the kinds of participants needed for the interview. Then the researcher, together with the counselors contacted a number of potential candidates and selected 10 suitable and willing

participants. Unfortunately two of the participants were released from the institution and another one changed his mind and refused to take the interview thereby reducing their number down to 7.

These 7 juvenile offenders subsequently took part in the interview process. However, after participating in the interview, the interview data of one of the participants was discarded for failing to fulfill the required criteria. Consequently, 6 participants' recorded interviews were used as the primary source of data for this phenomenological study.

The interviews were carried out in a manner consistent with the essentials of phenomenological methodology. Before engaging in the interview process, it is important for the researcher to take the proper measure to bracket prior thoughts and feelings that might create bias in the study. Consequently, the researcher took some minutes, before each interview, to acknowledge and separate existing preconceptions which he had identified in advance (section 3. 6) Then, the researcher himself interviewed the six participants wherein each interview lasted 20 to 35 minutes. The interviews were held separately for each participant and were audio taped.

The researcher recognized that the phenomenological design required the interviewer to modify and often change the questions in an attempt to adapt to the changing situation. Hence, the researcher forwarded questions that emerged from the participants' responses and, at times, even changed the interview guide depending on the participant's pattern of description.

Prior to conducting the interview, the researcher spent some time with the participants in an attempt to establish rapport and initiate them to discuss their feelings freely. The researcher also dressed casually during his time with the participants. Consequently, the researcher felt that the friendly informal conversation he had with the participants prior to interview as well as his informal approach helped to initiate the participants to discuss their feelings and thoughts freely. In addition, during the intake interview, the researcher attempted to empathically understand what the participants meant and subsequently re-phrased some of their expressions to evoke further opening up of their inner feelings. Furthermore, the researcher had identified from literature several probing techniques including natural probes, clarification probes, recapitulation probes.

reflective probes, and interpreter probes. At various instances during the interview process, the interviewer utilized a number of these techniques where necessary.

3.4 Method of Analysis of Data

The audio taped interview responses were then transcribed to pave the way for analysis. The researcher himself hand-transcribed all the 6 audio taped responses. This is because, the researcher recognized that he is the most likely person with the right insight to recognize ambiguous and inaudible words. Following this, the transcribed participants' responses were subjected to phenomenological data analysis as outlined by Clark Moustakas.

The organization and analysis of the data begins when the researcher completes transcribed interviews and starts to study the material. The most important factor when under taking research from a phenomenological perspective is that the method of data analysis should be flexible and adaptable to the phenomenon under investigation. Broad steps that guide the research process are outlined by a number of pioneers among which the 6 phases of data analysis introduced by Moustakas were used.

Phase One: The Epoche

Epoche involves a suspension of all previously held preconceptions, biases, theories or beliefs in order to truly understand a phenomenon. The researcher of this study engaged in this process of bracketing throughout the data collection and analysis. The researcher identified his professional and personal beliefs and assumptions related to juveniles offenders and counseling. Then, prior as well as during the interviews he reminded himself of these influences and consequently attempted to be free of them. For example, when one of the participants maintained that counseling is a waste of time, the researcher reminded himself of his personal belief in the power of counseling and then attempted to bracket this belief in order to fully understand the perspective of the participant. In addition, the researcher conducted the data analysis with his colleague who was a graduate student of Educational Measurement and therefore discussed thoroughly whether or not the interpretations correctly reflected the descriptions given in the

interview. This attempt, referred to in Moustakas procedures as peer consultation, further helped the researcher in preventing his beliefs from biasing the data analysis.

Phase Two: Data Collection

The data collection involved the qualitative in-depth interview. The output of the interview was a narrative account of the participants concerning their knowledge and experiences related to the topic of study. This narrative account provides description of the lived or subjective experiences of the participant. The detailed process of interviewing the participants as well as the measures taken to make sure the data collection followed Moustakas' guidelines was described in the procedures section (Section 3.3)

Phase Three: The Phenomenological Reduction

In this phase of the data analysis, the researcher described the phenomenon of the counseling relationship in textural language. Consequently, interview transcripts were carefully read to gain a holistic understanding of the interview. Then individual transcripts were read a second time to create a list of expressions relevant to the experience. Then, the expressions, known as *horizontal statements*, were given equal value to provide a holistic view of the experience. Although horizontalizing the participants' descriptions proved to the researcher to be very laborious and at times difficult task, in the end the process gave way to a distinct set of data revealing the thoughts and feelings of the participants.

Following that, the researcher examined the horizontal statements to determine which statements were 'necessary and sufficient' for understanding the experience. The constituents were then checked to find out if, first a particular level could be attached to them and, second, if they could be extracted from the interview manuscript without losing their sense of meaning. Those statements which fulfilled these criteria were selected from among the horizontal statements and were identified as the *invariant constituents* of the participants' descriptions (Appendix B).

It must be noted is that up to this point the data analysis was conducted based on the Amharic version of the participants' descriptions. In other words, the process of data

analysis up to the identification invariant constituents was undertaken before translating the transcribed participants' responses in to English. This was done in an attempt to enable the themes to consistently reflect the meanings and intentions of the participants. It is the researcher's belief that analyzing the data based on the original (untranslated) version of the participants' descriptions avoided alterations and misinterpretations of words and phrases from being reflected in the findings of the study.

Afterwards, the researcher identified characteristic *themes* for the descriptions of each of the participants (Appendix C). This was achieved by categorizing and labeling the invariant constituents with similar themes into groups or clusters. These themes were then compared to the interview transcript to determine if they were correct reflections of the experience. Upon reflection, the researcher became convinced that the themes were, indeed, accurate representations of the participants' descriptions.

Phase Four: Individual Textural and Structural Descriptions

The researcher then combined the themes with quotes from the transcripts as proof to show that the themes, in fact, emerged from the participants' descriptions of the experience. This formed the *individual textural description* (Appendix D). Coupled with the textural descriptions, *structural descriptions* revealing 'how the phenomenon was experienced' were developed for each participant in the study.

Phases Five and Six: Composite Textual and Structural Descriptions

In this last phase of the data analysis, the researcher developed the composite textural-structural description of the phenomenon of the counseling relationship. Consequently, he re-read each of the six separate textural description documents as well as the corresponding structural description documents. It took the researcher an extended period of time and a significant amount of reflection, imagination and intuition to compose this document. Hence seven fundamental themes commonly depicted in the descriptions of most of the participants were identifies (Section 4.3).

3.5 Researcher's Role in the Study

Consistent with the phenomenological tradition where reality is conceptualized as the researcher's perception of the experience, the researcher of this study conducted the translation and analysis of the data based on his perception of the experience. The researcher for instance translated the interview manuscript from Amharic to English based on his perception of the participants' descriptions. In other words, the researcher translated the interview responses based on what he believed to be the intentions and meanings of the participants. In this respect, it could be noted that the translation was not conducted in strictly word-for-word manner. Instead it also involved a certain amount of interpretation.

3.6 Rationale and Assumptions of the Researcher

Bracketing, an important step in conducting phenomenological research, requires researchers to set aside all their assumptions and biases related to the phenomenon under investigation. In order to free themselves from these assumptions, researchers must be able to recognize and point out all the assumptions.

My choice to study counseling in relation to juvenile offenders is inevitably the result of my personal beliefs and experiences in life. I have undertaken this study in my early twenties and therefore the years of trouble and confusion which I have had as an adolescent are not too far behind me. Furthermore, studying counseling psychology for the past two years has pulled me closer to facing the difficulties that humans have to go through and therefore helped me become a little bit more empathic.

These and similar other factors has influenced me to identify myself with the struggles of the delinquent population. I believe that individuals who end up being delinquents and criminals either had problems in their family or lost their loved ones. Consequently, I empathized with juvenile delinquents whose delinquency problems grew out of complications in their relationships with their loved ones. I refrained from judging the delinquents unless I 'walked a mile in their shoes'. As the result, I have a belief that the voices of juvenile offenders need to be heard and this belief, in turn, may influence my data analysis. It may motivate me to look too much into what the participants mean and search for underlying meanings when there are none.

Philosophically, I believe there is more to life than meets the eye. For me, reality is different for each person. The way one perceives reality is more important than what reality actually is. This belief, led me to be fond of constructivism. Consequently, phenomenology, whose thinking is deeply rooted in constructivism, appeared to me to be an appropriate and attractive way of conducting research. In addition, I believe that the whole is not equivalent to the sum of the parts (a fundamental concept in Gestalt psychology) and that, description of only the observable characteristics are not sufficient to fully understand phenomena. This further strengthened my belief in phenomenological research method which is content on bringing about holistic understanding including transcendence.

Therefore, this belief in holistic nature of experience, in contrast to the positivistic and objectivist tradition, led me to attach myself to qualitative research; specifically phenomenology. This belief of mine may thus motivate me to search too much to obtain a pattern when it is not observable from the data.

During the past two years of my contact with counseling psychology, I became increasingly drawn to client-centered counseling. Inspired by the works of Carl Rogers, I came to emphasize the importance of the 'facilitative conditions' – conditions such as empathy, congruence and unconditional regard which counselors are expected to provide to the counselees – in therapeutic healing. I now believe that more than the theoretical framework used, the facilitative conditions dictate the outcome of the counseling given. This may have led me to focus my study on the counseling relationship, which is but another way of looking at the facilitative conditions. My emphasis on the counseling relationship may, in turn, bias me to look for positive outcomes from the study.

3.7 Ethical Considerations

In accordance with Kvale's ethical guidelines, the researcher took a number of ethical precautions among which the major ones are the following.

- Participants were informed that their involvement in the study is voluntary and that they could withdraw at any time;
- The researcher made sure that all the information obtained was handled confidentially and that the identities of the participants are kept hidden;

- Informed consent was obtained from each of the participants who agreed to participate in the study. As such, the purpose of the research was thoroughly described to each participant to free him/her from any doubts concerning the consequences of what he might say. Participants were reassured that measures would be taken to protect their identities. The possible benefits of the study and the discomforts that might occur as the result of the lengthy interview were also discussed.

3.8 Trustworthiness

Trustworthiness in qualitative research is the methodological equivalent to validity in quantitative research. The four important concepts that were followed to ascertain the validation of this qualitative research are: Credibility, transferability, dependability, and conformability. Trustworthiness was guaranteed through these concepts.

Credibility requires that the findings should be able to accurately reflect the meanings of the experience under investigation. *Member checks* are used by qualitative studies as a primary means of assuring credibility. Member checks were performed on three of the six participants. The remaining three participants did not undergo member checks simply because they were not available when it was conducted. Accordingly, the participants were briefly told the core themes that emerged from their individual descriptions and asked if they truly reflected what they meant when they gave the interview. All the three participants confirmed that the ideas to be coherent with what they had felt and what they wanted to say during the interview.

Transferability refers to the ability of the research to generalize to other areas. However, results of phenomenological research, by nature, only apply to the participants interviewed. Therefore, the findings of this study directly apply only to those who participated in the study. However, the findings of the study could provide, although indirectly, a great deal of insight into what juvenile offenders in general may experience in the counseling relationship. In other words, the results of the study are not directly transferable to other areas, although the results may indirectly provide in depth understanding of the thoughts, feelings and meanings juvenile offenders experience in relation to the counseling relationship.

Dependability of research, on the other hand, requires that the data is collected through a consistent process that is able throughout the study. Consequently, the

researcher attempted to ensure that the data was collected in a consistent manner in a number of ways. An interview guide was prepared with the intention of maintaining the consistency of the interviews conducted. Furthermore, the researcher invited his colleague (a second year Masters student of Measurement and Evaluation), who is well acquainted with qualitative research, to review the data analysis and conclusions. These attempts were assumed by the researcher to have provided the study with a stable, and thus dependable, process of data collection.

The concept of *conformability* ensures that the collected data provides support as well as confirm the findings of the study. The main precaution recommended to ensure conformability is *peer debriefing*, which involves revising the data analysis with an individual who is familiar with qualitative methodology. The researcher attempted to ensure conformability by working together with a colleague (who is a second year Masters student of Measurement and Evaluation stream) throughout the data analysis. Consequently, the researcher and the fellow colleague exhaustively discussed to what extent the findings correctly reflected the interviews of the participants.

CHAPTER 4: PRESENTATION OF THE DATA

4.1 Introduction

Chapter four is organized into three sections. The first section provides demographic information of the participants. The second section provides the textural description of each of the experiences of each of the participants. This is to understand the phenomenon from the perspectives of each of the participants. The third section involves the composite textural-structural description which is the final data obtained after processing it through all the steps of phenomenological data analysis.

4.2 Participants of the Study

Participants for this study were selected based on the criteria indicated in chapter 3. The participants needed to have: experienced the phenomenon of the counseling relationship; the capacity to provide full descriptions of their experiences, and had at least five individual counseling sessions.

The common characteristics of the participants of the study are summarized on table 1.

Table 1: Profile of participants

	Age	Gender	Legal Charge	Sessions Attended
P1	13	Male	Theft of goods	7
P2	15	Female	Theft of goods	6
P3	14	Male	Theft of goods	8
P4	11	Male	Violence and Fighting	5
P5	15	Male	Theft of goods	6
P6	16	Male	Theft of goods	5

Participants ranged from 11 to 16 years of age. Of the six participants, five were males and one was a female. Regarding their reasons for being institutionalized in Addis Ababa Remand Home, five of the six participants were charged with theft of goods, while one was charged with violence and fighting (Table 1).

Throughout the interviews, participants expressed similar qualities related to counseling relationships. In order to facilitate understanding of the phenomenon of the counseling relationship, these qualities were divided into themes. It is important to note that, consistent with the phenomenological method, these themes were generated from the experiences of the participants that were obtained through the interview. The phenomenological method stresses the importance of *discovery* rather than interpretation (Morrow, 2007). These themes were, therefore, organized in order to facilitate discovery across all aspects of the counseling relationship..

4.2 Individual Textural-Structural Descriptions

In this section, a separate description of the experiences of each of the participants concerning the phenomenon of the counseling relationship is presented. Furthermore, the individual textural-structural descriptions include all themes that emerged out of the descriptions of each participant. These themes were then merged together and along with the researcher's reflections provide a holistic description of each participant's experience independent of the others.

P1: Individual Textural-Structural Description

Before his initial contact with the counselor, P1 held certain set of preconceptions about the counseling relationship. Accordingly, P1's attitude towards counseling was clouded by his belief that he would not get any benefit from his subsequent relationship with the counselor. Instead he preconceptualized his sessions with the counselor as the time when discussions over routine matters like drugs and alcohol would only occur. He indicated, "(I thought) when we meet our discussion would (only) be about matters like addictions or alcohol." Similarly, P1's attitude towards the counselor was far from positive. On the country' even before getting to know the counselor, P1 was worried that the counselor had a hidden intention of putting him in harm's way. He insisted, "I assumed that he (the counselor) thought of things that bring me harm". Subsequently, feelings like mistrust, worry, and poor expectations towards the counselor and the counseling relationship characterized P1's preconceptions before his initial encounter with the counselor.

Even though P1, entered into counseling with misconceptions, soon after he met the counselor, he found out that the counselor was not who he imagined him would be. He maintained, "(The counselor) is not (the kind of person) that would hurt us". Eventually, following the counselor's lead, P1 slowly started to disclose his private side to the counselor; "after he told me his life story, I said ok and told him a little about my life story"

As the two started to open up to one another, P1 discovered commonalities in their life stories. "He told me his life story; when I associated it with mine, it's the same." Consequently, P1 no longer perceived the counselor as an outsider or as a source of threat. Instead P1 realized that the counselor is a person who went through similar challenge in life and can be a person he could turn to for advice and support. P1 maintained, "when he (the counselor) was young, he had addiction and so I ask him how he overcame it... because I want to free myself from addiction."

Over the course of their encounters, P1's relationship with the counselor grew into more intimate and meaningful interaction; "our relationship kept going stronger and stronger (to a point where we were) relating with each other in a brotherly manner". Hence, P1's relationship with the counselor emerged from an initial encounter clouded by misconceptions, doubts and mistrust and progressed into more meaningful and intimate interactions conducive for P1's individual growth.

P1 believed that he acquired several benefits from his relationship with the counselor. According to P1, the counselor's advises were strong enough to bring about marginal changes in his way of life. He held, "when he (the counselor) came and advised me, my life changed a little". P1 further attributed the positive changes in his behaviors to the counselor's presence in his life. "(My relationship with my family improved) because I meet with him and he (the counselor) advised me", "because he gives (shows) me good approaches (alternatives), I think it's his (contribution)". By comparing his thoughts and feelings before and after he met the counselor, P1 spoke in favor of the counseling relationship. Consequently P1's previous life was tainted with addiction, repeated escape attempt, chronic relations with family members and theft. His thoughts and plans at that time were none other than further engagement in his destructive behaviors. "Before he came I told myself that I would smoke, steal; (I) will not get back together with my

family". After attending subsequent counseling sessions, however, P1 realized that, "the way I lived up to now is useless; I believe that it is better to make peace with my family and pursue my education". In addition, after counseling, P1 vowed never to return to his old destructive habits again "... because he advised me, I will not steal after I go out (of this institution)".

P1's impression of the counselor's approach was that he frequently engaged in advise-giving throughout the counseling session. "When we meet, he (the counselor) gives me advises, lots of advises..." Nevertheless, P1 maintained that the counselor's active involvement by giving advises was helpful, "... (the counselor was) giving me advises that are essential for me, advises that are simply precious..." Furthermore, where it was relevant, the counselor was repeatedly engaged in self-disclosure, "He told me his story... in relation to chat". The counselor's self disclosure in turn helped P1 to open-up to the counselor and enabled him to transform his thoughts "after he told me his life story, I said ok and then in turn, I told him a little about my life story... I told myself that when I go out I would free myself from addiction."

In addition, the counselor at times took on the role of sympathizing with P1 and counseling him about his problems; "(he said) don't worry, your time will come and your will be released" hence the counselor's approach was characterized by active engagement through advise giving, self-disclosure and consolation.

Communication between P1 and the counselor involved mutual sharing of information, "after he told me his life story, I said ok and then in turn I told him a little about myself". He indicated that he was mostly engaged in asking the counselor advises, "I ask(d) him a lot what I should do and how I could get rid of (my) addiction". P1 further mentioned that most of his communication with the counselor took the form of "question and answer and he (the counselor) responds with clarity."

The relationship between P1 and the counselor came to an abrupt end when he suddenly stopped coming. "It has been 14 days since he last came and I have no idea why." The counselor's sudden departure left P1 sad and helpless, "I was very sorry (because) he stopped coming". Being abandoned however, did not lead P1 to develop a negative attitude towards the counselor. On the contrary, P1 was left wishing that the counseling would resume and anxiously awaiting opportunities to meet with the

strong relationship; "After coming three times or so and when she started talking to me openly... our relationship got stronger."

Regarding her tendency to disclose personal information to the counselor, P2 reported seemingly contradictory opinions. Although, on one hand, P2 maintained that 'there is nothing' she would hide from the counselor.

On the other hand, P2 indicated that she would disclose only those things which are appropriate; "If I was asked (to reveal my secrets), I would tell her those which would be told"; "I tell her what I believe is useful"

In addition, P2 indicated that she does not prefer to seek help from others to solve her problems. In contrast, P2 insisted that she wants to solve her problems on her own. She held, "I have not faced any problems; but even if there was, I would not do it... I should overcome (obstacles) on my own." To that end, P2 pointed out that although the counselor encouraged her to reveal her inner worries and fears, she reclined the counselor's offer: "I mean, she had asked me- 'tell me how you feel' -but I said there is nothing." P2 also indicated that, during the counseling sessions, the counselor confided her personal experiences in relation to P2's pressing issues; "... she would tell me a little about her life based up on my (life situation)."

P2 displayed a positive attitude towards the counselor. Accordingly, she maintained, '... her (the counselor's) character was good; she has the (proper) character at the proper situation'. Through out the counseling sessions, the counselor seemed to have engaged in active advice-giving; '(the counselor told me) that I should behave the way they would want me to.... so she (the counselor) told me what I would have to do to make my mother understand'. Initially, the counselor also offered P2 the chance to express her feelings. However, P2 failed to take the initiative to describe her problems and hence, the counselor resorted to actively asking her specific questions concerning aspects of her life and then giving her advises. P2 indicated, "how did you end up fighting with your family?"; 'How could you be like this?'; 'you should say sorry to your mother' and so on that's what she says, what makes us fight is the kind of thing she asked me..." In addition, the counselor took extra precautions to make sure that P2 was not pressured in any way to describe her problems and P2 found this to be among the desirable features of the counselor; "when she asks me, 'are you feeling nervous?', 'are you tired?' she would make

me (feel) relaxed and free..." the counselor's approach taken to bring about behavioral changes also involved giving assignments to be contemplated for the next counseling sessions, "If she (the counselor) came on Tuesday, she would go after giving me assignments for Friday; things I should think about before coming (to counseling)."

P2 believed that there was clarity of communication with the counselor. P2 indicated that the counselor was mostly engaged in inquiring (questioning) and advise giving, while she (P2) was mostly preoccupied with answering the questions forwarded by the counselor. P2 maintained, "I tell her about things which she would ask me; I gave her answers for her questions..." she also pointed out that 'if there are things I do not understand, I ask her back." The counselor, in turn, made sure that her questions were clear. "When she asks me something... she would do it in a way that I would understand... she would repeat (things) I didn't understand..."

P2 believed that the counseling relationship brought about positive changes in her life. She held, "starting from the time we started meeting, there is a change in my life." However, the counselor was not successful in reconciling P2's differences with her mother which is one of P2's major problems. Yet, P2 maintained that the counselor did what she could "her (contribution) is very much enough; yes she did what she could." Instead of attributing this failure to the counselor, P2 claimed responsibility "It's not her (the counselor's) fault, she did what she could do; the problem is with me as well as my mother." In relation to the termination of the counseling relationship, P2 only revealed the feeling of satisfaction over the advises she received from the counselor before they parted; "she left after giving me advises in a good manner."

P3: Individual Textural-Structural Description

Before the start of the counseling relationship, P3 expected that the counselor would get him into orphanage. He indicated, 'I thought he was from (a charity) organization'. Although he entered into counseling with such a wild hope, the counselor soon informed him clearly that he was there only to provide guidance and counseling; "... he told me,' I came to give you advises'." This left P3 frustrated and disappointed, "... I felt a little disappointed because it was not as I expected..."

On the first session, P3 also learned that the counselor would use P3's case for completion of his second degree. P3 stated "... he told me - 'I would get a second degree with it and it would also benefit you'." This realization made P3 believe that the counselor's offer was not genuine. He confessed, "... to tell you the truth, I thought he would take advantage of me."

Consequently, the first sessions were clouded by lack of trust, disappointment and uncertainty that resulted from unfulfilled expectations. Soon however, through the counselor's sincerity and dedication, P3 came to realize that his preconceptions were, in fact, mistaken. P3 maintained, "... when he told me a lot of concrete things, I came to like the man a lot"; "when he talked to me genuinely, I (understood) that his advises could change me." Eventually, the two developed a more intimate relationship whose intensity in P3's words were described as 'like my brother, like my family member'.

In the course of the relationship, P3 developed a positive attitude towards the counselor. For P3, the counselor was like "a family member who came to visit you- that's how I felt..." Similarly, P3 approved of the counselors approach; "His approach is very good." The counselor's tendency to empathize with his problems and the soundness of the counselors advises made an impression on P3. He described, "are there kids who are bullying you?... do you stay the whole day in the house? he says those things... and shares my problems a little..."; "He advises in such a way that it would get through to the mind."

P3 was hesitant to fully disclose his private life to the counselor. He indicated "... I did not tell him everything; I revealed to him part of it." P3's reluctance to open up stemmed from his fear that he would be charged for his untold (unrevealed) deeds. He claimed, "I kept it from him because I thought he would take me to court and get me convicted." After establishing a more intimate relationship, P3 indicated that he confessed everything to the counselor; "yes, then when I got very close with him, I became very open and told him (my secrets)." On the other hand, throughout the counseling relationship, P3 never disclosed his inner feelings to the counselor; "I haven't told him this kind of thing."

P3 described the outcomes of the counseling relationship by comparing his thoughts and feeling before and after counseling. Before engaging in the counseling relationship, P3 indicated that thoughts of abandoning his destructive habits did not cross

his mind. He held, "I have never thought about work or change (before)." Instead, P3 assumed that soon after his release from the rehabilitation institution, he would plunge back into his old life style; "I thought that again when I go out I would be an addict; where else would I go?" However, after undergoing counseling, P3 experienced change in his thoughts and behaviors. He claimed, "yes, I have felt that (I have gone through) changes... when I go out (of this institution), I will not live on the streets... not to appear dirty or less than others." Similarly, P3 indicated, "I have decided never to use drugs... ask forgiveness those people whom (I hurt) and live with them there..."

Termination of the counseling relationship was accompanied by strong emotions for P3. On one hand, P3 was disappointed by the abrupt termination of his relationship with the counselor. He maintained, "...since he told me he had an exam, I said I didn't want any (advise); he went and never came back."Although P3 longed for the relationship to continue, he was at the same time unhappy over the fact that it suddenly came to an end. On the other hand, P3 hoped that he would continue his relationship with the counselor after he is released from the rehabilitation institution. He indicated, "I would be happy if I receive advises (from) him outside this (institution)... I would like to go and visit him at least twice a week." P3 was consoled by the fact that he had received the counselor's address; "He had told me the specific time and place in Sidist Kilo where I could find him."

P4: Individual Textural-Structural Description

According to P4, the counselor's approach was targeted towards motivating him to express his inner feelings. He maintained, 'If (you) observe the way she talks and her facial (expression) she was trying as much as possible to make us tell her our inner (secrets)'. However this attempt undertaken on the part of the counselor was not perceived by P4 to be genuine. Instead, he suspected that the counselor was trying to trick him into telling her his secrets. P4 insisted,...' in such a way she slowly tried to find out our inner (secrets)'.

In an attempt to encourage P4 to open-up and to facilitate rapport, the counselor gave him several promises and assurances. These include confidentiality. 'I will never tell any one what you did'...; promise of early release, 'she said, you would soon be realsed', 'I

would defend your right' and so on.' P4 gave his over all perception of the counselor's approach as, 'an average level (standard)'.

P4's description of the counselor was filled with statements of restatement and suspicion. P4 was doubtful, whether the counselor's effort was sincere or not. He suspected that the counselor secretly intended to expose his inner thoughts, '... I hear that she tells to judges about the kids with bad behaviors, ... she listens to our private sides then she would go to court and would induce bad things to befall upon us...' Moreover, P4 became convicted, in spite of the counselor's repeated promises that he would be released. This made P4 resent the counselor; when I witnessed (what she did) I concluded that she does not have a good attitude for others'...

P4's relationship with the counselor underwent a significant change over the course of the counseling. During the first sessions P4 maintained a good relationship fueled by the promise of being released. P4 indicated "... we came to have open and pure relationship." But soon P4 realized that his relationship with the counselor would not keep him from conviction. Consequently, P4 started suspecting whether the counselor had a hand in his conviction; "how could she know whether I would be released or not? she would not say I would be released without any clue; I started suspecting that she might know something." Moreover, the counselor's failure to provide a satisfactory reason for her 'unkept promise' further aggravated their relationship. P4 held, 'she did not give me a satisfactory answer when I asked her why she said that." P4 finally broke off his relationship with the counselor when he felt that ceased to be beneficial, "I told her since I am not going to experience any change I will not receive advice (any more)." Afterwards, P4 changed his mind and sought the counselor's guidance. However, he was soon disappointed because the counselor no longer attempted to offer her advises. P4 described the rapid deterioration of their relationship as, "I used to be very intimate with her like my sister but now she does not talk to me... she only says 'hello' when she passes me by."

P4 believed that he should never confide his inner feelings and secrets to anyone - not even the counselor. He maintained, "It is in my nature never to reveal my secrets to anyone." He indicated that he kept his secrets to himself because, "people cannot be trusted.... someone whom you trusted could betray you; and if I reveal everything to her

(the counselor) it us as if I have told it to everyone." But this had not kept the counselor from encouraging P4 to confide in her, "she tries to make me spill out a lot of things." However, P4 resisted the counselors attempt and only told "her about things in this compound." P4 also specifically instructed the counselor, "talk to me about my situation (only)." He insisted, "... I want only the external things (problems) to be overcome (death with)."

P4's perception of the communication between him and the counselor involved mutual understanding and openness. Hence, before their relationship deteriorated, P4 felt that the counselor was perceptive and empathic; "she found out some thoughts about my personality what I like and don't like, she started to understand what I should be asked and so on." P4 further identified genuineness; "she tells you what she felt openly." P4 also indicated that he responded with similar openness and genuineness; "If there is something I felt (bad) about, I also tell her openly."

P4 was not satisfied with the benefits he got out of his relationship with the counselor. He was grateful to the counselor for helping him settle in the correctional institution; "I know nothing about this institution when I got in; she was the one who told me the rules of the institution..." However, other than that, P4 believed that he did not benefit from the counseling relationship. He insisted, "there is nothing that came out of it (the relationship)."

P4's belief that he was not getting what he bargained for subsequently led him to willingly end his relationship with the counselor. He maintained "... I told her since I am not going to experience any change, I will not receive advice (counseling)." Soon after his frustration over his conviction subsided, however, P4 wanted to resume his discussions with the counselor; "after my conviction, I wanted her to advise me." However, the counselor did not attempt to re-invite P4 to receive counseling and this led P4 to further disappointment. P4 argued, "she shouldn't have given up on me even if I left her." He further indicated, "I was very disappointed because, while I was longing to receive guidance from her, she didn't call me... she kept silent."

P5: Individual Textural-Structural Description

P5 did not expect that something constructive would come out of his relationship with the counselor even before engaging in counseling. He disliked the idea of participating in counseling and did not believe it would rehabilitate him.

P5 maintained, "I don't think I had a very good attitude for the counselor when we met for the first time... just because he advises me like this, would I stop using drugs?; or would I stop stealing?" P5 entered into counseling with this skeptical attitude. Yet, during the first sessions, the counselor revealed his concern and care with such questions as, "who do you want to be?"; "do you (really) want to leave this place?"; "do you (really) want to go to school?" Consequently, P5 was pleased with the counselors approach. "When we met a first, his approach was good." Soon, P5 realized that his images of the counselor as well as counseling were not accurate and quickly begun to relate with the counselor. He indicated, "when he came back for the second time, we made an appealing relationship (discussion)." Eventually, the two became every intimate and P5 discovered hat engaging in counseling had its benefits; "but when I started being close to him. I understood that (receiving counseling) was very good."

During the course of their relationship, P5 slowly developed a favorable impression for the counselor's approach. Before engaging in counseling, the counselor gave P5 an opportunity to point out aspects of his life which required guidance. P5 indicated, "he asked me; 'about what do you want me to advise you?' I said, 'about my education and about (overcoming) addiction." After setting the goals of counseling with P5, the counselor then went on to give advises and guidance; "he advised me to focus on my education, not to give in to addiction and similar other things." P5 further stated the advice of the counselor he noted to be most memorable; "he said, 'don't be destructed by football when there is school, and don't involve yourself with drugs when there is football." Moreover, P5 came to be very fond of the counselor's advices; "it is very good; especially the advises he gave me about my education, I think it was good."

P5 also claimed that he was intimate with the counselor enough to confide his secrets without hesitation. He held, "our relationship (closeness) is good... if I have some (secrets), I tell him." P5 further insisted that there is nothing he kept hidden from the

counselor. Similarly during the course of the relationship, the counselor revealed his private life to P5; "he also told me about himself."

The communication during the counseling sessions was characterized by proportionate involvement of both the counselor and P5. The counselor gave priority to the questions that were forwarded by P5. The remaining time was allocated to discussions usually initiated by the counselor. P5 indicated, "he does it equally; if there is something I would like to ask him he gives me time, if there isn't then we discuss for around thirty minutes."

P5 believed that his relationship with the counselor has brought constructive changes in his life. He admitted, "yes, there are lots of changes." P5 further pointed out specific benefits that were the direct result of the counseling relationship "... he made me become more focused on my education and stop using drugs. When I go out, I want to continue my education... I now know how to overcome my addiction problems." Moreover, P5 indicated that the counseling relationship was heading in the direction which would empower him towards manifesting a more thorough change in his life. He held, "It's very good. It is going in the direction which would bring me change."

P6: Individual Textural-Structural Description

P6 initially displayed a positive attitude towards the counselor. The fact that the counselor was offering to provide counseling- that alone was a sufficient evidence for P6 to believe that the counselor cared for him. He maintained, "since he gave me counseling service, I have a good opinion of him; (I understand) that he cares for me." Although P6 had good faith over the counselor, the two did not succeed in becoming more intimate; "we were not that much close; he doesn't know a lot about me." As to the reason that prevented them from improving their relationship, P6 initially responded, "I don't know why." But later he suggested that it might be due to the weakness of the counselor's approach; "he only advises me a lot... he was not making sure that I was following attentively."

However, just as their relationship was showing signs of improvement, the counselor suddenly stopped coming, "it was improving a little, but in the midst of that, he terminated it." This caused P6 severe resentment and he subsequently abandoned the

traces of behavioral changes he might have acquired from counseling relationship. P6 insisted, "...but now, when he stopped coming, I felt that all the things he taught me were of no use."

P6's attitude towards the counselor was strongly affected by the sudden termination of the counseling sessions, consequently he used strong words to express his resentment; "... what he did meant nothing to me"; "... since he stopped coming, it doesn't bother me at all. It is good that we did not become intimate."

P6 forwarded a number of complaints and criticisms regarding the counselor's approach. To begin with, P6 was not satisfied with the counselor's attempts to get to know him. P6 insisted "... he doesn't know me." He claimed that the counselor just kept forwarding advises "about those things which would do me good." P6 further indicated, "I wasn't interested in keeping (his advises) in my mind." Subsequently P6 confessed that throughout the session, he was not paying attention and attributed his lack of involvement to the counselor's failure; "my thoughts were drifting somewhere else, he was not making sure that I was following attentively."

Regarding expression of personal thoughts and feelings, P6 claimed that he did not keep his thoughts hidden from the counselor unless he forgot about it; "Yes I told him about the things which he asked me .... I might have forgotten to tell him though." Yet P6 held that he never experienced any emotional problems and hence did not disclose his inner feelings to the counselor. He exclaimed, "Oh no! I don't have such kind of problem." P6, on the other hand, indicated that the counselor "never talked about himself."

P6 argued that the counseling relationship hasn't brought him any lasting benefits; "there is nothing I have benefited. I haven't brought any change." Moreover, he blamed the counselor for the abrupt termination of the counseling relationship; "yes, it is only his fault. He was the one who stopped coming." Although P6 insisted that he was 'not disappointed at all' by the way their relationship ended, it in fact, caused him severe resentment and frustration.

4.3 Composite Textual - Structural Description; Essences of the Experience of the Counseling Relationship

The last step in the phenomenological reduction process involves the synthesis of the data into composite textual-structural description. This step results in the identification of the essences of the experience under investigation. Husserl as cited in Marek (1999) defines essence as 'that which is common or universal, the condition or quality without which a thing would not be what it is' (P.125). Consequently, the common textural and structural descriptions are 'intuitively integrated' thereby bringing forth the essences of the phenomenon (Manen, 2002).

By following the phenomenological method of data analysis, the researcher determined seven fundamental themes which were the common focus of discussion of most of the participants *Preconceptions; first sessions; process; counselor's approach; benefits; client's self disclosure' and end of the counseling relationship.*

I. Preconceptions

Preconceptions involve the various beliefs, attitudes, ideas or opinions about the counseling relationship which were formed in advance. As is evident from the individual textural and structural descriptions, these set of pre-existing thoughts and feelings affected the participants' subsequent relationships with their counselors.

Most participants held negative preconceptions about the counseling relationship before ever experiencing it. P2 for instance, thought that his sessions with the counselor would be filled with routine matters like drugs and alcohol. He maintained, "(I thought) when we meet, our discussion would (only) be about matters like addiction or alcohol." His attitude towards the counselor was not any different. Even before ever getting to know the counselor, P1 was suspicious that he had a hidden intention of putting him in harms way. "I assumed that he thought of things that bring me harm." Another juvenile offender, P2, also believed that the counselor only came for her own benefit. P2 recalled, "I mean, she is a student like me, (I thought) she is studying (my case) for her education." P2 also expected that the counselors would soon abandon her after obtaining the information she was looking for. "I mean, a lot of people come here like this; they would talk to us and then they would stop coming after two days..." In another interviews, P5

had drawn a negative image about the counselor and the counseling relationship. P5 disliked what counseling stood for and was severely skeptical of its ability to free him from his behavioral problems. "My expectations for counseling were very bad, I used to hate this kind of thing... '(I used to think) just because he (the counselor) advises me like this, and would I stop using drugs? Would I stop stealing?"

Similarly, P4 seriously doubted the sincerity of the counselor's offer-that she would like to help. He heard that the counselor was leaking information about some of her clients (young offenders awaiting trial) to the judges who were presiding over their case. This led P4 to become reluctant to put his trust on the counseling relationship. "We assumed that she would just listen to what we say and inform the office (authorities); other than this we did not expect that any effort or change would come."

P3, on the other hand, totally misconceived the very nature of the outcome he sought to obtain from the relationship. He painted the counselor as a man who was there to get him into orphanage "I thought he was from (charity) organization." Upon learning the true purpose of the counselor's presence, P3 temporarily ended up being frustrated and disappointed; for in his eyes, it would have been better to get accepted in an orphanage than to receive counseling "... I felt a little disappointed because it was not what I expected."

Only one participant's (P6) description did not involve negative perceptions. Yet he did not describe any positive preconceptions in about the counseling relationship either. Hence, participates did not engage into counseling carrying a favorable impression of the counseling relationship. Instead, their thought was filled with *suspicion of the counselor's intention; underestimation and skepticism concerning the counseling relationship's capacity to meet its goals; misperception of the aim of the counseling relationship; and doubts of facing abandonment.* This, in turn, had an impact on the counseling relationship and affected the subsequent sessions.

II.First Sessions

The descriptions of most of the participants reveal first sessions characterized by obstacles hindering the emergence of proper relationships. Most participants entered into the counseling process with negative perceptions. This, in turn, led them to display

feelings that posed problems and subsequently delayed the counseling relationship from taking root.

For example, P2 was uncooperative and passive in the first session; "... I showed her a grim face." P2 presented such an uncomfortable expression that the counselor was forced to resort to financial reinforcement to encourage her to open up "... after wards she gave me ten birr because she was worried that I would not respond to her." In addition, P2 identified her discomfort in dealing with strangers as the factor that further delayed the counselor from establishing rapport with her. "She is new, I am new and so we were not that much close... and I also tend to be stiff when I met someone new."

Another interviewee, P3, also experienced difficulty relating with the counselor. Upon learning that his expectations would not be fulfilled, P3 displayed disappointment and frustration during the initial session. "Well, I felt a little disappointed because it was not as I expected..." P3 also discovered that the counselor aimed to benefit from the relationship which, in turn, made him suspicious "... he told me-'I would get a second degree with it and it would also benefit you...'- to tell you the truth; I thought he would take advantage of me." The subsequent result was P3's loss of interest to involve himself in the counseling process. "At first, we were not close; I stared somewhere else when he talked to me."

Similarly, P4 carried his doubt and suspicion towards the counselor into the relationship. He claimed "she is doing these things to try to be close (intimate) with us; nothing else." Consequently, this made it difficult for the two individuals to bring trust and sincerity into their relationship. P5 also reported that his first sessions were tainted with feelings of hostility and negative attitude. "I don't think I had a very good attitude for the counselor when we met for the first time; I hated it..."

Hence, first sessions were characterized by feelings of uneasiness, doubt, mistrust or disappointment amongst most participants. For the participants, these feelings were more often associated with the negative preconceptions they carried into the relationship. Consequently these unfavorable feelings acted as obstacles which delayed the strengthening of the then fragile counseling relationship.

III. Process

Most participants' descriptions reveal a trend of progress in the counseling relationship. 'Process' in this context involves a pattern of change occurring on the counseling relationship across the time dimension.

Most participants entered the therapeutic relationship holding negative preconceptions about the counseling process or the counselors. However, they soon experienced a shift in their beliefs and attitudes about the relationship after getting to know the counselors. P1 for instance, discovered that he had the wrong impression of the counselor. "(the counselor) is not (the kind of person) that would hurt us." Eventually, following the counselor's lead, P1 slowly started to disclose his problems thereby giving rise to a stronger relationship which was founded on trust and openness; "... after he told me his life story, I said ok and then in turn I told him a little about my life story." Another interviewee, P2 changed her previous views and developed a positive attitude coupled with trust for the counselor after experiencing firsthand the counselor's commitment and genuineness. P2 stated, "It is not what I expected... repeatedly coming all the way here for me, giving me advice... when she started talking to me openly... our relationship got stronger." The fact that the counselor was a woman gave P2 an additional comfort which intensified their relationship even further.

For P3, the counselor's genuineness and convincing advises appeared to have brought about willingness to open up to the relationship; "at last around the third advise (soon) when he told me a lot of concrete things, I came to like the man a lot"; "... the man approached me with openness, his genuineness made me very glad." P5 attributed his dynamic change of attitude to the counselor's demeanor. "At first, I did not expect anything but now I came to realize that it is very good... his approach was good; he asks me everything."

For these participants, over the course of the sessions, the counseling relationship showed marked progress towards a state which is more conducive for behavioral change and therapeutic healing. This progress occurred as the participants became more and more aware of the counselor as well as the outcomes of counseling. In addition, the counselors' demeanor and repeated efforts served to strengthen their relationship with the participants.

Participants P4 and P6 however, experienced deterioration of their relationship with their counselors. P4 kept on suspecting that the counselor was spying on him and the counselor, in turn, failed to convince him otherwise. "I started suspecting that he might know something... she did not give me a satisfactory answer when I asked her why she said that." The counselor's failure to keep her unrealistic promises contributed a lot to worsen the circumstances of their relationship. "She said, 'you would soon be released'; when I though I was going to be released, I was unexpectedly convicted." P4, on the other hand, expressed frustration over sudden termination of the relationship just as he was starting to open up to the counselor

IV. Counselor's Approach

The counselor's approach involves all behaviors of counselors which were displayed during the counseling sessions in an attempt to bring about behavioral change on the participants. The approaches of the counselors made a vivid impression on all the participants. For most of those participants, the counselor's demeanor helped to ease them into opening up to the relationship. For example, for P1, the counselor's self-disclosure reassured him to, in turn, confide in him his life story, "... after he told me his story, I said ok and then in turn I told him a little about my life story." P2 realized that the counselor was sincerely concerned about her following the counselor's expressions of empathy. "When he asks me, 'are you feeling nervous? Are you tired?' she would make me (feel) relaxed and free..." Consequently P2 gave up her doubt on the counselor which served to strengthen the relationship. Similarly, P3 was also captivated by the counselor's remarks of concern and empathy; "... are there kids who are bullying you? are you not keeping yourself clean?; are you facing food shortage? do you stay the whole day in the house?' He says things like this and shares my problems a little."

For two participants, however, the counselors' approaches failed to redirect them towards developing meaningful relationships. P4 was not impressed by the counselor's demeanor and clang on to his suspicion of the counselor. "If (you) observe the way she talks and her facial (expression) she was trying as much as possible to make us tell her our inner secrets." P6 was also equally critical of the counselor's approach; "my thoughts were (drifting) somewhere else; he wasn't making sure that I was following attentively."

He maintained, '... he advises me a lot (only) about things which would do me good; other than that we were not that much intimate." In relation to this, P6 also revealed his resentment towards the counselor over his decision to suddenly terminate their relationship.

Those participates who were inspired by the counselors' behaviors identified characteristic qualities that were part of their approaches. These were *self-disclosure*-'he told me his life story; when I associated it with mine, its the same.'; 'there are things she told me about her... based upon my (situation).'; *genuineness*- 'when he approached me with openness, his genuineness made me very glad.'; 'she tells you what she felt openly'; empathy - 'when she asks me, are you feeling nervous? are you tried?' she would make me (feel) relaxed'; 'you don't keep yourself clean; are you facing food shortage? do you stay the whole day in this house? he says things like these and shares my problems a little.'; *gender similarly*-' the fact that she is a woman is good for me; I openly tell all my problems to a woman...'; and *prior experience of participant's problems* - 'when he was a boy he had addiction, so I ask him how to over come it.'; 'He told me his life story; and when I compared it with mine its the same.'

Participant descriptions also revealed differences among the counselors' approaches depending on their extent of involvement in the counseling process. Some counselors used a more directive approach to bring about desirable outcomes. Consequently, the counselors were highly involved in the therapeutic process through asking questions and giving advice. One counselor restricted himself to a facilitative role allowing the client to play a larger role in the counseling process. However all the participants who succeeded in developing a meaningful relationship were comfortable with the counselors' approaches irrespective of their involvement in the counseling process.

V. Benefits

Four of the six participants believed that the counseling relationship was beneficial and were further able to identify counseling outcomes. P1 described the outcomes of counseling by comparing his thoughts and feeling before and after experiencing the counseling process. P1's previous life was tainted with addiction, repeated escape

attempt, chronic relation with family members and theft. Similarly his thoughts and plans at that time were none other than further engagement in his destructive habits. "Before he came I told myself that I would smoke, steal; I will not get back together with my family." After attending subsequent counseling sessions, however, P1 indicated, "the way I lived upto now is useless; I believe that it is better to make peace with my family and pursue my education... because he advised me, I will not steal after I go out (of this institution)"

P2 also believed that the counseling relationship brought about positive change in her life. "Starting from the time we started meeting, there is a change in my life." The counselor was not able to reconcile P2's differences with her mother-which was one of her major problems. However, this did not keep P2 from being satisfied with the advises she had received. Instead of attributing this failure on to the counselor, she claimed responsibility, "It's not her (the counselor's) fault; she did what she could do; the problem is with me as well as my mother."

Another participant, P3, admitted that before experiencing the counseling process, thoughts of abandoning destructive habits never crossed his mind. "I have never thought about work or change (before)." Instead, he felt that he would plunge straight back to his old habits when he gets released. "I thought that again when I go out I would be an addict; where else would I go." But, after experiencing counseling, P3 underwent a change in his thoughts and attitudes. He held, "Yes, I have felt that (I have gone through) changes... when I go out, I will not live on the streets... not to appear dirty or less than others"; "I have decided never to use drugs... ask forgiveness those people whom (I hurt) and live with them there."

P5 pointed out specific behavioral changes that were the direct result of the counseling relationship. "He made me become more focused on my education and stop using drugs"; "when I go out, I want to continue my education... I now know how to overcome my addiction problems."

For these participants, their relationship with the counselor was a source of constructive change in thought and behavior. Realizing that some of their behaviors are faulty, deciding to correct their misbehavior, making plans to change these thoughts and

behaviors, and actually changing some of them were among the benefits included in the participants' descriptions.

The two participants who failed to establish any meaningful relationship with the counselors did not feel they benefited from the counseling process. P4 maintained, "there is nothing (no change) that came out of it." Similarly, P6 insisted, "upto now there's nothing I have benefited, I haven't brought any change."

VI. Self-Disclosure

The importance of couple self disclosure in determining the extent of progress of the counseling relationship was evident from participants descriptions. Participants who were more willing to reveal private thoughts and feelings developed a more meaningful relationship. Trust on the counselor played significant role in influencing participants' extent of self-disclosure. In addition, the participants' beliefs and attitudes regarding expression of one's secret thoughts and feelings also had an effect.

P1 was quick to open up and reveal his personal life. The counselor took the initiative to confide his past which served to encourage P1 towards self-disclosure. "...After he told me his life story, I said ok and then, in turn, I told him a little about my life story." Furthermore, P1 proactively asked the counselor for help in solving his problems. "I ask him how I can reconcile with my family and he tells me... I ask him (for advice) because I want to free myself from addiction."

P2 was also willing to reveal her secrets to the counselor. But she set a limit to the things she wished to discuss. P2 maintained, "I tell her what I believe is useful (about myself)... I do not tell her everything." Apparently, her sense of 'what ought and ought-not be told' determined which information she wished to disclose. "If I was asked I would tell her those which would be (are supposed to be) told." In addition, P2 expressed unwillingness to request help for her problems and mentioned her belief in self remedy as justification. She insisted, "I believe I should overcome (obstacles) on my own." She also refrained from expressing her inner feelings during the course of the counseling process.

For P3, trusting the counselor was the main issue which constrained his extent of self disclosure. Initially, he was not fully honest about his problem. "I revealed to him only part of it; for example I only told him one of my addictions." P3 was worried that

such information might find its way to the court and get him into trouble, "I kept it from him because I thought he would take me to court and get me convicted." But afterwards they became more intimate which gave P3 confidence to be more honest to the counselor, "Yes, when I got very close with him, I became very open and told him (my secrets)." Yet P3 kept his feelings to himself. "I haven't told him this kind of things." P5 indicated that he only told the counselor his secrets. Furthermore, P5 claimed that there were no secrets which he deliberately kept from the counselor. "If I have some (secrets) I tell him... Yes (there is nothing I kept hidden from him)."

The two participants (P4 and P6) who were not satisfied with the counseling process, however, reported something different. P4 indicated that he did not believe in disclosing his secret to anyone but himself. "It's in my nature never to reveal my secrets to anyone." He was apparently afraid that once he entrusted his secrets to someone else, he would be betrayed and as the result make enemies. P4 argued, "people can not be trusted, I still don't trust people; on a certain level, someone whom you trusted could betray you; and so if I reveal everything to her it is as if I have told it to everyone.."; "I could make enemies as well as friends if I reveal my true feelings." Consequently, P4 wanted to limit discussions on the counseling sessions only to commonly observed problems, "I tell her to talk to me only about my situation (right now)"; "(I keep) my inner feeling to myself, I want only the external things to be overcome (dealt with)."

P6 on the other hand, was less skeptical of people's tendencies to keep secrets. Although he was not happy with the way things went in the counseling process, P6 claimed that he revealed things about him when requested by the counselor. 'Yes, I told him about the thing he asked me.' Yet, he admitted that there might be things which he did not disclose to the counselor attributing it to forget fullness. There might be things which I haven't told him... I might have forgotten (to tell him).'

For most participants, extent of self-disclosure was associated with their level of trust for the counselor. Hence, participants who had more trust for their counselors showed more readiness to disclose their personal secrets. Even within relationships, as the participant's trust for the counselor grew, they showed greater willingness to confide their secrets. Yet other factors also played a role in determining the degree of congruence and self disclosure that occurred during the counseling sessions. Of these, participants'

previous experiences of the abuse of their trust and their subsequent responses as well as counselors' attempts to convince them otherwise were particularly important.

VII. End of the Counseling Relationship

Regarding the end of the counseling relationship, participants' descriptions pointed out qualities that reflected the extent of intimacy and involvement in the counseling process. For P1 the termination of the counseling relationship came as a surprise when the counselor suddenly stopped coming. "It has been 14 days since he last came and I have no idea why." However, the counselor's sudden departure did not lead P1 to develop a negative attitude. On the contrary, P1 still retained his trust for the counselor and expressed his wish to re-establish his relationship with the counselor. "Because there is no one (like him) who is concerned about me I would be happy to meet with him (again) and he advises me."

P2, on the other hand, did not mention any bad experience in relation to the end of the counseling relationship. She indicated, "she left after giving me advises in a good manner." P3 also had a pretty good idea that the counseling relationship was about to end; "He asked me if there were devises I wanted to get from him... I said I didn't want any; he went and never came back." Consequently, he wished to retain the counselor's assistance outside the correctional institution. "I would be happy if I receive advises (from) him outside."

However, for participants P4 and P6, the end of the counseling relationship was associated with negative emotions and undesirable memories. P4 took the initiative to terminate the relationship when his dissatisfaction built up and reached to a point where he could no longer withstand it. While P4 suspected the genuineness of the counselor's motives, he also felt increasingly frustrated when he failed to get the benefits that, according to his belief, ought to have come along with the counseling process. P4 thought that his involvement in the counseling relationship alone would guarantee a quick release from the institution. His unexpected conviction rang the final bell on their relationship and subsequently, fuming with anger, P4 abruptly ended his relationship with the counselor. 'She said, ' you would soon be released... she did not give me a satisfactory answer when I asked her why she said that'; 'I told her since I am not going to experience any change I will not receive advice'. After his frustration subsided, however, P4 wanted

to resume his discussions with the counselor. But P4 ended up in further disappointment when he failed to observe any attempt on the part of the counselor to re-invite him to the counseling process. "I was very disappointed because, while I was longing to receive guidance from her she didn't call me... she kept silent."

P6 was very unhappy with the way the counseling relationship came to an end. The counselor suddenly broke off their relationship and this, in turn, caused P6 to experience disappointment and frustration." I was not happy when (he stopped coming) ... I forgot everything which he told me." Consequently he developed a negative attitude towards the counselor as well as the counseling relationship; "yes it's only his fault; he was the one who stopped coming. I have never been absent."

Participants' reactions to counselors' behaviors during the end of the counseling process were influenced by the extent of trust and intimacy present in the relationship. For instance, although P1 and P6 experienced similar set of events at the end of the counseling sessions, they nevertheless reacted to those events in a different manner. Both their counselors suddenly stopped coming to the counseling sessions; yet, while P1 only expressed concern and wish to resume receiving counseling, P6 blamed his counselor and subsequently developed a negative attitude and resentment for the whole counseling process. Such marked contrast in their reactions may be associated with the fact that while P1 developed a meaningful and intimate relationship with the counselor P6 failed to do so.

CHAPTER 5: SUMMARY AND IMPLICATIONS

5.1 Summary of the Study

Juvenile delinquency is one of the major social problems that is increasing in an overwhelming rate thereby posing a great challenge to the modern world. In Ethiopia, too, the threat of youth delinquency is currently ever more profound. In response to this prevailing threat of delinquency, the developed nations have allocated vast resources and sought ways of effectively dealing with the problem. As the result, for the past five decades, correctional and rehabilitation institutions became the focus of various disciplines and were subsequently subjected to intense research and program development.

However, the role counseling psychology is playing in youth correctional institutions is not as sound as it deserves to be, although it has a lot to offer in juvenile delinquency prevention and rehabilitation. In addition, even those counseling based interventions that have actually succeeded in being widely implemented in juvenile offender rehabilitation do not give significant emphasis to client-counselor relationship (an aspect of the counseling process that is considered crucial for therapeutic success in counseling literature). This makes counseling psychology a highly beneficial and yet an unappreciated discipline in correctional and rehabilitation settings.

One of the reasons counseling is not exactly famous in correctional circles is the consequence of using recidivism as a major criterion for evaluating the effectiveness of treatment interventions. The use of recidivism as an outcome measure implies that a particular treatment program would be considered ineffective if the juvenile offenders who took the treatment somehow got rearrested. In the eyes of such criterion, counseling interventions would obviously be less favored because they often set a long term goal of treating clients across life's obstacles and consequently may not totally prevent re-arrest. Therefore, counseling interventions, especially those that emphasize the counseling relationship would not be included among primary choices of interventions by such a 'harsh' criterion, although they manage to change the lives of the offenders.

This calls for an alternative angle for investigating the extent of success of counseling interventions which complements the criteria already used in correctional

studies. In such a case, investigation of the counseling relationship as perceived by juvenile offenders becomes desirable. This is because exploring the counseling relationship from the perspective of juvenile offenders allows one to clearly delineate the virtues and vices of the counseling process in an empathic manner.

The importance of exploring the counseling relationship can be further appreciated when one takes into account the current status of counseling services in Ethiopia; especially those given in correctional and rehabilitation settings. In the strictest sense, i.e. taking into consideration the scientific nature of the discipline, the counseling services given in non-educational settings are of poor quality and may even be compared to non-existence. Since the purpose of evaluation is not to disprove or approve but to improve, it requires one to set aside 'strict' criteria and look for alternative ways of finding out the role counseling is currently playing in rehabilitating juvenile offenders (Shertzer and Stone, 1974). Among these alternatives, in depth investigation of the counseling relationships becomes desirable since through such endeavors the positive contributions currently achieved by counseling interventions could be identified and taken as basis for further enhancement.

For the reason mentioned above and similar other reasons, the study sought to understand the relationship between juvenile offenders and their counselors from the perspectives of juvenile offenders. Therefore, the purpose of the study was to explore juvenile offenders' perceptions of the counseling relationship.

Method

The methodology that is specifically aimed at discovering the meanings and experiences assigned by individuals in relation to a particular phenomenon is phenomenological research. This made phenomenological research particularly suitable for this study whose purpose was to bring forth the perceptions of juvenile offenders about the phenomenon of the counseling relationship. The study therefore used descriptive phenomenological study as outlined by Clark Moustakas (whose data collection and analysis procedures have been widely employed by phenomenological researches).

Consequently, purposive sampling was used to select six participants from the juvenile offenders who were institutionalized in Addis Ababa Remand and Rehabilitation Home. The method of data collection used in phenomenology is the interview. Therefore, participants were interviewed in Amharic using a semi-structured interview format and the taped individual interviews lasted from 20 to 35 minutes. Three of the six participants were briefly interviewed afterwards to verify that the themes identified are authentic and reflect their attitudes and beliefs on the phenomenon (member checks).

Phenomenological Data Analysis

Data was analyzed using modified version of phenomenological data analysis outlined by Moustakas. The researcher transcribed the in depth interview responses. Afterwards, throughout the data analysis, the procedures of Moustakas were carefully followed and included steps of *bracketing, horizontalization, formation of invariant constituents, identification of themes, individual textural descriptions, individual structural descriptions, and composite textural structural descriptions.* The researcher used the Amharic version of the transcribed participants' descriptions during the process of data analysis up to the point where invariant constituents were identified. This is to make sure the themes correctly reflected the original meanings and intentions of the participants, since during translation, meanings of words and phrases may be subjected to alterations and misinterpretations.

In phenomenological research, the role of the researcher involves entering into the worlds of participants before attempting to interpret the experience under investigation. This implies that the reality of the phenomenon under investigation is the researcher's perception of the experience. Hence, the researcher translated the transcribed participants' descriptions into English based upon his perception of the interview experience he had with the participants.

Findings of the Study

Participants' descriptions were analyzed by rigorously following Moustakas' steps of phenomenological reduction. Consequently seven core themes were identified as the

essences that constituted participants' perceptions of the phenomenon of the counseling relationship.

1. Preconceptions

The participants held several preconceptions-beliefs, attitudes, feelings and expectations-about the counselor as well as the counseling relationship.

Even before experiencing it, most participants developed negative preconceptions about the counseling process. These include suspicion of counselors' commitment; doubt over the counselors' discretion; underestimation and skepticism of the capability of the counseling process to meet its goals; misperception of the purpose of the counseling relationship; and doubts of experiencing abandonment.

Participants who managed to change their negative attitudes and feelings were able to quickly establish rapport with their respective counselors. On the other hand those participants who retained their negative preconceptions failed to develop any meaningful relationships with the counselors.

2. First sessions

Beginning sessions were characterized by difficulties in establishing rapport for most participants. Consequently, feelings of uneasiness, doubt, mistrust, or disappointment were associated with the first sessions.

Participants' characteristics such as discomfort in dealing with strangers, or preconceptualizations were related to subsequent failures to launch meaningful counseling relationships. Hence, during the first sessions, these unfavorable feelings acted as barriers that delayed the development of the counseling relationship.

3. Process

The process of the counseling relationship exhibited a trend of progress towards a level characterized by increased trust, openness and commitment for most participants.

These participants abandoned their preconceptions and developed a favorable attitude for the counseling relationship. The counselors' demeanor helped to change their views and establish a meaningful relationship.

Participants' increased awareness of the counselors' characters and motives also helped them to have more confidence on the counseling relationship.

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The participants that failed to experience progress retained their negative preconceptions and did not experience desirable characteristics of counselors which would compel them to re-evaluate their attitude towards the counseling relationship.

4. Counselor's approach

For most participants the counselors' demeanor helped to ease them into opening up to the therapeutic relationship. Those counselors' behaviors which were responsible for instilling trust into the counseling relationship include self-disclosure, genuineness, empathy and congruence. In addition, counselors who had similar gender with their clients and those who had some prior experience of the clients' problems developed a stronger and more intimate relationship.

Participants' descriptions also revealed differences among the counselors' approaches in the context of their extent of involvement in the counseling process-Most counselors took a more directive role wherein they became highly involved in the counseling process through asking questions and giving advises. One counselor, on the other hand, assumed a non-directive or facilitative role allowing the participant to play a larger role in the counseling process. Yet, irrespective of the counselors' extent of involvement, all participants- i.e. those who maintained a good counseling relationship- approved of the counselors' approaches.

5. Benefits

For participants who established good relations with their counselors, the counseling process represented a source of benefits in bringing about constructive changes in thought and behavior. In contrast, participants who failed to maintain a meaningful relationship with their counselors did not believe that they gained any relevant benefit from the counseling sessions.

Moreover, participants' descriptions indicate that the areas upon which they exhibited the benefits or outcomes of counseling are mostly those concerning changes in thoughts and feelings. Only few participants mentioned overt changes of behavior in addition to the covert changes in thoughts and feelings.

6. Self-disclosure

Most of the participants who developed positive relationships with their counselors described moments where they engaged in self disclosure. The extent of self disclosure

they were willing to reveal to their counselors varied from one participant to another. However, these participants believed that there ought to be a limit to the things they shared with their counselors. Consequently, they refrained from at least some of their thoughts and/or their past histories.

Participants' level of trust on their counselors significantly determined their extent of self-disclosure. During the beginning sessions, participants were reluctant to open up to the counselors. But as their relationship progressed, the participants showed increased tendencies to bring forth their personal life into discussion. Consequently, participants who had the utmost trust for their counselors showed more willingness to share their secrets, while those who did not develop the necessary trust sought as much as possible to minimize the information they shared with their counselors.

7. ***End of the counseling relationship***

The end of the counseling relationship generated a mixture of attitudes and feelings among the participants. Those participants who experienced a relationship characterized by trust, involvement, and intimacy reported somewhat successful departure. For these participants, the termination of the relationship was accompanied by feelings of loss, good memories of shared experiences, as well as a longing to re-establish contact with the counselors. Participants who had premature relationship with their counselors were unable to experience smooth transition. For these participants, the end of the counseling relationship was accompanied by negative emotions such as frustration, anger and discontentment. Subsequently, this led them to develop negative attitude towards their counselors and the counseling relationship.'

Differences existed among participants in the way they responded to similar situations. For instance, one participant, when faced with sudden termination of the counseling relationship, displayed anger and resentment towards the counselor. But when another participant a similar situation, instead of forwarding accusations onto the counselor, he expressed a longing to re-engage in the counseling. Nonetheless, this participant, who established intimate relations with the counselor, did not doubt the counselor's commitment even under such trying circumstances.

These themes had a two way interaction with the counseling relationship. For example, the circumstances in which the counseling process ended spoiled the perception

one participant had for the counselor. Conversely, repeated frustration and disappointment over his interactions with the counselor led another participant to take the initiative to terminate the counseling relationship.

Thorough examination of the above mentioned seven emergent themes reveals that the counseling relationship is the result of the dynamic interplay between client aspects, counselor characteristics, and the process of the counseling relationship. On the part of the participants, their preconceptions which involve their thoughts, feelings, beliefs, and expectations affected their subsequent relationships with the counselors. The counselors' behaviors marked the turning point of the counseling relationship by conveying the empathy, discretion, and commitment felt by the counselors. Consequently, the participants who experienced first-hand such behaviors abandoned their suspicion and mistrust of the counselor. The dynamic time dependent aspect of the relationship, the *process*, was in turn manifested through attachment and separation related emotional experiences and influenced the development of the counseling relationship.

5. 2Discussion

Participants' held several preconceptions about the counselor as well as the counseling relationship. These preconceptions were mostly and misinformed imaginations of the counseling process. Consequently, initial sessions witnessed difficulties in establishing rapport. Feelings of most participants during this stage of the counseling relationship included uneasiness, doubt, mistrust, and disappointment.

Yet, those participants whose counselors' showed authentic behaviors involving self disclosure, genuineness, empathy, and congruence abandoned their negative preconceptions and developed better trust openness, and commitment for the relationship. This, in turn, brought about recognizable progress on the level of counseling relationship resulting in participants' self-proclaimed constructive changes of behavior. Participants who failed to experience counselors' traits which communicated genuine concern and trustworthiness, failed to progress in the relationship wherein they retained their negative preconceptions.

End of the counseling relationship was uncomfortable for all participants. Yet, those who had established more intimate relationships described a relatively smooth transition

which enabled them to still hold on to positive perceptions of the experience. Those who failed to anchor their relationships to minimum level of trust and commitment experienced strong emotions such as anger, frustrations and discontentment which led them to throw away whatever trace of positive outcomes of the counseling process they would have otherwise acquired.

Ryals(2003) investigated juvenile offenders' experiences of the counseling relationship. The findings of the study revealed the importance of the counseling relationship in instilling the intended outcomes onto the offender clients. Participants were reported to have experienced transition from initial confusion to a working relationship. Ryals' (2003) findings exhibit similar trend of progress in the counseling relationship with that of the present study. Findings of both studies reveal participants' thoughts and feelings which posed challenges to the establishment of mutually satisfying relationships. Similarly, both studies reported the importance of perceived counselors' characteristics (encompassing genuineness, mutual sharing, understanding, and empathy) in evolving the relationship from confusion to coalition and more. Although Ryals' (2003) research appears to have provided the only accessible findings which are directly related to the present study, a number of adjacent issues can be brought to awareness in comparison to the reviewed literature.

Wilkinson (2002) had pointed out the eminent paradox the counseling process faces in correctional setting where counselors encounter legally obligated clients. Apparently, Wilkinson's (2002) remark is in agreement with the present study- some participants entered into the counseling process holding adjacent motives other than the outcomes of counseling such as entitlement to quick release or reduction of sentence. Consequently the true purpose of the counseling process encountered a challenge when it confronted the misguided expectations of participants. In one case the goals of counseling were seriously jeopardized when the counselor gave in to the temptation of conforming to the clients' expectations (the case of P4). Hence, in line with Wilkinson's observation, this finding stood as a testimony to the dilemma counseling psychology faces while addressing to the needs of juvenile offenders.

Martin et al. (2000) in his pursuit of common factors in therapy which consistently explain therapeutic outcomes, has identified therapeutic alliance (a term synonymous to

counseling relationship and frequently used in therapy) as one such factor. Bachelor and Salame (2000) undertook similar venture and further suggested that alliance may be therapeutic in itself. The findings of this study, as well, revealed cues which were in agreement with this hypothesis. Participants' descriptions indicated that counselors had practiced either directive or non-directive approaches of counseling. Yet, irrespective of the counseling approach, all those participants who maintained intimate counseling relationships were satisfied with the approaches used. This makes the counseling relationship a singularly common factor that brought about satisfaction on the participants independent of the kind of counseling approach undertaken.

Moreover it is important to discuss of the relevance of the research results to the current literature. The findings of this study are most relevant to the scientific body of knowledge related to: (a) juvenile offenders; (b) counselors of juvenile offenders, and (c) the counseling relationship.

Juvenile offenders

The majority of available literature on juvenile delinquency discusses the findings of studies which were conducted from the point of view of an external observer. Such objective studies, although they provide numerous information about juvenile delinquents, they often overlook individual differences and do not enable one to understand the meanings and motivations involved behind these characteristics.

Current literature on juvenile delinquents indicates that this population has difficulty in establishing and maintaining relationships with others. However the findings of this study provide contrary evidence. The majority of the juvenile offenders that participated in the study were more or less able to form intimate relationships that were characterized by mutual sharing, genuineness, understanding and emotional linkage. These participants were receptive and willing to relate with the counselors whom they perceived to be genuine, empathic, encouraging and trustworthy.

On the other hand most of the participants reported relationship problems with the 'significant others' of their lives. Troubled relationships with family members, parents, and caregivers were reported by five of the six participants. This may indicate that the relationship difficulties may not only be the problems of the juvenile offenders. But instead, the significant others with whom the juvenile offenders formed most of their

relationships may have their own share in the matter. Therefore, the studies that focus on the relationship abilities of juvenile offenders may also need to involve their parents, teachers, peers and friends in order to understand the underlying causes of the relationship difficulties.

In addition, the findings of this study indicate that the participants experienced various benefits through the counseling relationship. Participants indicated that the counseling process has motivated them to work on improving their relationship with their families, overcome their addiction problems, put more effort on their education, and to strive towards a better future. This indicates that the counseling provided was successful in adjusting and rehabilitating the participants. However, if one was to use recidivism as an outcome measure to gauge the effectiveness of the counseling service, such important benefits would be disregarded. Hence, other measures should also be used alongside recidivism that explores other aspects of the juvenile offenders before remarks are made about treatment effectiveness.

Counselors of juvenile offenders

Counseling literature emphasize the importance of an environment that is conducive to the development of a working relationship between client and counselor. Consequently the facilitative conditions-empathy, congruence and unconditional positive regard- have been identified as necessary conditions counselors should provide for therapeutic success. Consistent with this view, participants of this study revealed such components as genuineness, empathy, encouragement, and self-disclosure among the behaviors of counselors who established good counseling relationships. In addition the participants also identified *advise-giving* (among the desirable qualities of counselors) which is not discussed in the available literature. Participants' attitudes towards counselors who use directive approach did not differ appreciably from those who use non-directive (facilitative) approach. This finding further strengthens the argument that it is the relationship aspect of the counseling process, rather than the approach used, that determines the perception of the participants as well as the counseling outcomes.

In addition, a majority of participants' descriptions indicate that they were able to establish intimate relationships with counselors. On the other hand, most of these participants described previous difficulties in their relationships with family members.

parents or caregivers. Although suggesting that the previous relationship difficulties of the offenders was others' fault would be just speculation, nevertheless, the findings indicate that participants are capable of forming intimate relationships with others. Counselors of juvenile offenders should, therefore, provide the facilitative conditions to foster good communication and establish trust in the counseling relationship.

Process of counseling relationship

The findings indicate the importance of the meanings assigned to the experience of the counseling relationship. Participant's descriptions were filled with plenty of ambiguous words like '*entin*', 'minamin', and 'malet new' which could stand for a wide range of emotions depending on the participant and the context upon which it was told. Consequently, it is necessary to explore the perceptions of juvenile offenders about the counseling process in order to fully understand the phenomenon.

The findings also challenge current views regarding the role of relationship-oriented counseling interventions in juvenile offender rehabilitation. Although treatment interventions in correctional and rehabilitation institutions are dominated by cognitive behavioral based interventions, the findings provided insight into the major role relationship based counseling approaches can play in rehabilitating the offenders. Study showed that establishing intimate relationships with counselors helped participants to improve their relationships with family members, to work on overcoming their addiction problems and to do better in school.

5.3. Implications

Implications of this study apply to counselors, correctional institutions, the society and to the researcher. Empathy holds an important place in the process of counseling. These findings, in turn, provided a basis for counselors to empathically understand the perceptions and subjective experiences of juvenile offenders regarding the counseling relationship. In addition, the study provided insight into the subjective world of the participants and juvenile offenders in general. Good understanding of client's motives and intentions sets the counselor half way through the counseling process. Hence, through this understanding, counselors can develop more meaningful relationships and engage in more effective counseling processes.

Similarly, implications for correctional and rehabilitation institutions involve the need to give more attention and to allow counseling services to play better role in rehabilitation of juvenile offenders. Although little is mentioned in the counseling literature regarding court-mandated counseling (Wilkinson, 2002), the finding of this study and similar other studies show the important role counseling can play in rehabilitating juvenile offenders. Thus, better resources should be allocated to counseling services in remand and rehabilitation institutions by concerned bodies so that counseling can assume the leading role which it deserves in rehabilitating and adjusting juvenile offenders.

On the other hand, it is the researcher's belief that in Ethiopia, especially in urban areas including Addis Ababa, the society treats juvenile delinquents as outcasts and they consequently suffer alienation. Once discovered that they have been charged or institutionalized, juvenile offenders are often stereotyped and, labeled as 'duriye' (rogue or delinquent) and excluded form social affaires. An implication for society, therefore, involves the way in which the society treats juvenile offenders. The findings of this study reveal that juvenile offenders possess personality defects and face relationship difficulties similar to other adolescents. Participants expressed the need to trust and be trusted, the need to be understood, the need to belong and to be heard. These are similar problems adolescents face everyday. Erickson's developmental stages should be recalled and be noted that relationship issues, trust issues and identity issues are the problems commonly faced by adolescents. In such framework, one could see that juvenile offenders are just the adolescents that failed to deal with the developmental issues in the proper manner. In addition, it should be noted that offenders are just individuals who got caught. There are by far larger proportions of adolescents who managed to keep themselves form being caught while committing delinquent acts. If one considers a more relaxed definition of delinquency, it becomes clear that almost everyone has broken one or more rules. Therefore, findings of this study challenge societal norms and indicate that alienation and stereotyping of juvenile offenders should be avoided.

Finally, I found the research to be very educational. While exploring delinquency issues I can confess that I run into myself every now and then. Through the lives of the

participants, I came to see my relationship difficulties and other issues which I never noticed that I had. As I sought to explore the causes of delinquency, I noticed the motivations and intentions behind some of my actions. In general, looking into the inner worlds of the participants enabled me to better understand myself and deal with my difficulties accordingly. In addition, the study also helped me to empathically understand the perspectives of clients which would, no doubt, enable me to become a better counselor than I was before.

5.4. Future studies

First, future research should focus on reducing phenomenological method into other quantitative outcome studies on juvenile offender treatment interventions. This will enable one to better explore the qualities of a certain treatment programs and find out its effectiveness. On the other hand, the study was inconclusive in determining the reason for the variance in the responses of the participants. For example, whether it is the counselors' behaviors or the meanings assigned to those behaviors, that made the participants relate or (respond) the way they did remains unknown. In other words the counselors could indeed have been genuine, empathic and understanding or else, the participants may have perceived them as such even though they have not shown such qualities. A second suggestion for future studies, therefore, is to determine the extent to which the perceptions (and preconceptions) of the participants as compared to counselors behaviors account for the established counseling relationship.

Lastly, phenomenological methodology emphasized the discovery of meanings as perceived by participants. This method has wide applications in the fields of psychology, especially in counseling. Therefore, future studies should focus on establishing and developing this research tradition in Ethiopia.

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Appendix A: Interview guide

Topic: The counseling relationship from the perspective of juvenile offenders.

(Introduction develop rapport explain the purpose of the study and explain counseling relationship)

Questions:

1. Can you tell me about your first meeting with the counselor? What was it like?
2. Can you tell me about the relationship between you and your counselor? What parts of the relationship with the counselor stand out for you or stick in your mind?
3. How did you feel about your relationship with the counselor as the counseling progressed?
4. Have you observed any changes on your behavior as the consequence of your relationship with the counselor? Can you describe particular changes that you believe have occurred?
5. In relation to your time with the counselor, are there any other thoughts, feelings, or memories you'd like to share?

Amharic Version of the Interview Guide

ጥያቄዎች

1. ከካውንለሩ/ጸ ጋር ለመጀመሪያ ጊዜ በተገናኘህበት/በተገናኘሽበት ወቅት ስለነበረው ሁኔታ ልትነግረኝ/ ልትነግሪኝ ትችላለህ/ትችያለሽሕ ምን ይመስል ነበርሕ
2. በአንተ/በአንቺ እና በካውንስለሩ/ጸ ስለነበረው ግንኙነት ልትነግረኝ/ሪኝ ትችላለህ/ትችያለሽሕ ከግንኙነታችሁ ውስጥ የትኛው ነገር /ሁኔታ/ ይጎላብሃል/ይጎላብሻል ወይም ከአእምሮህ/ከአእምሮሽ አይወጣምሕ
3. የካውንስሊንግ አገልግሎት ማግኘት እንደቀጠልክ/እንደቀጠልሽ ከካውንስለሩ/ጸ ጋር ስለነበረህ/ሽ ግንኙነት ምን ተሰማህ/ተሰማሽሕ
4. ከካውንስለሩ/ጸ ጋር በነበረህ/በነበረሽ ግንኙነት ምክንያት በጠባይህ/በጠባይሽ ላይ የተመለከትካቸው/የተመለከትሻቸው የትኛውም አይነት ለውጦች አሉሕ አመጣጣቸው ብለህ/ብለሽ የምታምናቸውን/የምታምኚቸውን ተጨባጭ ለውጦች በተናጠል ልታብራራቸው/ ልታብራሪያቸው ትችላለህ/ትችያለሽሕ
5. ከካውንስለሩ/ጸ ጋር ከነበረህ/ሽ ግንኙነት ጋር በተያያዘ ልታጋራኝ/ልታጋሪኝ ወይም ልትገልጽልኝ/ልትገልጪልኝ የምትፈልጋቸው/የምትፈልጊያቸው ሌሎች ሐሣቦች፣ ስሜቶች ወይም ትውስታዎች አሉሕ

Appendix B: Invariant Constituents

P1: Invariant Constituents

- when we meet he gives me advises lots of advises...
  ከሱ ጋር ስንገናኝ ምክር ምናምን ይሰጠኛል፤ ብዙ ብዙ ነገር ይመክረኛል...
- (when the counselor give's me advises) I accept
  (ሲመክረኝ) እሺ እላለሁ
- his approach is appealing
  አቀራረቡ ቆንጆ ነው
- He told me his life history; when I associated it with mine, it's the same
  የሱንም የህይወት ታሪክ ሲነግረኝ፤ ከኔ ጋር ሳገናኘው አንድ ነው
- (I thought) when we meet our discussion would (only) be about matters like addiction or alcohol
  ሳገኘው እሱን በሌላ ውይይት እንደ ውይይት አርገን በሌላ በሱስ ላይ ወይም በአልኮል መጠጥ ላይ ምናምን አለ አይደለም እዛ ላይ (ነበር የጠበቅኩት)
- ... contrary to my expectations, his (the counselor's) character was good
  ... ጥሩ ነበር ባህሪው (የካውንስለሩ) እንደጠበቅኩት አላገኘሁትም
- that's that I used to think, that he (the counselor) thinks of bad things for me...
  (ካውንስለሩ) ለኔ ክፉ የሚያስብ እንደዛ ነበር የሚመስለኝ...
- ... but when I met him (contrary to my expectations) his character was good
  ... አሁን ሳገኘው ፀባዩም ቆንጆ ነው ደስ ብሎኛል::
- when he came and advised me, my life changed a little.
  እሱ እየመጣ ሲመክረኝ ምናምን ትንሽ የኔ ህይወት ላይፈ ትንሽ ቀየር ብሏል::
- when I go out from here I intended to engage in other (distractive) things
  አሁን ከዚህ ስወጣ ምናምን ሌላ ነገር ነው የማረገው ነው ያልኩት...
- ... But when he came and kept on advising me, my thoughts changed a little.
  ... እሱ እየመጣ ሲመክረኝ ትንሽ ያሰብኩትን ነገር ትንሽ ተለወጫለሁ
- I assumed that he (the counselor) thought of things that bring me harm.
  እኔ የሚጎዳኝ ነገር የሚያስብ ነው የሚመስለኝ...
- when he told me stories about himself and others, I told myself that when I go out (released from this institution) I would free myself from addiction, because I comprehended what he told me... I would make peace with my family, start working and at the same time pursue my education even if I have to learn at night class...

ስለራሱ ስለሌላው ሰው የህይወት ታሪኩን ሲነግረኝ እኔም በቃ እንደወጣሁ ሱስ ምናምን አቆማለሁ እላለሁ ብያለሁ ከሱ ጋር ከሚነግረኝ አገናዝቤ ማለት ነው... አርፌ ትምህርቴንም እየተማርኩ ከቤተሰብ ጋር ተስማምቼ ስራ እየሰራሁኝ ትምህርቴን የማታም ቢሆን እማራለሁ ብዬ ነው እንትን የምለው::

- His approach is good
  አቀራረቡ ጥሩ ነው
- I did not see him like every other person (an outsider), (I saw him) very much like my brother
  እንደሌላው ሰው አይደለም በጣም እንደ ወንድሜ ነው በቃ ያየሁት
- He (told) me his story... in relation to chat (addiction)
  እሱ (ነገረኝ) ታሪኩን እንደ ገጠመኝ ማለት ነው... ከጫት (መጥፎነት) ጋር አያይዞ
- when I go out (of this institution) I do not want to see (experience) again the life that I saw here.
  ከዚህ ስወጣ ያየሁትን ላይፍ እንደገና እንዳይ አልፈልግም
- Since I came to see that the way I lived upto now is useless I believe that it is better if I make peace with my family and pursue my education.
  እስከዛሬ የኖርኩት ምንም እንደማይሰራልኝ ስላየሁትኝ በቃ ትምህርቴን ብማር ነው የሚሻለኝ ከቤተሰብ ጋር ተስማምቼ ማለት ነው::
- (our relationship) kept going stronger and stronger and (we are now) relating with each other in a brotherly manner.
  እየጠነከረ እየጠነከረ ሄዶ በወንድምነት ነው እየቀጠለ እየተቀራረብን ያለነው::
- (The counselor) giving me advises that are essential for me, advises that are simply precious.
  ለኔ የሚያስፈልገውን ነገር እየመከረኝ በቃ ቆንጆ ቆንጆ ምክር...
- (The counselor's) tells me incidents that he faced as well as other things which are necessary for me.
  የሚያጋጥመውንም ነገር ይነግረኛል (ከዚያ) ውጭም ለኔ ቆንጆ ነገር የሆነውን ይነግረኛል
- It has been 14 days since he last came but I have no idea why (he stopped coming)
  ከቀረ አሁን ወደ 14 ቀን እንደዚህ ይሆነዋል ለምን ግን አላወቅኩም
- (my relationship with the counselor) should continue
  መቀጠል አለበት (ለካውንስለሩ ጋር ያለኝ ግንኙነት)
- I would be happy if (our relationship) continues since I will not find anyone who gives me advises like he does, since he gives me good advises.
  ጥሩ ጥሩ ምክር ስለሚሰጠኝ እንደሱ ምክር የሚሰጥ ስለማላገኝ ቢቀጥል ደስ ይለኛል
- since he gives me lots of good advises, I am very sorry (because he stopped coming)

በጣም እኔ አዝኛለሁ (በመቋረጡ) ብዙ መክር፤ ጥሩ ጥሩ ምክር ስለሚሰጠኝ

- Before I met him (the counselor), I tried to escape from here (this institution) a lot of times 3 times or so...
  እሱን ሳላገኝ በፊት ብዙ ጊዜ ወደ 3ቱ እንደዚህ ይሆነኛል ከዚያ ላመልጥ እላለሁ
- (Before I met the counselor) I (used to) light a (piece of) paper and I (used to) smoke it (like cigarettes)
  (ከካውንስለሩ በፊት) እዚህ እሳት ይቀጣጠላል በቃ በሱ ወረቀት አቀጣጥለውና አጨሰዋለሁ
- After (the counselor) came, he advised me, he said don't worry, your time will come and you will be released.
  እሱ ከመጣ በኋላ ይመክረኛል፤ አይዞህ ይለኛል ጊዜህ ይደርሳል አንተም ጊዜህ ደርሶ ትፈታለህ ይለኛል)
- (The counselor) says to me 'don't do this, addiction does not do you any good' and I accept (his advises)
  እንደዚህማ አታድርግ፤ ሱስ ምንም አይሰራም ይጎዳል ይለኛል፤ እኔም እሺ እለዋለሁ
- Because he advised me I will not steal after I go out (of this institution).
  እሱ ስለሚመክረኝ ከዚህ ወጥቼ ስርቆትም አልሰርቅም
- (By the virtue of the counselor's advises) I will make peace with my family.
  (በካውንስለሩ ምክር ምክንያት) ከቤተሰብ ጋር ተስማምቼ ነው የምኖረው...
- Before (the counselor) came I told myself that I would smoke, steal, (I) will not get back together with (my) family.
  ሳይመጣ በፊት ሱስ አጨሳለሁ፤ እሰርቃለሁ፤ ከቤተሰብ ጋር አልገባም ነው የምለው ለራሴ
- (Now) I want to change myself and live a new life helping my family.
  ያሰብኩትን ነገር ወደ አዲስ ህይወት ቀይሬ ራሴን መኖር ነው የምፈልገው ቤተሰብን እየረዳሁኝ...
- (My relationship with my family improved) because I met with him and he (the counselor) advised me, because he gives (shows) me good approaches (alternatives); I think it's his (contribution)
  (ከቤተሰቤ ጋር የለኝ ግንኙነት የተሻሻለው) ከሱ (ከካውንስለሩ) ጋር ስለተገናኘሁ ስለመከረኝ ጥሩ ጥሩ መንገድ ስለሚሰጠኝ የሱ ይመስለኛል
- Because there is no one who would give me advises (like him), I would be happy if I meet with him after I got out (of this institution)
  ከዚህ ስወጣ ባገኘው ደስ ይለኛል፤ እንደዚህ የሚመክረኝ ሰው ስለሌለ ማለት ነው
- Because there is no one (like him) who is concerned about me I would be happy to meet with him and get advises from him (again).
  የሚያስብልኝም ሰው ስለሌለ ከሱ ጋር ተገናኝቼ ቢመክረኝ ደስ ይለኛል
- I ask (ed) him a lot what I should do and how I could get rid of (my) addiction.

እኔ በጣም የሆነ እጠይቃለሁ ምን ማድረግ ምናምን ከሱስ እንዴት እንደምወጣ ምናምን

- When he (the counselor) was a boy he had addiction, and so I ask him how he overcame it.

  እሱ አሁን ልጅ ሆኖ ማለት ነው ሱስ አለበት እና እንዴት እንደወጣ... እጠይቀዋለሁ

- I ask him (for advise) because I want to free myself from addiction and he tells me (how to do it).

  ራሴን ከሱስ ነጻ ለማድረግ ስለምፈልግ እጠይቀዋለሁ እሱም ይነግረኛል

- I ask him (to tell me) how I can reconcile with my family and he (gives me) answers

  ከቤተሰብ ጋር እንዴት ተስማምቼ እንደምኖር እጠይቀዋለሁ ይመልስልኛል

- I ask him in the form of question and answer and he (the counselor) responds with clarity.

  እንደ ጥያቄና መልስ አድርጌ እጠይቀዋለሁ እሱም ግልጽ አድርጎ ይመልስልኛል

P2: Invariant Constituents

- I did not think she would help me; I mean, she is a student like me, (I assumed that) she is studying (my case) for her education; I didn't think it's for this (me)

  እኔን ትጠቅለኝ ብዬ አላሰብኩትም ማለትም እሷ እንደኔ ተማሪ ነች፤ ለትምህርቷ ስትል እንጂ የምታጠናው ለዚህ ነው ብዬ አላሰብኩም

- She (the counselor) already told me (her reason for giving me (counseling); I it is not for her (sake)...

  አይ ዛሬማ ነግራኛለች፤ (ካውንስሊንግ ለኔ የምትሰጥበትን ምክንያት) ለራሷ አይደለም.

- What I presumed in the beginning was this: I mean a lot of people come here like this (to give counseling) they would talk to us and then they would stop coming after two days.

  መጀመሪያ መስለኝማ የነበረው በቃ እንደዚህ ነው፤ ማለትም ዛሬ ብዙ ልጆች እንደዚህ ይመጣሉ፤ እና እንደዚህ አናግረውን ምናምን ከሁለት ቀን በኋላ ይቀራሉ...

- The fact that she is a woman is good for me; you know why I say that I openly tell a woman all my problems. (If I am with a woman) I would not say he is a man; I would not be afraid of him... since she is a woman like me I would tell her everything openly.

  በርግጥ ሴት መሆኗ ለኔም ጥሩ ነው፤ እንዴት እንዳልኩ ታውቃለህ? ሴት ልጅ የሆነ እኔ ያለብኝን ነገሮች ሁሉንም ግልጽ አድርጌ እነግራታለሁ ወንድ ነው እፈራዋለሁ ምናምን አልልም... እንደኔ ሴት ነች ግልጽ ሆኜ ሁሉንም ነገር ነግራታለሁ

- It's not what I expected; I mean though it's for her education, repeatedly coming all the way here for me, giving me advises, telling me how I could make peace with my family...
  እንደጠበቅኩት ግን አይደለም ማለት እሷ ለትምህርቷ ቢሆንም ማለት ነው በቃ እስከዛሬ ድረስ እኔ ጋር ተመላልሳ፤ ምክር ሰጥታ እንዴት ከቤተሰቦቼ ጋር መስማማት እንዳለብኝ ነግራኝ
- (the counselor told me) that I should behave the way they (my family) would want me to; it is my mother who does not understand me, so she (the counselor) told me what I would have to do to make my mother understand me...
  እነሱም እኔን እንደሚሉኝ ሆኜ በቃ እናቴ ነበረች የማትረዳኝ፤ እናቴ እንድትረዳኝ ምን ምን ማድረግ እንዳለብኝ ነግራኝ...
- It is not her (the counselor's) fault (that it did not work out) she did what she could do; the problem is with me as well as with my mother
  □ረ እሷማ ችግር የለውም፤ እሷማ የተቻላትን ነው ያረገችው፤ ግን ችግሩ ከኔም ከእናቴም ነው
- Her (the counselor's contribution) is very much enough; yes she did what she could do.
  □ረ የሷ በጣም በቂ ነው፤ አዎ የተቻላትን እንትን ብላለች
- I answer her (the counselor's) questions properly and freely
  የምትጠይቀኝን ጥያቄዎች በስርዓቱ ፍሪ (ነፃ) ሆኜ መልስላታለሁ
- When she asks me 'are you feeling nervous?' 'are you tired?' she would make me relaxed and free.
  በቃ የሆነ ጨንቆሻል፤ ደክሞሻል ምናምን ስትለኝ ከዛ በቃ ፍሪ (ነፃ) እያረገችኝ ነው የምትሄደው...
- I tell her what I believe is useful (about myself)... I do not tell her everything
  ማለት እኔ የሚጠቅም ነው የምለውን እነግራታለሁ (ስለራሴ) ... ሁሉንም አልነግራትም
- I tell her about things which she would ask me; I give her answers for her questions...
  ለምትጠይቀኝ ጥያቄዎች ላይ እመልስላታለሁ፤ የምትጠይቀኝን ነው የምመልስላት
- She never did (ask me about my secrets)
  አታውቅም (ስለሚስጥሮሽ ንገሪኝ ብላኝ)
- If I was asked (to talk about my secrets) I would tell her those (things) which would be told.
  ብባል (ስለግል ሚስጥሬ ተናገር) የሆነ የሚነገረውን ነግራታለሁ
- There is nothing (no secret I would not tell)
  □ረ ምንም የለም (የማልነግረው ምስጢር)

- I would tell him (one person) things (those secrets) which would suit him... for others as well if it suits them, I would tell'em
  ማለት ለሱ የሚሆነውን ነዋ! (ስለራሱ የምነግረው ምስጢር)... እነዛም ደግሞ የሚሆናቸው ከሆነ እነግራቸዋለሁ
- She asks me. I, in turn, answer her questions properly; if there are things I don't understand, I ask her back.
  ትጠይቀኛለች፤ የምትጠይቀኝን ነገሮች ደግሞ በስርዓቱ እመልስላታሁ፤ ያልገባኝ ነገሮች ካሉ ደግሞ መልሼ እጠይቃታለሁ
- I have not faced any problems; but even if there was, I would not do it (tell her)
  እስከ ዛሬ ገጥመውኛል የምለው ችግር የለም፤ ደግሞ ቢኖርም በቃ እኔ እንትን አልልም...
- I believe I should overcome (obstacles) on my own
  በራሴ ነው የምወጣው (ችግሮቹን) የሚል እንትን (እምነት) ነው ያለኝ
- Though her approach for me is good, I do not tell her 'I want these problems to be solved for me'...
  አቀራረቧ ለኔ ጥሩ ነው ግን 'ይሄ ችግር እኔ ይፈታለኝ' ብዬ አልግራትም
- ... That's because I have a belief that I should overcome these things (my problems) on my own
  ... ምክንያም በቃ ያንን ነገር (ችግሮቹን) ራሴ መወጣት አለብኝ የሚል እንትን (እምነት) አለኝ...
- she left after giving me advise in a good manner
  ያው በጥሩ ሁኔታ መክራኝ ነው የሄደችው
- ... I mean, she had asked me, 'tell me how you feel' but I said there is nothing (wrong with me)
  ማለት እስኪ አንቺ የሚሰማሽን ምናምን ብላኝ ነበር፤ ምንም የለም ነው ያልኳትኝ
- 'How did you end up fighting with your family, how could you one like this' (you should) say sorry to your mother and so on that's what she (the counselor) says, what makes us fight- that's the kind of thing she ask me
  'ከቤሰብ እንዴት ተጠላሽ'፤ 'እንዴት እንዲህ ትሆኛለሽ'፤ 'እናትሽን ይቅርታ በያት' ምናምን ነው የምትለው፤ ምን እንደሚያጣላን በቃ እንዲህ እንዲህ አይነት ነገር ነው (የ) ምትጠይቀኝ
- I mean, at first, we didn't know each other; we were not (close) like we are now
  መጀመሪያ ላይ የሆነ ብዙም አንተዋወቅም፤ እንዳሁኑም አይደለንም
- ... at first, we were like, she is new (stranger to me), I am new (stranger to her) and so we were not that much close
  መጀመሪያ ላይ የሆነ አዲስ ነች አዲስ ነኝ. እና ብዙም የሆነ ቀረቤታ የለንም...

- and I also tend to be stiff when I meet someone new (a stranger) and so, at first, we did not (relate) that much
  እኔም ደግሞ አዲስ ሰው ገና ሳገኝ መኮሳተር ይቀናኛል (ሳቅ) እና መጀመሪያ ላይ እንትን ብዙም እንትን አንልም
- After coming 3 times or so and when she started talking to me openly... our relationship got stronger...
  ፯ጊዜ ምናምን እየመጣች ግልጽ እያረገች በምትነግረኝ ሰዓት በቃ ግንኙነታችን እየዳበረ ሄደ...
- she advises me what I should do in the future, what I should do at my present status; where I could reach through learning
  ወደፊት ምን ማድረግ እንዳለብኝ፤ አሁን ባለሁበት ደረጃ ላይ ምን ምን ማድረግ እንዳለብኝ፤ ተምሬ ወዴት መድረስ እንዳለብኝ ትመክረኛለች
- ... when she asks me something... she would do it in a way that I would understand, then I give her my answers.
  ... አንድ ነገር ስትጠይቀኝ... በስራት በቃ የሆነ እንደገባኝ አርጋ ታስረዳኛለች፤ ያንን መልሶ እመልስላታለሁ
- ... if I did not understand, she would ask me again
  ... ካልገባኝ ደግማ ትጠይቀኛለች....
- ... her character is good; she has (displays) proper character at the proper situation....
  ... ፀባይዋ በቃ ጥሩ ነው፤ የሆነ በቃ በሚሆን ቦታ ላይ የሚሆን ፀባይ ነው ያላት...
- ... and so she would repeat (things) I did't understand and I accept and give her answers
  .... እና ያልገባኝን እየደጋገመች እየደጋገመች ትነግረኛለች እና እሺ ብዬ እመልስላታለሁ
- I mean there are (things that) she told me about herself; she would tell me a little about her life based upon my (life situation)...
  ማለት ስለራሷ የነገረችኝ አለ፤ የሆነ በኔ እንትን ላይ እየተመረኮዘች ትንሽ ትነግረኛለች ስለራሷ ህይወት ማለት ነው
- I tell her about my life, and then she would tell me about hers (by saying) mine is like this'....
  የኔን ህይወት እነግራታሁ እና እኔም እንዲህ እንዲህ ነው ብላ የራሷን ትነግረኛለች
- Starting from the time we started meeting, there is a change in my life
  ከሷ ጋር መገናኘት ከጀመርን ጀምሮ በህይወቱ ላይ ለውጥ አለ...
- Before she came- when they tried to call my family when they said 'lets help you resolve (your conflict with your family) I used to tell them 'dont call them, from now on I don't wan't to have anything to do with (my) family'...
  ሳትመጣ በፊት... ቤተሰብ ሊጣሩ ሲሉ ማለት ነው፤ ነይ እናስታርቅሽ ምናምን ሲሉ፤ አልፈልግም፤ አትጥሯቸው እኔማ ከአሁን በኋላ ከቤተሰብ ጋር አልፈልግም አላቸው ነበር

- ... now after she came, because she gives me lots of advises... I immediately changed my mind and told her 'you can call them'.
  አሁን እሷ ከመጣች በኋላ ደግሞ ብዙ ምክር ስለምትሰጠኝ... በቃ ባንዴ እንትን አልኩኝና በቃ ይጠሩ ምናምን አልኳትኝ
- Because I am with her, I have obtained a lot of changes
  ከሷ ጋር በመሆኔ ብዙ ለውጥ አግኝቻለሁ
- Sometimes I tend to make myself (feel) inferior and so (she says) 'why do you make yourself (believe that) you are inferior...'
  ሌላ ጊዜ በቃ የሆነ ራሴን ዝቅ የማድረግ ነበር አለብኝ እና በቃ ራስሽን ለምን ዝቅ ታደርጊያለሽ
- I used to believe that a person who went to a correctional institution wound not be able to learn; when she started advising me, (she told me) what I should do about my future as well as about my current situation, a lot of things...
  .... ምክንያቱም በቃ እኔ ማረሚያ የገባ ሰው ወደፊት እንትን የሆነ መማር የማይችል ምናምን ነበር የሚመስለኝ እና ከሷ ጋር ምክር ምናምን እንትን ስንጀምር ወደፊት ምን ማረግ እንዳለብኝ እ በቃ ስለወደፊቱ ነገርና ስላሁኑ ነገሮችም ብዙ ነገሮችን በቃ (ነገረችኝ)::
- If she came on Tuesday she would go after giving me an assignment for Friday; things I should think about before coming (to counseling)...
  ማክሰኞ እለት ከመጣች ለአርብ የቤት ስራ ሰጥታኝ ነው የምትሄደው የሆነ የዛኑ ጊዜ አስቡ መምጣት ያለብኝን ነገር ማለት ነው
- when she saw me on the first day (we met), I showed her a grim face and afterwards she left after giving me ten birr because she was worried that I would not respond to her (laughs)
  የመጀመሪያ ቀን ማለት ነው የሆነ እንዲህ ስታየኝ ኮስተር ነገር አልኩባትኝ ከዛ በኋላ በቃ አትመልስልኝም ብላ ነው መሰለኝ አስር ብር ሰጥታኝ ሄደች (ሳቅ)

P3: Invariant Constituents

- ... and so what I expected was in some other way. I thought he was (from charity (organization).
  እና እኔ ደሞ የጠበቅኩት በሌላ ነገር ነበር... በጎ አድረጎት መስሎኝ ነበር
- I thought when I get out of here I would not live on the streets; he would take me to (charity) organization and raise me in a better way than this.
  ከዚህ ቤት ወጥቼ ምንም ነገር ጎዳና ላይ ሳልኖር ወደ ድርጅት ወስዶኝ ከዚህ ቤት የበለጠ አስመስሎ የሚያሳድገኝ መሰለኝ ነበር

- On the second day, when we became more intimate, he told me 'I came to give you advises so that when you leave (this place) you would change and I in turn get to graduate for a second degree'
  በሁለተኛው ቀን በጣም እየተግባባሁት ስመጣ ያው ምክር እኔ ላንተ ውጪ ወጥተህ እንድትለወጥ ምናምን ልመክርህና እና እኔ ደግሞ በዛ ነገር ያው ልመረቅበት ሁለተኛ ዲግሪ ምናምን ስለሆነ አለኝ
- Yes, he told me 'I would get a second degree with it and it would also benefit you'.
  አዎ ለሁለተኛ ደግሪ የሚይዝበት ነው እና ይህም ደግሞ ላንተ የሚጠቅምህ ነገር ነው ብሎኝ ነበር።
- I have never thought about work or change (before)
  እኔ አሁን እዚህ ስለስራ ስለመለወጥ ምናምን እኔ ምንም አላስብም ነበር።
- I thought that again when I go out I would be an addict; where else would I go
  በቃ አሁንም ወጥቼ ሱሰኛ እሆናለሁ ወይ የት እሄዳለሁ የሚለውን ነገር አስቤ ነበር
- Well, I felt a little disappointed because it was not as I expected (an offer from a charity organization) but his advises were good.
  ያው በቃ ትንሽ ቅሬታ ተሰምቶኛል እደጠበቅኩት ስላልሆነ (ከበጎ አድራጎት ስላልነበር) ግን ምክሩ በቃ ለኔ ጥሩ ነገር ሆኖ...
- yes, to tell you the truth I thought he would take advantage of me
  አዎ እኔ ግልፁን ለመናገር ከሆነ እሱ በቃ በኔ የሆነ አንትን ሊልብኝ መስሎኝ ነበር
- and so the man approached me with openness his geniuses made me very glad
  እና ሰውየው በቃ ግልጽ ሆኖ ነው ለኔ የቀረበኝ፤ ግልጽነቱ በጣም አስደስቶኛል
- At first, I thought this man would say '(you should)' live here, (you should) learn here and so I had decided not to come.
  በቃ ይህ ሰው መጀመሪያ እዚህ ሆነህ ተማር፣ እዚህ ሆነህ ኑር የሚል መስሎኝ በቃ የለም በቃ አልመጣም ብዬ ወሰኜ ነበር
- I was not (happy with what I expected) and at last around the third advise (session) when he told me a lot of concrete things, I came to like the man (the counselor) a lot
  አልነበርኩም (በጠበቅኩት ነገር ደስተኛ)፤ እና ወደ መጨረሻ አካባቢ ሶተኛው ምክር ላይ ምናምን ስደርስ ብዙ ተጨባጭ ነገር ምናምን ሲነግረኝ በቃ ሰውየው ኔ በጣም ደስ አለኝ
- when he talked to me genuinely, I (understood) that his advises could change me...
  ግን እሱ በቃ ግልጽ ሆኖ ሲነግረኝ በቃ በመክሩ ለመለወጥ እንደምችል...

- I felt better when he (the counselor) said 'you could be the country's hope tomorrow' my this advise is more useful to you than (getting a chance to live in a charity) organization'
  ... ነገ አንተ የአገር ተስፋ ምናምን ልትሆን ትችላለህ፤ ከድርጅቱም የበለጠ የኔ ምክር ላንተ ይጠቅማል ሲለኝ በቃ እኔ ትንሽ ተጽናናሁበት
- (we related) in a brotherly manner
  እንደወንድምነት ነው የነበረው (ግንኙነታችን)
- At first we were not close; I stared some where else when he talked to me
  መጀመሪያ ግን ያው ትንሽ አልተቀራረብንም ነበር እኔን ሲያናግረኝ ወደሌላ ቦታ ነበር የማየው...
- when I started understanding his advises I saw him like my brother, like my family (member)
  እና ምክሩ እየገባኝ ሲመጣ እንደወንድሜ ነው በቃ እንደ ቤተሰቤ ነው እኔ ያየሁት
- like when you talk to a family member who came to visit you-that's how I felt...
  አንድ ቤተሰብ ጠያቂ መጥቶልህ ቁጭ ብለህ እንደምታዋራው እንደዛ ነው የመሰለኝ...
- I have told him (everything) starting from the time I left my village up to the situation I am in right now
  ያው እኔ ካገሬ ከወጣሁበት ጀምሮ እስካሁን እስካለሁበት ነግሬዋለሁ
- Before he gave me advises, I thought I would leave (the organization) even if I get (the chance) to be accepted again; But when he advised me, I regretted what I did
  አሁንም (ወደ እርዳታ ድርጅት) ብገባ እሱ ሳይክረኝ በፊት እወጣለሁ ብዬ ነበር፤ በኋላ ግን እሱ ሲመክረኝ ቆጨኝ በቃ
- yes, I have felt that I have gone through changes
  ለውጦች ተስምተውኛል አዎ
- He advises in such a way that it would get through to the mind
  ጭንቅላት ውስጥ እንዲገባ አድርጎ ነው የሚመክረው
- his approach is very good
  አቀራረቡ በቃ በጣም ጥሩ ነው
- ... ' are there kids who are bullying you?', 'you don't keep yourself clean'; 'are you facing food shortage'; ;do you stay the whole day in the house.' he says things like these and shares my problems a little...
  እዚህ ቤት የሚያስቸግሩ ልጆች አሉ ወይ? ንጽጎና በደንብ አትጠብቅም?፤ ምግብ እንዴት ነው ያንስብሃል ወይ? እዚህ በቃ እንዲህ ቀኑን ሙሉ ቤት ውስጥ ነው ወይ የምትውሉት? ምናምን አያለ ችግሬን በትንሹ እየተካፈለኝ...

- Though I did not tell him everything, I revealed to him part of it. For example I only told him one of the addictions I have; I only told him I smoked cigarettes.
  ሁሉንም ባልገልጽለት የተወሰነውን ገልጫለታለሁ፤ ለምሳሌ ሱሶች እንዳለ የምወስዳቸውን እኔ አንድ ብቻ ነው የነገርኩት፤ ሲጋራ እንደምወስድ ብቻ ነው...
- .... I kept it from him because I thought he would take me to court and get me convicted
  ... ፍርድ ቤት ደሞ ይፈርድ ብሎ ይወስደኛል ብዬ ያልኩት ለዚህ ነው
- Yes, then when I got very close with him, I became very open and told him (my secrets)
  አዎ ከዛ ያው በጣም ስቀራረበው ግልጽ ሆንኩለትና ያው ነገርኩት
- I haven't told him his kind of thing (my inner feelings)
  አልነገርኩትም እንዲህ አይነት ነገር (የውስጥ ስሜቶችን)
- He asked me if there were other advises I wanted to get from him; since he told me he had an exam, I said I didn't want any; he then went and never came back
  ከኔ የምትፈልገው ምክሮች ሌላ የቀሩ ካለ አለኝ በቃ አሁን የሆነ ፈተና ነው ምናምን አለብኝ ሲለኝ አይ በቃ ምንም አልፈልግም አልኩት በዛው ቀረ
- I had very high hopes on him; he taught me a lot of things
  በጣም እኔ ተስፋ ነበረኝ እሱ ላይ በቃ ብዙ ነገር አስተምሮኛል
- I have made myself believe that when I go out (of this institution), I will not live on the streets... not to appear dirty or less than others...
  እኔ ከዚህ ወጥቼ ራሴን ውጪ አሳምኜ ላለማደር ያው ተሸክሜ ምን ብዬም ቢሆን ... ለውጪ በቃ እንዲህ ቆሻሻ ላለመታየትና ከሰው እኩል ለመሆን
- ... he advised me to stay away from those friends of mine who are drug-users.
  ... ሱስ የሚጠቀሙ ጓደኞቼን እነሱን እንዳልጠጋ መክሮኛል
- Before he advised me I didn't have these kinds of ideas
  እሱ ሳይመክረኝ በፊት ደግሞ እንዲህ አይነት ሃሳብ እኔ አልነበረኝም
- I have decided never to use drugs
  ሱስ ምናምን ነገር ራሱ በቃ እኔ ወስኛለሁ በቃ ላለመጠቀም
- I would like to ask forgiveness those people whom (I hurt) and live with them there
  ያጠፋሁት ሰዎች ላይ ይቅርታ ብዬ እዛ ለመኖር...
- I would be happy if I receive advises (from) him outside (this institution)
  በውጪ የሱንም ምክር ባገኝ ደስተኛ ነኝ

- He had told me the specific time and place in sidist kilo where I would find him
  አሥ ያው ስድስት ኪሎ ምናምን ዩኒቨርስቲ ምልክት ቦታ ለዚህ ሰዓት እንደምታገኝኝ ምናምን ብሎኝ ነበር
- Yes, I would like to go and visit him at least twice a week
  አዎ፣ በሳምንት እንኳን ሁለቴ ምናምን እሱ ጋ ለመሄድ እፈልጋለሁ

P4: Invariant Constituents

- when they (the counselors) approach people they try to be very close; as much as they can they try to know our inner (feelings)
  አቀራረባቸው ሰው ሲያቀርቡ በጣም ጠጋ ብለው ነው፤ በተቻላቸው የውስጥን ለመረዳት ነው የሚሞክሩት
- ... they go to the office and discuss about us; when they do that the offenders in the correctional institution say that the counselors do not care about us.
  ... ወደ ቢሮ ምናምን ይሄዳሉ እና ስለኛ ይጠየቃሉ የዛኔ አንዳንድ ነገሮች ሲናገሩ ታራሚ የዛኔ እነዚህማ ለኛ ጥሩ አያስቡም ብለው ይናገራሉ
- she said I have no connection with anyone (else)
  እኔ ከሌላ ጋር ምንም አይነት ግንኙነት የለኝም ብላ ነው...
- (she said) I will never tell anyone what you did
  ...እናንተ የምታደርጉትን ነገር ለማንም ሰው አልነግርም...
- I would defend your rights and so on- she told me a lot of things
  ለናንተ መብት እከራከርላችኋለሁ ምናምን ብዙ ነገር አለችኝ
- ... in such a way she slowly tried to find out our inner (secrets)
  ...እንደዛ ያደረገቻቸው በዛ የተነሳ ውስጣችንን ቀስ ብላ ለማወቅ ሞከረች
- We assumed that she would just listen to what we say and inform the office (authorities); other than this we did not expect any effort or change.
  ዝም ብላ ያው የምንለውን ነገር ሰምታ ዝም ብላ አለ አይደለም ለመስሪያ ቤት እንጂ ይህንን ያህል ለኛ የሆነ ጥረትም ለውጥም ይመጣል ብለን አልገመትንም
- If (you) observe the way she talks and her facial (expression) she was trying as much as possible to make us tell her our inner (secrets)
  በተቻለ መጠን የውስጣችንን አውጥተን እንድንነግራት የተለያየ ከፊሷም ሆነ ከምትናገረው ነገር ሲታይ...
- she is doing those things to try to be close (intimate) with us nothing else!
  እኛን ለመቅረብ ነው የምተደርጋቸው ነገሮች ሁሉ እንጂ ሌላ ነገር የለም::
- she found out some things about my personality- what I like and don't like; she started to understand what I should be asked and so on

ስለኔ ወላይ የሆነ አንዳንድ ነገሮች እየተከታተለች አወቀች የማልወዳቸውን ምን ምን እንደማልወድ የምፈልገውን ነገር መጠየቅ ያለብኝን ነገር መረዳት ጀመረች

- she asks me questions straight. I give her straight answers
  ቀጥታ ጥያቄ ትጠይቀኛለች ቀጥ አድርጌ እመልስላታለሁ
- At last, we came to have open and pure relationship
  ከዛ ንፁኅ የሆነ ግልጽ የሆነ ቀረቤታ ነው መጨረሻ ላይ ያለን
- she tells you what she felt openly
  የተሰማትን ውስጧን የተሰማትን ግልጽ ሆና ነው የምትነግርህ
- If there is something I have felt (bad) about, I also tell her openly
  እኔም ደግሞ የተሰማኝን ነገር ካለ ግልጽ አድርጌ ነው የምነግራት
- It is in my nature never to reveal my secrets to anyone
  እኔ በተፈጥሮዬ ምስጢር የምለውን ለማንም ሰው አላካፍልም
- she advise (d) me on what you would call an average level (standard)
  መካከለኛ የምትለው ደረጃ እየመከረችን ትመክረኛለች
- she said, 'you would soon be released' and when I thought I was going to be released, I was unexpectedly convicted
  ... «አስፈታሃለሁ አንተ ተፈቺ ነህ በቃ ደርሷል» ትለኛለች እና እፈታለሁ በምል ሰዓት ሳይታሰብ ተፈረደብኝ
- How could she know whether I would be released or not? she would not say I would be released without any clue; I started suspecting that she might know something
  እኔ መፈታቴን አለመፈታቴን እሷ እነዴት ልታውቅ ትችላለች ጥርጣሬ ውስጥ ትፈታለህ ብላ እንዴት ስለኔ ወይም የሆነ ነገር ታውቃለች ትፈታለህ ያለችው አለነገር አይደለም
- she did not give me a satisfactory answer when I asked her why she said that (you would be released)
  ለምን እንደዛ (ትፈታህ) ልትለኝ እንደቻች ስጠይቃት ትክክለኛ መልስ አልሰጠችኝም
- Afterwards, when she repeatedly called me I told her since I am not going to experience any change, I will not receive advice (counseling)
  ከዛ በኋላ ሁልጊዜ ስታስጠራኝ አይ በቃ እኔ ምንም ነገር ለውጥ ላላመታ አልመክርም
- And also I hear that she tells to judges about the kids with bad behaviors
  ከዛ ደሞ ችሎት ምናምን ብዙ ጊዜ ስለልጆቹ ስለፀባያቸው ምናምን ሁኔታ አንዳንዴ መጥፎ ወላይ ያላቸው ልጆችን ለዳኞቹ ስትናገር እሰማለሁ::
- when I witnessed that I concluded that she does not have a good attitude for others; she was not as I expected
  ያንን ደሞ እኔ በማይ ሰዓት በቃ መጨረሻ ላይ ለሰው ጥሩ አስተሳሰብ የላትም እንደምጠብቃት አልነበረችም
- My secret is mine... I will not tell her even if she asks me

ሚስጥራ ለራሱ ነው... ብትጠይቀኝም እኔ አልሰጣትም

- 'have you ever used drugs before?'; she tries to make me spill out a lot of things (I tell her), 'I haven't used drugs before'; she asks me if I have ever stolen before (I tell her) I haven't stolen...
  የሆነ በቃ 'ካሁን በፊት ሱስን ትጠቀማለህ?' ብዙ ነገር ልታውጣጣኝ ትሞክራለች፤ እኔ አልጠቀምም ከሁን በፊትም ሰርቀህ ታውቃህ?' ትላለች እንዳልሰረቅኩ...
- I tell her to talk to me about my situation (right now)
  እኔ ያለሁበትን አናግሪኝ እላታለሁ
- I do not reveal my inner (thoughts); I only tell her about things in this compound; I never fully reveal my inner (thoughts) to others
  ... የውስጤን አውጥቼ (ሳይሆን) ስለጊቢው ነገር ብቻ ነው የምነግራት እንጂ የውስጤን ሙሉ ለሙሉ አውጥቼ አልሰጥም ለሰው...
- I could make enemies as well as friends if I reveal my true feelings.
  ሰው የልቡን ሲናገር ጠላት ወዳጅም ላፈራ እችላለሁ
- People can not be trusted; I still don't trust people; on a certain level, someone whom you trusted could betray you', and so if I reveal everything to her it is as if I have told it to anyone.
  ሰው አይታመንም አሁንም ቢሆን እኔ ሰውን አላምንም፤ አንድ ሰው በአንድ ደረጃ ሳትጠብቀው ታምኖ ሊክድህ ይችላል እና ሁሉን ነገር አውጥቼ ለሷ ከነገርኩ ለማንም ሰው እንደነገርኩት ነው
- (I keep) my inner feelings to my self; I want only the external things (problems) to be overcome.
  የውስጤን በውስጤ፤ ከላይከላይ ነገሮችን እንዲቀረፉ ብቻ ነው የምፈልገው
- ... she listens to our private sides then she would go to court and would induce bad things to befall upon us...
  ... የውስጣችንን ሰምታ እዛ ፍርድ ቤት ሄዳ እኛ ላይ የሆነ ነገር በቃ መጥፎ ነገር ልታስደርግብን...
- ... I knew nothing about this institution when I got in; she was the one who told me the rules of the institution, the basic things that are forbidden, the use of receiving counseling...
  ... ስለግቢው እኔ ምንም ነገር አላውቅም እኔ ስገባ የግቢውን ደንቦች መመሀር ምክሩ ለምን እንደሚጠቅመን እዚ ግቢ ዋና ዋና ጥብቅ ነገሮችን... መስሪያ ቤቱም ህጉም የሚከለክላቸው ነገሮች አሉ እነሱን እነሱን እሷ ነች የነገረችኝ
- she told m the bad consequences of addiction (p)
  የሱስ መጥፎነትን ነግራኛለች
- there is nothing (no change) that came out of it.
  መጣ የሚባል ምንም ነገር (ለውጥ) የለም

- I used to be very intimate with her like my sister but now she does not talk to me... she only says hello when she passes me by
  ከሷ ጋር በፊት ነው እንደ እህቱ የምቀራረባት ሆኖም አታናግረኝም ዝም ብላኝ ዛሬ ጧት ልጆችን ጠርታቸው ሰላም ብላኝ ብቻ ነው የሄደችው..
- After my conviction, I wanted her to advise me.
  ከተፈረደብኝ ከእንግዲህ ወዲያ ምንም ነገር የለም ልትመክረኝ ነበረ የምፈልገው
- I was very disappointed because while I was longing to receive guidance from her, she didn't call me.
  እኔ አንዳንድ ነገር መማር እፈልጋለሁ እያለ ጠርታ አለመውሰዷ በጣም ቅር ያሰኘን ነገር ይሄ ነው
- she shouldn't have given up on me even if I left her
  እኔ ብተዋት እሷ መተው የለባትም ነበር
- 'He was disappointed because he became convicted although I promised him he would be released; but now that he is (already) convicted, we shouldn't put a stop to what we startd' - she should have (reasoned)
  ካሁን በፊት ይፈታል ብዬው ስለነበረ ነው ስለተፈረደብኝ ቅር ያለው ያሄ እና ያኔ ነገር ደግ ከተፈረደበት አካጣሚ ያንን ነገር የጀመርነውን ነገር መቆም የለበትም ብላ...
- I was a little disappointed because she kept silent (did nothing)
  ትንሽ ቅር ያለኝ ዝም ማለቷ ነው

P5: Invariant Constituents

- I don't think I had a very good attitude for the counselor when we met for the first time; I hated it; just because he advises me like this; would I stop using drugs? or would I stop stealing?
  መጀመሪያ ከካውንስለሩ ጋር ስንገናኝ የነበረኝ አመለካከት በጣም ጥሩ መስሎ አልታየኝም፣ በጣም ያስጠላኛል፣ እና በቃ እሱ እንደዚህ ስለመከረኝ ከሱሱ እገደባለሁ? ወይስ ካስርቆት እገደባለሁ?...
- His approach (hospitality) is not bad
  አቀባበሉ (አቀራረቡ) ምንም አይልም
- When I asked him what the advise is about, he told me its about (overcoming) addiction and education. He also told me, as a bonus, we could discuss about other issues which I desire.
  ምክሩ ስለምንድን ነው ስለው ስለሱስና ስለትምህርት አለኝ ከፈለግክም ጭማሪ አለው ደስ ስላለህ ነገረ እንመካከራለን አለኝ
- My expectations (for the counseling relationship) were very bad; I used to hate this kind of thing and even now I still do.

የነበሩኝ ግምቶች በጣም መጥፎ ነበሩ፤ እና በቃ እኔ እንደዚህ አይነት ነገር ከድሮም ጀምሮ አልወድም፤ አሁንም በጣም ነበር የሚያስጠላኝ

- But when I started being close to him, I understood that (receiving counseling) was very good.
  አሁን ግን እየተቀራረብኩ ስመጣ በጣም ጥሩ እንደሆነ ገብቶኛል
- When we met at first, his approach was good. He asks me everything- 'who do you want to be (when you grow up)?'; 'do you (really) want to leave this place?' 'do you (really) want to go to school?'
  መጀመሪያ ስንገናኝ አቀራረቡ ጥሩ ነበር፤ ምን ለመሆን ታስባለህ?' 'ከዚህ ቤት መውጣት ትፈልጋለህ?' ፣ትምህርት ቤት መግባት ትፈልጋለህ?' ሁሉንም ነገር ይጠይቀኛል::
- At first, I did not expect anything; but now I came to realize that it is very good (beneficial)
  መጀመሪያ የጠበኩት አልነበረም፤ ግን አሁን በጣም ጥሩ እንደሆነ ገብቶኛል
- I know how to overcome my addiction problems.
  አሁን ከሱሶቹ እንዲት መገደብ እንዳለብኝ አውቄያለሁ
- He advised (me) to focus on my education, not to give in to addiction and similar other things.
  ለሱስ አለመገዛት፣ ትምህርት ጋር ማተኮር እና ይሄን ይሄን መክሯል
- When he came back for the second time, we made an appealing relationship (discussion)
  በ2ኛ ሲመጣ ደስ የሚል ግንኙነት ነው ያደረግነው
- He said 'don't be, distracted by football when there is school, and don't involve, yourself with drugs when there is football'.
  ትምህርት እያለ ወደ ኳስ አታድላ፣ ኳስ እያለ ወደ ሱስ አታድሉ ብሎ እየመከረኝ
- ... It is very good; especially the advises he gave me about my education I think it was good...
  ... በጣም ጥሩ ነው አብሶ ስለትምህርቴ በጣም ስለመከረኝ ጥሩ ነው ብዬ አስባለሁ...
- He asked me, 'about what do you want me to advise you'?, I said 'about my education and about (overcoming) addiction' (and) he said ok.
  ስለምን መሆን ስለምን መማር ትፈልጋለህ፤ ስለምን እንድመክርህ ትፈልጋለህ አለኝ፤ ስለሱሴና ስለትምህርቴ አልኩት እሺ አለኝ
- He does it equally; if there is something I would like to ask him he gives me time, if there isn't then we discuss for around thirty minutes.
  ሁሉንም እኩል ነው በቃ፤ የምጠይቀው ነገር ካለ ሰዓት ይሰጠኛል፣ የምጠይቀው ነገር ከሌለ ያው በቃ እንደዚያው ሰላሳ ደቂቃ ያህል ግማሽ ሰዓት ያህል እንመካከራለን::
- Our relationship (closeness) is good
  ቀረቤታችን ጎሩ ነው

- If I have some (secrets) I tell him.
  አንዳንድ ካለኝ (የግል ምስጢሮች) እነግረዋለሁ
- Yes (there is nothing I kept hidden from him)
  አዎ (የደበቅኩት ነገር የለም)
- He also told me about himself (and) about others; like about the fact that people who lived on the streets became successful
  እሱም ጥሩ ነው ስለራሱ አጫውቶኛል ስለሌሎች ሰዎች እንዲህ ጎዳና የነበሩ ሰዎች እንዳለፈላቸው
- It's very good. It (our relationship) is going in the direction which would bring me change
  በጣም ጥሩ ነው በቃ እኔ በምለወጥበት አቅጣጫ ድረስ (ግንኙነታችን) እየሄደ ነው
- Yes, there are lots of changes; He made me become more focused on my education and stop using drugs. When I go out, I want to continue my education and so I have a very good attitude.
  አዎ ብዙ ለውጦች አሉ፣ ትምህርቴን በትክክል እንድማር ከሱሶቸ እንድገደብ አድርጎኛል፣ ውጪኢም ስወጣ ትምህርቴን መቀጠል ነው የምፈልገው እና በጣም ጥሩ አመለካከት ነው ያለኝ

P6: Invariant Constituents

- It's good; since he gave me counseling service, I have a good opinion of him; (I understand) that he cares for me
  ጥሩ ነው:: ምክር አገልግሎት ስለሚሰጠኝ ጥሩ ነው ያለኝ፤ ለኔ ጥሩ እንደሚስብልኝ ማለት ነው
- But now, when he stopped coming, I felt that all the things he taught me were of no use
  አሁን ደግሞ ሲቀርብኝ የመከረኝ ምክር ሁላ ጥሩ እንዳልሆነ ተረዳሁ
- He was not what I expected - he stopped coming... after he stopped coming my hope was crushed and so what he did meant nothing to me
  አላገኘሁትም (እንደጠበቅኩት) ቀረብኝ አልመጣም... እያጣሁት ስመጣ በቃ ቅስሜ ስብር ስላለ ያ ምንም አልመሰለኝም
- what I mean is we do not discuss that much; he advises me a lot (only) about those things which would do me good; other than that we were not that much intimate
  ብዙም አናወራም ማለቱ ነው... ለኔ የሚሆነኝን ነው እንጂ ብዙ የሚነግረኝ ከሱ ጋር ይህን ያህል ቅርብነት የለንም
- No (he never talked about himself)
  አዎ (ስለራሱ ምን አላወራም)

- we were not that close- he doesn't know a lot about me
  አልተቀራረብንም ስለኔ አያውቅም
- (The fact that we were not that close) doesn't bother me at all. Had he kept on coming, I would have felt bad. But since he stopped coming it doesn't bother me at all. It is good that we did not become intimate
  ባለመቀራረቡ ምንም አይመስለኝም:: ባይቀር ኖሮ ጥሩ አልነበረም፤ ስለቀረ አሁን ምንም አይመስለኝም፤ አለመቅራረቡ ጥሩ ነው
- I don't know (why we did not become intimate)
  እኔ እንጃ (ለምን እንዳልተቀራረብን)
- Yes, its only his fault. He was the one who stopped coming. I have never been absent.
  አዎ፤ ስላቋረጠ የሱ ጥፋት ብቻ ነው፤ እኔ አልቀርም
- (Our relationship) was improving a little, but in the midst of that, he terminated it.
  ትንሽ እየተጠናከረ ሲመጣ መሃል ላይ ደግሞ አቋረጠው
- Yes, I told him about the things he asked me
  አዎ እሱ የሚጠይቀኝን እኔ እነግረው ነበር
- Oh no! I don't have that kind of problem (depression)
  □ረ እኔ የለብኝም (የውስጥ ጭንቀት)
- There might be things which I haven't told him. I might have forgotten (to tell him)
  ያልነገርኩትማ አይጠፋም... ረስቼው ሊሆን ይችላል
- I was not happy when (he stopped coming)... I forgot everything which he told me
  እኔ ደስ አላለኝም (መምጣት ባቋረጠ ጊዜ)... የመከረኝን ሁሉ ረሳሁት
- Yes, I was not disappointed at all (when he stopped coming)
  አዎ ምንም ቅር አላለኝም
- Up to now there is nothing that I have benefited (from the relationship) I haven't brought any change
  እስካሁን ድረስ ምንም ያገኘሁትም ነገር የለም፤ አልተለወጥኩም
- I wasn't interested in keeping (his advises) in my mind
  በቃ ጭንቅላቱ ጋ ለመክተት ፍላጎት አልነበረኝም (ምክሮቹን)
- My thoughts were some where else; he was not making sure that I was following attentively.
  ሃሳቤ ብዙ ቦታ ላይ ነው፤ እሱ እንትን ስላልያዘ ማለት ነው፤ የኔን መከታተል ስላላጠበቀ

Appendix C: Themes

P_1: Themes

I. Preconceptions about the counseling relationship

- (I thought) when we meet our discussion would (only) be about matters like addiction or alcohol
- That's what I used to think, that he (the counselor) would think of bad things for me.

II. Relationship with counselor

- He told me his life history; when I associated it with mine it's the same
- Contrary to my expectations, his (the counselor's) character was good
- ... but when I met him (contrary to my expectations) his character is good
- I did not see him like every other person (an outsider);
- (I saw him) very much like my brother
- (The counselor) is not (the kind of person) that would hurt us.
- (Our relations ship) kept going stronger and stronger and
- (we are now) relating with each other in a brotherly manner

III. Benefits (effects) of counseling

- When I go out from here (this institution) I intended to engage in other (destructive) things
- Before I met him (the counselor), I tried to escape from here (this institution) a lot of times; 3 times or so
- (Before I met the counselor) I (used to) light a (piece of) paper and I (used to) smoke it (like cigarettes)
- Before he (the counselor) came I told myself that I would smoke, steal; (I) will not get back together with my family.
- When he (the counselor) came and advised me my life changed a little
- ... but when he came and kept on advertising me, my thoughts changed a little.
- When I go out (of this institution) I do not want to see (experience) the life that I saw here
- Since I came to see that the way I lived up to now is useless
- I believe that it is better if I make peace with my family and pursue my education.
- Because he (the counselor) advised me, I will not steal after
- I go out (of this (institution)

- (By the virtue of the counselor's advises) I will make peace with my family.
- (Now) I want to change myself and live a new life helping my family
- (My relationship with my family improved) because I met with him and he (the counselor) advised me, because he gives (shows) me good approaches (alternatives); I think it's his (contribution)

IV. Counselor's approach

- When we meet he (the counselor) gives me advises, lots of advises...
- His approach is appealing
- ... after he told me his life story, I said Ok and then in turn, I told him a little about my life story.
- When he told me stories about himself and others, I told myself that when I go out (released from this institution) I would free myself from addictions would make peace with my family, start working and at the same time pursue my education, even if I have to learn an night class.
- His approach is good
- He told me his story... in relation to chat (addiction)
- (The counselor was) giving me advises that are essential for me, advises that are simply precious
- (The counselor) tells me incidents that he faced as well as other things which are necessary for me
- After he (the counselor) came, he advised me; he said
- 'don't worry, your time will come and you will be released.'
- (The counselor) says to me 'don't do this, addiction does not do' you any good' and I accept (his advises).

V. Communication with counselor

- (When the counselor gives me advises) I accept
- I ask (ed) him a lot what I should do and how I could get rid of (my) addiction
- When he (the counselor) was a boy he had addiction, and so I ask him how he overcame it.
- I ask him (for advise) because I want to free myself from addiction and he tells me (how to do it)

- I ask him (to tell me) how I can reconcile with my family and he (gives me) answers
- I ask him in the form of question and answer and he (the counselor) responds with clarity

VI. End of counseling relationship

- It has been 14 days since he last came but I have no idea why (he stopped coming)
- Because there is no one who would give me advises (like him)
- I would be happy if I meet with him after I got out
- (of this institution)
- Because there is no one (like him) who is concerned about me I would be happy to meet with him (again) and he advises me.
- I would be happy if (our relationship) continues since I will not find any one who gives me advises like he does, since he gives me good advises.
- Since he gives me lots of good advises, I am very sorry (because he stopped coming)
- (My relationship with the counselor) should continue

P2: Themes

Preconceptions

I did not think she would help me; I mean, she is a student like me, (I assumed that) she is studying (my case) for her education; I didn't think its for this (me)

- What I presumed in the beginning was this: I mean a lot of people come here like this (to give counseling) they would talk to us and then they would stop coming after two days....

First session

- I mean/at first, we didn't know each other; we were not (close) like we are now
- ... at first, we were like, she is new (stranger to me), I am new (stranger to her) and so we were not that much close.
- ... and I also tend to be stiff when I meet some one new (a stranger) and so, at first, we did not (relate) that much.
- When she saw me on the first day (we met), I showed her a grim face and after wards she gave me ten birr because he was worried that I would not respond to her (laughs).

Progress of the counseling relationship

- She (the counselor) already told me (her reason for giving me counseling); it is not for her (sake)...
- The fact that she is a women is good for me; I openly tell a woman all my problems... I would not say he is a man; I would not be afraid of him... since she is a woman like me, I would tell her everything openly.
- It is not what I expected: I mean though it's for her education, repeatedly coming all the way here for me, giving me advises, telling me how I could make peace with my family...
- After coming three times or so and when she started talking to me openly... our relationship got stronger...

Client's self disclosure

- I tell her what I believe is useful (about myself)... I do not tell her everything
- She never did (ask me about my secrets)
- If I was asked (to talk about my secrets), I would tell her those which would be (are supposed to be) told.
- There is nothing (I would hide)
- I would tell him (someone) things (those secrets) which would suit him... for others as well, if it suits them, I would tell'em.
- I have not faced any problems; but even if there was, I would not do it (tell her)
- I believe I should over come (obstacles) on my own
- Though her approach for me is good, I do not tell her 'I want these problems to be solved for me'...
- ... I mean, she had asked me 'tell me how you feel' but I said there is noting

Counselor's self disclosure

- I mean there are (things which) she told me about herself; she would tell me a little about her life based upon my (life situation)...
- I tell her about my life, and then she would tell me about her's (she would say): 'mine is like this'...

Counselor's approach

- (the counselor told me) that I should behave the way they (my family) would want me to; it is my mother who does not understand me, so she (the counselor) told me what I would have to do to make my mother understand me...

Progress of the counseling relationship

- She (the counselor) already told me (her reason for giving me counseling); it is not for her (sake)...
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Counselor's approach

- (the counselor told me) that I should behave the way they (my family) would want me to; it is my mother who does not understand me, so she (the counselor) told me what I would have to do to make my mother understand me...

- When she asks me, 'are you feeling nervous?' 'are you tried/' she would make me (feel) relaxed and free...
- 'How did you end up fighting with your family', 'how could you be like this,' '(you should) say sorry to your mother' and so on that's what she says, what makes us fight; that's the kind of thing she asked me...
- She advises me what I should do in the future, what I should do at my present status, where I could reach through learning.
- If she came on Tuesday, she would go after giving me an assignment for Friday; things I should think about before coming (to counseling).

Attitude towards counselor

- ... her character is good; she has (displays) the (proper) character at the proper situation...

Communication

- I answer her (The counselor's) questions properly and freely.
- I tell her about things which she would ask me; I gave her answers for her questions...
- She asks me; I, in turn, answer her questions properly; if there are things I do not understand, I ask her back.
- ... When she asks me something... she would do it in a way that I would understand, then I give her my answers...
- ... if I did not understand, she would ask me again
- ... and so she would repeat (things) I didn't understand and I accept and give her answers.

Benefits of the counseling relationship

- It is not her (The counselor's) fault (that it did not work out) she did what she could do; the problem is with me as well as with my mother.
- Her (contribution) is very much enough; yes she did what she could do.
- Starting from the time we started meeting, there is a change in my life.

End of the Counseling Relationship

- She left after giving me advises in a good manner

P3: Themes

Preconceptions

- ... and so what I expected was in some other way; I thought he was from (a charity organization).
- I thought that when I get out of here, I would not live on the streets; I thought he would take me to (a charity) organization and raise me in a better way than this.

First sessions

- On the second day when we became more intimate, he told me, 'I came to give you advises so that when you leave (this place) you would change and I in turn get to graduate for a second degree'
- Yes, he told me - 'I would get a second degree with it and it would also benefit you.'
- Well, I felt a little disappointed because it was not as I expected (an offer from a charity organization) but his advises were good...
- Yes, to tell you the truth, I thought he would take advantage of me.

Progress of the counseling relationship

- ... and so the man approached me with openness, his genuineness made me very glad
- At first, I thought this man would say (you should) live here, (you should) stay here and so I had decided not to come.
- I was not (happy with what I expected) and at last around the third advise (session) when he told me a lot of concrete things, I came to like the man a lot.
- When he talked to me genuinely, I (understood) that his advises could change me.
- I felt better when he (the counselor) said 'you could be the country's hope tomorrow; this advise is more useful to you than (getting a chance to live in a charity) organization.
- At first we were not close; I stared some where else when he talked to me.
- When I started understanding his advises I saw him like my brother, like my family (member)

Attitude towards counselor

- We related in a brotherly manner
- ... like when you talk to a family member who came to visit you- that's how I felt...
- I had very high hopes on him; he taught me a lot of things.

The counselor's approach

- He advises in such a way that it would get through to the mind.
- His approach is very good

- '... are there kids who are bullying you?, you don't keep your self clean; are you facing food shortage? do you stay the whole day in the house?' he says things like these and shares my problems a little.
- ... he advised me to stay away from those friends of mine who are drug users.

Client's self disclosure

- I have told him (everything) starting from the time I left my village up to the situation I am in right now.
- Though I did not tell him everything; I revealed to him art of it. For example I only told him one of the addictions I have; I only told him I smoked cigarettes.
- I kept it from his because I thought he would take me to court and get me convicted.
- Yes, then when I got very close with him, I became very open and told him (my secrets).
- I haven't told him this kind of thing (my inner feelings).

Benefits of the counseling relationship

- I have never thought about work or change (before)
- I thought that again when I go out I would be an addict; where else would I go'
- Before he gave me advises, I thought I would leave (the organization) even if I get (the chance) to be accepted again; but when he advised me, I regretted what I did.
- Yes, I have felt that I have gone through changes
- I have made myself believe that when I go out (of this institution), I will not live on the streets. I will try my best not to appear dirty or less than others.
- Before he advised me I did't have these kinds of ideas.
- I have decided never to use drugs
- I would like to ask forgiveness those people whom (I hurt) and live with them there...

End of the counseling relationship

- He asked me if there were advises I wanted to get from him; since he told me he had an exam, I said I didn't want any; he went and never came back.
- I would be happy if I receive advises (from) him outside (this institution)
- He had told me the specific time and place in Sidist Kilo where I could find him.
- Yes, I would like to go and visit him at least twice a week.

P4: Themes

The counselor's Approach

- when they (the counselors) approach people they try to be very close; as much as they can they try to know our inner feelings
- she said, 'I have no connection with any one' (else)
- (she said) 'I will never tell anyone what you did'...
- '...I would defend your rights' and so on; she told me a lot of things
- '...In such a way she slowly tried to find out our inner (secrets).
- If (you) observe the way she talks and her facial (expression) she was trying as much as possible to make us tell her our inner (secrets)
- she advised me on what you would call an average level (standard)

Attitude towards the counselor

- ... they go to the office and discuss about us; when they do that the offenders in the correctional institution say that the counselors do not care about us.
- we assumed that she would just listen to what we say and inform the office (authorities);. other than this we did not expect that any effort or change would come.
- she is doing these things to try to be close (intimate) with us-nothing else;
- and also I hear that she tells to judges about the kids with bad behaviors.
- when I witnessed what she did I concluded that she does not have a good attitude for other's she was nothing like the way I expected.
- she listens to our private sides then she would go to court and would induce bad things to befall upon us,....

Progress of the counseling relationship

- At last, we came to have open and pure relationship
- she said, 'you would soon be released' and when I thought I was going to be released, I was unexpectedly convicted.
- How could she know whether I would be released or not? she would not say I would be released without any clue; I started suspecting that she might know something.
- she did not give me a satisfactory answer when I asked her why she said that (you would be released)
- I used to be very intimate with her like my sister but now she does not talk to me... she only says hello when she passes me by.

The Client's Self Disclosure

- It is in my nature never to reveal my secrets to anyone
- my secret is mine... I will not tell her even if she asks me.
- Have you ever used drugs before? she tries to make me spill out a lot of things (I tell her), 'I haven't used drugs before'; she asks me if I have never stolen before - (I tell her) 'I haven't stolen...'
- I tell her to talk to me only about my situation (right now).
- I do not reveal my inner (thoughts); I only tell her about things in this compound; I never fully reveal my inner (thoughts) to others.
- I could make enemies as well as friends if I reveal my true feelings.
- People can not be trusted, I still don't trust people; on a certain level, someone whom you trusted could betray you; and so if I reveal everything to her it is as if I have told it to everyone.
- (I keep) my inner feelings to myself; I want only the external things (problems) to be over come (dealt with).

Communication between client and counselor

- She found out some things about my personality - what I like and don't like; she started to understand what I should be asked and so on.
- She asks me questions straight forward; I give her straight answers.
- she tells you what she felt openly.
- If there is something I have felt (bad) about; I also tell her openly.

Benefits of the counseling relationship

- I knew nothing about this institution when I got in;' she was the one who told me the rules of the institution, (things like) the basic things that are forbidden, the use of receiving counseling...
- She told me the bad consequences of addiction.
- There is nothing (no change) that came not out of it.

End of the counseling relationship

- Afterwards, when she repeatedly called me, I told her since I am not going to experience any change, I will to receive advice (counseling).

- After my conviction, I wanted her to advise me
- I was very disappointed because while I was longing to receive guidance from her, she didn't call me.
- She shouldn't have given up on me even if I left her.
- 'He was disappointed because he became convicted although I promised him he would be released; but now that he is (already) convicted, we shouldn't put a stop to what we started'-she should have (reasoned)
- I was a little disappointed because she kept silent (did nothing).

P5: Themes

Preconceptions

- I don't think I had a very good attitude for the counselor when we met for the first time. I hated it; just because he advises me like this, would I stop using drugs? or would I stop stealing?
- my expectations for counseling were very bad, I used to hate this kind of thing and even now I still do.

Progress of the counseling relationship

- But when I started being close to him, I understood that (receiving counseling) was very good.
- When we met at first, his approach was good. He asks me everything - 'who do you want to be?' do you (really) want to leave this place?', 'do you (really) want to go to school?'
- At first, I did not expect anything but now I came to realize that it is very good (beneficial)
- when he came back for the second time, we made an appealing relationship (discussion).

The counselor's approach

- His approach (hospitality) is not bad
- when I asked him what the advise is about, he told me it's about (overcoming) addiction and education. He also told me, as a bonus, we could discuss about other issues which I desire.

- He advised (me) to focus on my education, not to give in to addiction and similar other things.
- He said 'don't be distracted by football when there is school., and don't involve yourself with drugs when there is football.'
- It is very good; especially the advises he gave me about my education I think it was good...
- He asked me 'about what do you want me to advise you?', I said 'about my education and about (overcoming) addiction' (and) he said ok.

Client's self disclosure

- Our relationship (closeness) is good
- If I have some (secrets) I tell him.
- Yes (there is nothing I kept hidden from him).

Counselor's self disclosure

- He also told me about himself (and) about others; like about the fact that people who lived on the streets also became successful.

Communication in the counseling relationship

- He does it equally; if there is something I would like to ask him he gives me time, if there isn't then we discuss for around thirty minutes.
-

Benefits of counseling

- It's very good. It (our discussion) is going in the direction which would bring me change,
- Yes, there are lots of changes; He made me become more focused on my education and stop using drugs. When I go out, I want to continue my education and so I have a very good attitude.
- I now know how to overcome my addiction problems.

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