

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**SCHOOL OF PSYCHOLOGY**

**THE EFFECT OF GUIDANCE AND COUNSELING SERVICE IN ENHANCING  
ACADAMIC PERFORMANCE AND STUDY HABIT OF STUDENTS. ACASE OF  
CRUISE SECONDARY SCHOOL LAFTO SUB SITY**

**BY**  
**MERON SOLOMON**

**OCTOBER 2017**  
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SCHOOL LAFTO SUB CITY**

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## Table of Contents

| Contents                                                                 | Pages |
|--------------------------------------------------------------------------|-------|
| Acknowledgements .....                                                   | i     |
| Table of Contents .....                                                  | ii    |
| List of Tables .....                                                     | v     |
| Abbreviation and Acronyms .....                                          | vi    |
| Abstract .....                                                           | vii   |
| CHAPTER ONE: INTRODUCTION .....                                          | 1     |
| 1.1 Background of the Study .....                                        | 1     |
| 1.2. Statement of the Problem .....                                      | 4     |
| 1.3. Research questions .....                                            | 5     |
| 1.4 Objective of the study .....                                         | 5     |
| 1.4.1. General Objective .....                                           | 5     |
| 1.4.2. Specific objectives .....                                         | 5     |
| 1.5. Limitation of the study .....                                       | 6     |
| 1.6. Delimitation of the study .....                                     | 6     |
| 1.7. Significance of the study .....                                     | 6     |
| 1.8. Operational Definition .....                                        | 7     |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE .....                          | 8     |
| 2.1 Defining Guidance and Counseling .....                               | 8     |
| 2.1.1 Guidance .....                                                     | 8     |
| 2.1.2 Counseling .....                                                   | 9     |
| 2.1.3 Similarities and Differences between Guidance and Counseling ..... | 10    |

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| 2.2. The History of School Guidance and Counseling.....                      | 12 |
| 2.3 Role of Guidance and Counseling in Secondary Schools.....                | 15 |
| 2.4. An Effective Guidance and Counseling Program in Secondary Schools ..... | 17 |
| 2.4.1 Orientation Services.....                                              | 18 |
| 2.4.2 Appraisal Services .....                                               | 18 |
| 2.4.3 Educational and Occupational Informational Services.....               | 18 |
| 2.4.4 Counseling Services.....                                               | 19 |
| 2.4.5 Placement and Follow-up Services.....                                  | 19 |
| 2.5 School Counseling Delivery Models .....                                  | 20 |
| 2.6. The Role of Guidance and Counseling on Academic Achievements .....      | 22 |
| 2.7 The Effect of Guidance and Counseling on Study Habits .....              | 27 |
| CHAPTER THREE: RESEARCH METHODS .....                                        | 30 |
| 3.1 Research Design.....                                                     | 30 |
| 3.2 Profile of Cruise School.....                                            | 31 |
| 3.3 Study Population and Sampling Frame.....                                 | 31 |
| 3.4 Sampling and Sample Size.....                                            | 32 |
| 3.5. Data Collection Tools .....                                             | 32 |
| 3.6 Treatment Schedule for the Guidance and Counseling.....                  | 33 |
| 3.7 Data Reliability Analysis .....                                          | 33 |
| 3.8. Data Analysis .....                                                     | 34 |
| 3.9. Ethical Considerations .....                                            | 34 |
| CHAPTER FOUR: RESULTS .....                                                  | 35 |
| 4.1. Socio-demographic Characteristics of the Study Participants .....       | 35 |

|                                                                                                                           |    |
|---------------------------------------------------------------------------------------------------------------------------|----|
| 4.2 Study habits: Before and after the Intervention for Experimental .....                                                | 36 |
| 4.3 Academic Performance: Experiment Vs. Comparison Group .....                                                           | 38 |
| 4.4 Facilitating and Hindering Factors for Guidance and Counseling.....                                                   | 38 |
| CHAPTER FIVE: .....                                                                                                       | 40 |
| DISCUSSION .....                                                                                                          | 40 |
| 5.1. The Socio-demographic Characteristics of participants .....                                                          | 40 |
| 5.2. Guidance / Counseling and Academic Performance .....                                                                 | 40 |
| 5.3 Guidance/Counseling and Study Habit .....                                                                             | 42 |
| 5.4. Students Perception on the Effectiveness of Guidance and Counseling in Enhancing their<br>Academic Performance ..... | 43 |
| CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....                                                                | 44 |
| 6.1. Summary of Findings.....                                                                                             | 44 |
| 6.2. Conclusion .....                                                                                                     | 44 |
| 6.3. Recommendations.....                                                                                                 | 45 |
| REFERENCES .....                                                                                                          | 47 |
| APPENDICES                                                                                                                |    |

## List of Tables

|                                                                                                              | Pages |
|--------------------------------------------------------------------------------------------------------------|-------|
| Table 1: Demographic characteristics of the study participants .....                                         | 36    |
| Table 2: Statistical Result for the role of guidance and counseling service in enhancing study<br>habit..... | 37    |
| Table 3: Independent Two Sample Test for Academic Performance for experimental and<br>comparison group.....  | 38    |

## **Abbreviation and Acronyms**

|        |                                                                  |
|--------|------------------------------------------------------------------|
| ASCA   | American School Counselor Association                            |
| CTBS   | California Test of Basic Skills                                  |
| CTBS   | California Test of Basic Skills                                  |
| E.C.   | Ethiopian Calendar                                               |
| FCAT   | Florida Comprehensive Assessment Test                            |
| G&C    | Guidance and Counseling                                          |
| GPA    | Grade Point Average                                              |
| NAEP   | National Assessment of Educational Progress                      |
| SGC    | School Guidance and Counseling                                   |
| TV     | Television                                                       |
| UK     | United Kingdom                                                   |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| US     | United States                                                    |
| USA    | United States of America                                         |
| WASL   | Washington Assessment of Student Learning                        |

## Abstract

*The general objective of the study was examining the effect of guidance and counseling service on academic performance and student study habit. The study was conducted at Cruise high school located at Addis Ababa, around South Africa Street. Two-independent random groups study design was used to undertake the study. 60 students selected randomly from grade 9 participated in the study. The students were grouped as experiment and comparison group randomly, 30 students for each. Primary data was collected from both the experiment and control groups before and after the intervention. Study habits inventory and roster were used to collect data. The reliability of the study habit scales were evaluated before full scale application and were found reliable. The analysis involved descriptive as well as inferential statistics. Calculation of mean and standard deviation were undertaken in the analysis of the academic results and achievements of the students. T-test for comparison of two sample means were used to test the study hypothesis by examining the statistical significance of the academic result and study habit difference between the two groups. The counseling service had been provided to students in the experiment group only. The findings of the study showed as the intervention was effective in improving the study habits of the students in the experiment group significantly. The students in the experiment group were found to have better time management, concentration, note taking, reading comprehension, test preparation and test taking, reading speed, writing skills and test anxiety management ability that the comparison groups. Besides, the test results of the students in the experiment group ( $M=2.20$ ,  $SD=.589$ ) was higher than that of the comparison group ( $M=2.03.8$   $SD=.657$ ),  $t(2.187) = .031$ ,  $p < 0.05$  This implies as the intervention had a positive effect on the students' academic performance as well.*

## **CHAPTER ONE:INTRODUCTION**

### **1.1 Background of the Study**

The challenge of education today is to offer school experiences that provide students with opportunities to develop the understanding, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. Students need to be able to communicate clearly, competently, and confidently from a broad knowledge base in order to make thoughtful and responsible decisions. Achieving these educational goals will provide students with the means to make connections between what they learn and how they live(American Psychological Association, 2007)

According to Karega (2008), learning in secondary schools is often interrupted by the deviant behavioral patterns of adolescents. Dryafol (2002) pointed out that secondary school students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Also, high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance they become defiant to the authority (Conger & Peterson, 1984). Sindabi (1992) postulates that young people in secondary schools undergo emotional development, manifesting characteristics of being erratic, irritable, unpredictable, ambivalent, critical and rebellious.

Effective counseling programs are important to the school climate and are crucial in improving student achievement. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their academic achievement can be improved and their overall development can be

enhanced. Collin (2007) depicts guidance and counseling as an ultimate icon that addresses students' social and emotional adjustment.

The purposes of guidance and counseling programs for school children are many fold. Empirical evidence showed that guidance and counseling programs have significant influence on improving discipline problems (Baker & Gerler, 2001), enhancing student grades (Gerler, Kinney & Anderson, 1985), strengthening social skills (Verduyn, Lord & Forrest, 1990), helping students make wise decision on career development and college choices (Whiston, Sexton & Lasoff, 1998) and developing positive study habits and study skills (Hussain, 2006).

Lapan, Gysbers, and Sun (1971) surveyed a statewide sample of high school students and found that in schools where comprehensive guidance and counseling programs existed, several positive relationships between counseling programs and students existed. Those included: (a) higher self-reported grades, (b) student perceptions that they were being better prepared for their futures, (c) student perceptions that their schools were doing a better job providing information on post-secondary opportunities, and (d) student perceptions that school climate was better.

In view of the above, supporting adolescents in all aspects of their development is very critical to their success. School systems must be ready, willing and able to deal with challenges that adolescents face in going through the transitions (Haregewoin & Yusuf, 1994; Oladele, 1987).

Guidance and counseling is practiced in Ethiopia Education system. However, the quality of the service is very questionable. Yirgalem (2013) in her study of the Provisions of Guidance and Counseling Services in Secondary Schools of East Harerge Zone and Hareri Region indicated that the school guidance and counseling programs did not have written plans, specific

roles and responsibilities and private counseling rooms. It also indicated as there was loose coordination among principals, teachers, and guidance and counseling programs. Besides the school community had poor awareness about the presence of guidance and counseling services at their schools. A related study undertaken to examine the role of guidance counseling programs in enhancing quality in Ethiopian higher education institutions at Haramaya University showed that there is no well-organized student counseling system in the universities investigated. It is observed that the universities are lacking an all-inclusive plan for giving direction to student services across their campuses (Yilfashewa, 2011).

Wako (2016) in his most recent study of the status of utilization of school guidance and counseling services in Ethiopian secondary schools in addressing the psychosocial and academic needs of secondary school students showed that there are many challenges in relation to guidance and counseling service. The findings of his study showed that there is high counselor student ratio in high. The study further revealed that majority of students are not utilizing school guidance and counseling services properly to be successful in their academic life mainly due to lack of awareness about the service in their school, weak link between school counselors and school community. Accordingly, low self-concept, lack of proper study skills, time management problem, lack of assertiveness among female students to cope school challenges, and different problems students with special needs face were identified as a potential problems that needs intervention of school counselors. Other problems for underutilization of the service are related with professional competencies of the school counselors, lack of policy direction about the service and administrative problems. On the other hand, the study revealed that students face different psychosocial and academic problems that need the help of school counselor.

On the contrary, Selam (2014) in her study of guidance and counseling practices in selected secondary schools of Addis Ababa revealed that school guidance and counseling in secondary schools of Addis Ababa is organized and delivered in order to meet some of the immediate and pressing needs of students. It also indicated that the majority of respondents viewed the services as effective and useful. Nevertheless, the study showed that judgment about effectiveness and usefulness of the services varied from school to school.

The evaluation of guidance and counseling programs and their activities and services has been part of professional dialogue since the 1920s (Gysbers, 2004). Today, however, the issue of evaluation is receiving even more attention internationally. School counselors increasingly are being asked to demonstrate that their work contributes to student success, particularly student academic achievement (McGannon, Carey, & Dimmitt, 2005). However, there is a dearth of systematic evaluation of school guidance and counseling services effectiveness in Ethiopia. Besides, studies on the effect of counseling on academic performance are scarce.

This study made a systematic analysis of the effect of guidance and counseling on the academic performance and study habits of students by taking Cruise High school as a case in light.

## **1.2. Statement of the Problem**

The researcher is interested in the study subject because of her professional inclination in the field and her challenge in promoting quality school guidance and counseling in high schools. Since the start of Cruise High school in 2008, the school did not introduce a school guidance and counseling service managed by a professional. On the other hand, the preliminary review of the issue by the student-researcher revealed that high school students experience a number of challenges to perform well in their education. Since secondary students are in adolescent stage,

the need for effective school guidance and counseling services becomes compelling. Thus, there is a need to systematically examine the effectiveness of the services from school counselor and students perspectives so as to decide the launching of effective school guidance and counseling service. of the

In addition the view schools as a context where students experience a number of problems as well as the increased number of problems students face in the modern society, have promoted the researcher to investigate the effectiveness of the school guidance and counseling in Cruise high school.

### **1.3. Research questions**

This study dealt with the following research questions

- Does guidance and counseling significantly improve high school students' academic performance?
- Does guidance and counseling significantly change the study habits of high school student?
- What are the factors that facilitate or hinder the effectiveness of guidance and counseling in influencing study habit and academic performance?

### **1.4 Objective of the study**

#### **1.4.1. General Objective**

The general objective of the study was to examining the effect of guidance and counseling service on students' academic performance study habit.

#### **1.4.2. Specific objectives**

1. To examine the effect of guidance and counseling on the academic performance of high school students?
2. To identify the effect of guidance and counseling on the study habit of students

3. To identify the facilitating and hindering factors for the effectiveness of guidance and counseling

### **1.5. Limitation of the study**

Through this study experimental research design the number of participants was relatively small and that has create an impact on appropriately representing the entire population that in turn limits generating the findings. On the other hand how to combing experimental design and interview is another source of limit of the study.

### **1.6.Delimitation of the study**

The study was conducted at Cruise high school located at Addis Ababa, around South Africa Street. The students who were included in the study were grade nine students. The study involved the provision of guidance and counseling services for a period of one semester in the academic year of 2009 E.C. In terms of variables, the students study habit, attitude towards study, and the academic results of the students were covered. The analysis included examination of the effect of guidance and counseling service on students' academic performance and study habit.

### **1.7. Significance of the study**

The studyhave practical importance in providing invaluable input for the guidance and counseling service of Cruise high school and other high schools. School counselors and guidance personnel will get improved understanding of relationship between guidance and counseling and the factors that affect guidance and counseling services. Thiswill help them and schools to design appropriate intervention to positively influence the school outcomes. Besides, the identification of the student's problem might be informative for improved counseling services and responsiveness. Further, the students with guidance and counseling need in the school will

benefit from improved quality of guidance and counseling service as a result of evidence based refinement of the approach and practice. Likewise, the findings of the study will add to the empirical literature in the study of the relationship between guidance and counseling and academic performance of students.

### **1.8. Operational Definition**

**Academic performance:** The examination scores of the students in a given semester. This refers to the academic achievement of a student which is usually measured in terms of grades or marks attained in a roster

**Study habit:** This refers to study routines including frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment

**Guidance:** A process of helping learners to develop self-understanding, capabilities for making realistic career decisions, overcome personality deficits and make optimal academic progress.

**Counseling:** counseling as a learning process in which individuals learn about themselves, their interpersonal relationships and behaviors that advance their personal development.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Defining Guidance and Counseling**

The definition of the terms guidance and counseling has been a task to researchers and practitioners in the field. A survey of the plethora of literature available on the subject shows that each definition conveys the subjective biases and nuances of its author. While some writers use the terms in their generic sense, others derive their definitions from the root words 'guide' and counsel. Let us look these terms separately

#### **2.1.1 Guidance**

The American Personnel and Guidance Association (1967) defines guidance as an organized effort of a school to help the individual child to develop his maximum potential. Benard and Fullmer (1977) on their part consider guidance as the formal and informal effort to guide the youth into the future while Ipaye (1983) sees guidance as a generic label, an umbrella term that covers all the means whereby an institution identifies and responds to the needs of pupils or students no matter the nature of the need and no matter its sources thereby helping the child to develop to his/her maximum potential. Another leading researcher, Rao (1981) looks guidance as the assistance given to an individual in making intelligent choices and adjustments. Okon (1984) tends to agree with Rao when he defined guidance as a total program of a number of highly specialized activities implemented by all staff members to help individuals make wise, intelligent choices and decisions.

Shertzer and Stone (1976) provide one of the most esoteric definitions of guidance. They define guidance as the process of helping individuals to understand themselves and their world. According to them, guidance as a process denotes not a single event but involves a series of actions or steps progressing towards a goal. By helping it is meant assisting or aiding individuals

to prevent, remedy or ameliorate their difficulties and situational crisis. In the words of Ipaye (1983) 'help' does not mean and should not be taken to mean handing decisions, orders or a plan package down to the person who needs help, rather it means helping that person to sharpen his or her perception of issues at hand with a view to facilitating his or her getting intogrips with the issue. Individuals in their definitions refer specifically to normal pupils in a school setting who need help with events and concerns that take place during normal development. Understanding themselves and their world means that these pupils come to know who they are as individuals, become aware of their personal identity and experience their world more deeply and completely.

### **2.1.2Counseling**

Counseling has been defined in different ways by different authors. ShertzerandStone (1976) have defined counseling as a learning process in which individuals learn about themselves, their interpersonal relationships and behaviors that advance their personal development. In the same vein, Dustin and George (1973) define counseling as a learning process designed to increase adaptive behavior and to decrease maladaptive behavior. On his part, Perez (1965) sees counseling as an interactive process conjoining the counselee who needs assistance and the counselor who is trained and educated to give this assistance. Through his communication of feelings of respect, tolerance, spontaneity and warmth, the counselor initiates, facilities and maintains the interactive process.

The American Guidance Services Inc(2007) defines Counseling as the process in which an experienced and trained person assists a second person to:

- understand himself and his opportunities.
- make appropriate adjustments and decisions in the light of his understanding.
- accepts the responsibility for the choice, and
- follow a course of action in harmony with his choice.

Lewis (1970) describes counseling as a process by which a troubled person (the client) is helped to feel and behave in a more personally satisfying manner through interaction with an involved person (the counselor) who provides information and reactions which simulate the client to develop behaviors which enable him to deal more effectively with himself and his environment.

Thompson and Poppen (1972) define counseling as a person to person relationship in which one person helps another to resolve an area of conflict that has not been hitherto resolved. Carl Rogers, founder of client-centered psychotherapy, views counseling as the process by which the stricture of the self is relaxed in the safety of the client's relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self.

Gustad (1953) provides one of the most comprehensive definitions of counseling indicating not only its scope but also its functions. In his view, counseling is a learning oriented process, carried on in a simple, one to one social environment, in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client, by method appropriate to the latter's needs and within the context of the total personnel program, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of the society.

### **2.1.3 Similarities and Differences between Guidance and Counseling**

Very often guidance and counseling are confused with one another. The confusion arose from the fact that the two words were used interchangeably by educators for quite some time. Some scholars have defined one to be subset of the other. For instance, Stoops and Wahlquist (1958) had argued that counseling is just one aspect of guidance which focuses on helping the individual to adjust to his environment. The five aspects of guidance, as listed by the two

authors, are: obtaining information about the individual, securing information about the environment, counseling, “placement”, and follow-up. Even though this definition was forwarded a long time ago and some of its elements, such as “counseling” and “placement”, are not easily distinguishable, it is useful for calling attention to the generic nature of guidance. To some extent, there is still some debate among specialists as to whether, and in what ways, these two concepts are different.

One view is that there is a significant difference between the two except in the fact that both provide “help” to individuals or groups of people who need them (Stone and Shertzer, 1974, Hansen and others, 1982, Yusuf 1981, cited in Yusuf 1998), argue that etiologically, technically and professionally, guidance is not the same as counseling. In the case of the latter, the client's problems are discussed and relevant information shared in order to help him or her get an insight in to the problem, get empowered, and make personal decisions. Guidance, on the other hand, is developmental in nature and is about “showing the way” to the future. Counseling is also more emotion-oriented, whereas guidance is cognitively-oriented. Moreover, Counseling is highly personalized and confidential, while interactions during guidance can be less intimate or more public.

However, the most widely accepted position is that guidance and counseling are like two sides of the same coin, with one complementing the other. Those who subscribe to this view argue that the basic difference is in the approach rather than in purpose. Although counseling focuses on adjustment and guidance focuses on advancement, in the final analysis what both of them do is focusing or refocusing the student to the career and social environment in which he or she would live and operate. Moreover, when a guidance counselor is engaged in guidance work it means that his or her work in counseling is advanced or made less complicated. The other way

around is also true: a counselor who does group counseling for instance would at the same time be advancing the cause of guidance.

In this study, the term “counseling” is used to refer to services provided to students in relation to specific problems or obstacles that they already face or are likely to face under circumstances existing in and around the school; its objective could be both corrective and preventive. “Guidance”, on the other hand, is used to refer to advisory or instructional services that aim at enhancing the chances of students to succeed in their studies or pursue higher goals.

## **2.2. The History of School Guidance and Counseling**

School Guidance and counseling was introduced in different countries for different reasons. In some regions or countries, the introduction followed the emergence of educational theories that advocate student-centered approaches to schooling. In others, its introduction followed changes in political order or economic organization, or both (Thompson, 2002). School counseling in the US had began to emerge towards the close of the nineteenth century. However, it truly began to take hold only in the early 20th century. Most historians of education agree that in its early forms SGC took the form of what was known as vocational guidance, focusing on helping students prepare for life after high school (Gysbers& Henderson, 2012). School guidance and counseling in the US had its origin in vocational issues. The focus was on assisting individuals to choose and prepare for an occupation. Hughes” (1971, p.17) view is supported by Paisley and McMahon (2001, p.106) who state that in the USA school counseling evolved from an early focus on career and moral development.

During the second half of the twentieth century, from the 1950s to the 1990s, SGC became increasingly comprehensive and continued to respond to national needs and concerns. Social problems including substance abuse, violence in the schools, mental health problems, and

changing family patterns all competed to define the purpose of G&C in the schools and the role of school counselors. Economic issues were no less significant. The changing labor needs of industry and the globalization of production and distribution also caused new problems and new opportunities, both affecting the organization of G&C in the schools (Gysbers, 2005; Gysbers& Henderson, 2012).

Writing about the factors that determined the nature and focal areas of G&C in British schools, Taylor (1971, p.30) cited in Chiershe (2006) mentions changes in society, in family life, and in schools. These changes, he argues, called attention to individual needs of students. Taylor (1971, p.40) further states that the demands of industry and urbanization, complicated further by decline of family traditions, necessitated the introduction of vocational counseling. This kind of counseling focused on competition and anxiety issues, on career choices, and emotional turbulence faced by the youth.

Compared to the US and the UK, the development of school counseling in the Asia-Pacific region is relatively recent. However, it is vibrant and growing (Shen& Herr, 2003; Hui, 2002; Takano &Uruta; 2002, cited in John L. Romano & et.al. 2005). When we come to Africa, we learn that one of the first SGC programs was that of Apartheid South Africa. According to Chireshe (2006), school guidance and counseling was introduced in South Africa in the 1960s through the National Education Policy Act 39 of 1967. When it started, it covered only the schools for White and “Colored” students. Dovey and Mason (1984, p. 15 cited in Chireshe, 2006) argue that guidance services were introduced in Black South African schools as late as 1981. Even then, their purpose was social control, meaning that the services were aimed at nurturing a spirit of submission among black learners.

According to UNESCO (1998, p.4) the beginning of SGC in most African countries dates from the closing decades of the twentieth century. Even though scholars had been calling for its introduction from at least the late 1960s onwards, it was only at the very end of the century that the political leaders of African countries came to realize the importance of SGC in their school systems. By then, it had become clear to them that the education of African youth, particularly of adolescent girls, was negatively affected by a variety of social problems, leading to very high dropout rates. According to the report from UNESCO (1998, p.1), the turn of the century also saw unprecedented economic and social changes in African countries, making school counseling crucial. Adegole and Culbreth (2000) add that SGC programs became necessary because the gradual breakdown of the extended family network meant that young people were beginning to deal with social and economic problems without the security and support systems of the past.

In Ethiopia, the situation was similar. The call for guidance and counseling in the school system goes back to the 1960s and early 1970s (Yusuf, 1967, Tickher, 1971). However, not much has happened up to the end of the century. Some of that delay was definitely because of the slow realization of its importance by the various governments of the country and the educational leadership in particular. The most serious problem, however, was unavailability of professionally trained counselors. According to Yusuf (1998), the first generation of Ethiopia's guidance counselors had little by way of training in the field beyond a single course called *Guidance and Counseling* in the Psychology curriculum of Addis Ababa University, the first and (until recently, the only) major institution of higher learning in the country. The situation continued in the same way to the present, even though it appears that guidance and counseling has now become a standard feature of at least secondary education in the country. Recently, postgraduate degree programs in Psychology have started to train professionals at higher levels,

including in Counseling Psychology. At this point, it is too early to tell what the implications of this will be for the future of SGS in the country.

The world in the 21st century continues to undergo considerable changes socially, economically and culturally. These changes are bound to create, and are in fact creating, substantial challenges for children and young people. A rapidly changing world of work with its changing demands of skills and abilities, domestic violence, violence in the school and community, parental divorce, substance abuse, sexual experimentation and teenage pregnancy, are just a few examples of these challenges. These challenges are real and they are having remarkable impact on the personal/social, career, and academic development of children and young people (Gysbers, 1999 cited in Seyoum, 2011; Gysbers& Henderson, 2012). School guidance and counseling is therefore going to be even more important and relevant in this century.

### **2.3 Role of Guidance and Counseling in Secondary Schools**

The objective of guidance and counseling program is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counselor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994) and Mutie and Ndambuki (1999) who argue that the program is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counseling program is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic.

In secondary schools, there is need for students to make proper subject and career choices after the four year course. Borrow (1983) observes that it is the role of guidance and counseling program to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities.

Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, norm-lessness and powerlessness. They observe that guidance and counseling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life.

Guidance and counseling program also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counseling programs to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

The program also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counselor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in guidance and counseling program. Lindsay (1983) argue that such students may experience difficulty in adjustment with peers, teachers and the environment thus guidance program helps such students

to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance program does not intervene; some may even drop out of school, thus the guidance program is well suited for assisting the students.

## **2.4. An Effective Guidance and Counseling Program in Secondary Schools**

According to Zeran and Antony (1962) a good and effective guidance and counseling program is essential in every school. An organized guidance and counseling program will offer right environment for the growth and development of the student and offer quality education. Gichinga (1995) acknowledges that there has been steady growth of guidance and counseling program in the secondary schools in Kenya. The major emphasis has been on vocational and educational guidance and counseling aimed at fostering personal/social development.

An effective guidance and counseling program should be led by a trained counselor who is responsible for coordinating guidance and counseling activities in the school (Nelson, 1972). Makinde (1984) observes that the trained counselor is a leader and consultant in the school's student appraisal program and also helps to plan and develop guidance and counseling program and the curriculum in relation to students' needs. Kyungu (1994) argue that effective guidance and counseling program should have active cooperation of teachers, teacher counselors and administrators. The school should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counseling. Therefore, in an effective guidance and counseling program, various guidance and counseling services are offered to assist students in personal development and psychological growth towards maturity. According to Schertzer and Stone (1976), these services include the following:

### **2.4.1 Orientation Services**

Orientation services are provided to help students to adjust better to school environment. According to Makinde (1984), when new students are admitted every new academic year in secondary schools, they feel lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of their parents, friends and former teachers. Also the new environment has rules, regulations and administrative set-up appears completely different. Orientation services are therefore designed to help such students adjust during such critical transition periods. Good guidance programme is hence drawn to familiarize them with the overall school situation

### **2.4.2 Appraisal Services**

Appraisal services involve a teacher counselor collecting, analyzing and using a variety of objective data that can enhance better understanding of the student. A teacher counselor without adequate and reliable information of a student will have difficulties in assisting him/her (Makinde 1984). It is therefore important to collect and make available a variety of information through observation, interview, testing, history, and social adjustment data about each student so that they can be in a position to plan satisfying educational, vocational and social program.

### **2.4.3 Educational and Occupational Informational Services**

These services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions. In secondary schools, students need at all times to make decisions about their education, career and social life Borrow (1983) Mutie and Kochhar (1992) observe that students need information related to job opportunities, training opportunities, and academic qualifications required.

#### **2.4.4 Counseling Services**

Counseling services are designed to help an individual student analyze himself/herself by relating their capabilities, achievements, interests and mode of adjustment to what new decision they have to make Gichinga (1995). These services are very critical for the students because they need it to solve career, study, personal and social problems they encounter in life. The school is supposed to provide time, place, and personnel required for skilled assistance of individual students in working out solutions to their personal problems. The services are designed to facilitate self-understanding through individual or group relationships. Kyungu(1994)support this by observing that effective guidance and counseling in secondary schools and other learning institutions has become extremely important in guiding students on the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Effective counseling service should assist in improving the self-image of the students and facilitate better achievement in academic performance.

#### **2.4.5 Placement and Follow-up Services**

The placement services are very essential at the end of secondary school education, where students need to decide on the next step after secondary school. These services assist students in selecting subject combinations required for particular courses and choosing of the right careers. Makinde (1984) states that placement service is designed to aid an individual to select and utilize opportunities within the school and in the labor market. Follow-up services are needed follow or trace a student after school and to the world of work. School counselors develop a systematic plan for maintaining contacts with former students. Makinde (1984) notes that the data obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance and counseling program.

## 2.5 School Counseling Delivery Models

The services offered by professional school counselors are varied and can be utilized in a variety of settings and their utilization by students has been shown to improve academic motivation (Scheel & Gonzalez, 2007). There are four components that are emphasized in comprehensive developmental guidance and counseling programs which are; guidance curriculum, individual planning, responsive counseling services, and program management (Aluede, Imonikhe, & Afen-Akpaide, 2007; ASCA, 2005). The focus for this research study is on individual counseling services, which are traditional interventions that school counselors use to directly impact students (Clark & Breman, 2009; Gysbers & Henderson, 2006). Classroom services are delivered through a guidance curriculum that is designed to teach specific skills to students in a large group setting (Goodnough, Perusse, & Erford, 2007) while responsive counseling services are those that are geared toward providing help to students who are dealing with issues or problems that may affect their academic, career or personal/social development and are generally offered in individual and small group settings (Newsome & Gladding, 2007).

*Individual Counseling.* Individual counseling includes school counselor led services to assist students who face problems that can interfere with their personal, social, academic or career development (ASCA, 2005) and can consist of only one session or several on-going sessions (Newsome & Gladding, 2007; Whiston & Quinby, 2009). These responsive services are delivered in individual counseling settings, generally in a counselors office or other designated space (Clark & Breman, 2009) and primarily concentrate on students' immediate problems or needs (ASCA, 2005) where a confidential relationship with close emotional contact is developed (Newsome & Gladding, 2007). The focus in individual counseling sessions is on the student concern, and goals are developed to help the student make positive changes with regards coping

mechanisms, how the student adapts to the situation of concern, or how the student behaves (Newsome & Gladding, 2007). Individual student planning, which involves assisting students with career exploration, academic and personal and social issues and development (Aluede, Imonikhe, & Afen-Apaida, 2007), can also be considered to be a component of individual counseling services and consists of professional school counselors systemically developing personal goals and future plan development with the student (ASCA, 2005).

Individual counseling services have not been studied extensively, but research literature does exist to support the idea that school counselors who primarily use individual counseling are more effective than those who rely on classroom guidance activities (Wiggins & Wiggins, 1992). This particular study found that students who received primarily individual counseling services had greater gains in self esteem and decreased need for school counseling help (Wiggins & Wiggins, 1992). While this study did not investigate academic achievement among students who accessed counseling services, it is relevant in that self-esteem is often linked with a student's level of success in school (Wiggins & Wiggins, 1992). Further research on individual counseling and academic achievement will be discussed in more detail in the research findings section to follow.

*Small group counseling.* Group counseling has been identified by ASCA as an important direct service which targets the three domains set forth in the framework for comprehensive developmental school counseling programs (ASCA, 2005; Webb & Brigman, 2007) which is effective in meeting the personal/social and academic needs of students (Cook & Kaffenberger, 2003; Steen & Kaffenberger, 2007). Small group counseling interventions may be used with students who are experiencing stressors in their personal lives or have academic concerns (Gladding, 2003; Steen & Bemak, 2008). These small groups allow school counselors to work

with students with identified academic and social needs beyond what teachers or counselors can provide in a classroom setting (Webb &Brigman, 2007). Small group settings allow students to acquire new skills and resources to help them not only with their current issues, but may also prevent future problems (Clark &Bremman, 2009). Further, when small groups are the backdrop for responsive services, school counselors have the opportunity to work with students in a confidential manner on to assist them in resolving or coping with problems or developmental concerns (Cobia & Henderson, 2007).

*Large Group/Classroom Guidance.*Large group or classroom guidance is delivered through developmentally appropriate lessons that are intended to assist students in developing skill sets and gaining knowledge that will help students achieve guidance competencies found in the ASCA National Model (ASCA, 2005). Guidance lessons are included in a curriculum that is organized and takes into account the developmental stage of the students receiving the interventions in order to teach developmentally appropriate skills (Aluede, Imonikhe, &Afen-Apaida, 2007). These interventions are targeted to all students with the end of promoting academic, career and personal/social development (Whiston&Quinby, 2009).

## **2.6. The Role of Guidance and Counseling on Academic Achievements**

The literature is rich with reports on the effects of comprehensive developmental guidance programs on the academic achievement of students (Boutwell& Myrick, 1992; Brigman& Campbell, 2003; Cook &Kaffenberger, 2003; Dahir& Stone, 2003; Fitch & Marshall, 2004; Lapan, Gysbers&Petroski, 2001; Lee, 1993; Poynton, Carlson, Hopper & Carey, 2006; Sink, 2005b), as well as evidence that student counseling improves school attendance, school behavior, increases student achievement and increases students' levels of self-esteem and attitudes toward school (Beale, 2004; Schmidt, 2003). For example, Lapan, Gysbers, and Sun

(1971) surveyed a statewide sample of high school students and found that in schools where comprehensive guidance and counseling programs existed, several positive relationships between counseling programs and students existed. Those included: (a) higher self-reported grades, (b) student perceptions that they were being better prepared for their futures, (c) student perceptions that their schools were doing a better job providing information on post-secondary opportunities, and (d) student perceptions that school climate was better.

Lapan, Gysbers and Petroski (2001) studied the effect of comprehensive guidance and counseling programs on several areas of students' lives. First, they wanted to determine if students who attended schools with comprehensive guidance programs perceived a higher level of safety in school. Second, did these students perceive a higher level of satisfaction with their education? Next, the authors wanted to determine if the programs in place had an effect on student grades and perceptions of their relationships with teachers. Finally, the authors were interested in the perception of students in these schools with regard to the importance and relevance of their education to their future.

In this study of seventh grade students, the authors found that there was a correlation between complete implementation of a comprehensive guidance and counseling program and several of the items examined in the research. Primarily, there was a direct and positive relationship between program implementation and student perceptions of school safety and success. However, McGannon, Carey and Dimmitt (2005) note the limitations associated with this study, limitations that are documented too frequently in school counseling research. That is, given its correlational nature, the study failed to take into account that schools that implement comprehensive counseling and guidance programs may also be implementing other educational programs that influence academic achievement. Additionally, more complete guidance

implementation and higher student grades might both result from the schools' organizational structure, leadership and/or personnel strengths rather than being causally related to each other.

Because school counselors are often overwhelmed with the number of students they are expected to serve, ASCA promotes the use of small group counseling as a preferred intervention (ASCA, 2003; Sink, 2005a). Pre-dating this recommendation by ASCA, Boutwell& Myrick (1992) found that “The Go for It Club,” a group designed to assist students in reaching academic goals, was successful in helping students improve academic achievement. In the first trial of 41 third-, fourth-, and fifth-grade students, 76% showed academic improvement after only one week. In the second trial, 72% of the 29 students involved in the study improved during the first week with 83% reporting improvement in the second week (Boutwell& Myrick, 1992).

Brigman and Campbell(2003) conducted a study referred to by McGannon, Carey and Dimmitt (2005) as an “exceptionally well-done, comprehensive study”. Its purpose was to evaluate the effects of counselor-led interventions on student achievement and behavior. Using math and reading scores from the Florida Comprehensive Assessment Test (FCAT) as their dependent measure, student achievement was evaluated. The scores of students randomly selected from schools with equal racial and socioeconomic make-ups in the treatment group were contrasted with students in a control group that was matched for achievement levels. The study involved examining whether or not the combinations of curriculum-based and group-based interventions with a specific focus on cognitive and metacognitive, social skills and self-management skills would have a measurable effect on students’ test scores on the FCAT. 185 students made up the treatment group that was randomly selected from schools implementing the study’s counselor-led interventions. In contrast, the control group consisted of 185 students randomly selected from schools not implementing the interventions. Participation was limited to

those students whose initial scores on the FCAT ranged from the 25<sup>th</sup> to the 50<sup>th</sup> percentile. Students ranged in grades from 5<sup>th</sup> grade to 9<sup>th</sup> grade.

The study found that implementation of the *Student Success Skills Curriculum* as a school counselor-led intervention program did result in sizable gains in student achievement on the FCAT. In both reading ( $p < .003$ ) and math ( $p < .0001$ ), students in the treatment group had higher group mean scores than did their counterparts in the control group. Their study indicated that counselor-led interventions have a positive effect on student achievement.

Sink and Stroh (2003) conducted a large-scale (statewide) project that examined the question “do school counseling interventions in elementary schools with comprehensive developmental guidance programs foster higher academic achievement test scores in students”? In their study, Sink and Stroh (2003) randomly selected 150 elementary schools from across the state of Washington. The schools and students within those schools accurately reflected the diversity found throughout the state. Schools were then divided into the treatment group and the comparison group based on the level of implementation of the comprehensive counseling program within each school. Standardized norm-referenced and criterion-referenced test score data from third and fourth grade students were used to evaluate the academic achievement of the students participating in the study.

The study found that early elementary aged students who attended the same school for three or more years where a comprehensive counseling program was in place performed better academically. Additionally, students who remained in the same school for multiple years with a fully implemented comprehensive school counseling program earned higher achievement test scores than students who attended schools where no such programs were in place.

While some literature notes the positive effect of the school counselor and counselor-led interventions on achievement (Boutwell& Myrick, 1992; Brigman& Campbell, 2003; Lapan, Gysbers, & Sun, 1997), it should be noted that similar studies have found little or no effect on academic achievement directly (Poynton, Carlson, Hopper & Carey, 2006). While Poynton, Carlson, Hopper and Carey did find that classroom-based interventions implemented and led by the school counselors in a middle school had a positive effect on students' self-efficacy beliefs regarding problem solving, there were no significant differences in student scores on the Washington Assessment of Student Learning (WASL). Additionally, there exists the call for even more outcome-based research in this area (Brigman& Campbell, 2003; Gerler, 1985; McGannon, Carey & Dimmitt, 2005; Whiston, 2002; Whiston& Sexton, 1998).

Fitch and Marshall (2004) found that counselors in schools labeled "high achieving" spent more time on program management, coordination and efforts to align comprehensive counseling programs with professional standards. Fitch and Marshall surveyed full-time school counselors representing different school districts in Kentucky to determine the school counselor's perceived importance of different counseling duties. Then, each school was categorized as either high-achieving or low-achieving based on the schools mean scores on the California Test of Basic Skills (CTBS) as provided by the participants.

School counselors in schools categorized as high-achieving spent significantly more time on activities such as program management, evaluation and research than did their low-achieving counterparts. Additionally, frequently assumed as a relegating factor in school counselor effect, counselor to student ratio did not appear to have an impact on the effect of the school counseling program components.

The study of factors affecting the academic achievement of grade 10 Students' in north Shoa zone of Oromia regional state revealed that lack of professional guidance and counsel is one of the major factors that affect students' academic performance (Zewdu, 2014).

## **2.7 The Effect of Guidance and Counseling on Study Habits**

A review of literature highlighted the importance of students study habits and attitudes in their academic performance. According to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying (cited by Mutsotso&Abenga 2010). Moreover, a study by Nagaraju(2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

Efficient study habits are associated with a favorable attitude toward learning in general. As cited by Otto (1978), beliefs in the value of intellectual pursuits and in the importance of education are positively related to academic performance. An important aspect of a student's attitude toward education is the value he sees in what he has to learn. In the study of Sarwar (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Another research found discrepancy between the study attitudes of high and low-achieving students. High-achieving students had a more positive attitude toward study in that they detected and reacted positively to the favorable aspects of the situation they found themselves in, while the low-achieving students tended to be fault-finders, reacting to the negative aspects of study such as distractions and minor annoyances. The high-achieving students found tertiary work an interesting challenge, accepted the restrictions and conformed to

the demands made upon them more readily, while the low achievers appeared to lack high-level motivation. The more successful group was also found to be more realistic and discriminating in their assessment of those situations which were highly relevant to scholastic achievement, such as discipline and work priorities, and they were better organized in both their work and leisure activities.

Ansari (1980) found that study habits and study attitudes are both significant variables which determine the academic performance of the students. Russell and Petrie (1992) have cited a research study aimed to find out the relationship between study habits and student attitude and academic performance (cumulative GPA) of college students. Findings of this study indicate a positive correlation between study attitude, study habit and academic achievement.

A study was conducted to find out the relationship between study habits and academic achievement in 2000 in Pakistan by National Assessment of Educational Progress (NAEP). Findings of the study revealed a positive correlation between study habit and academic achievements of elementary and secondary school students. Onwuegbuzie (2001) also conducted a series of studies to find out relationship between study habits and academic success and reported positive relationship between study habits and academic success.

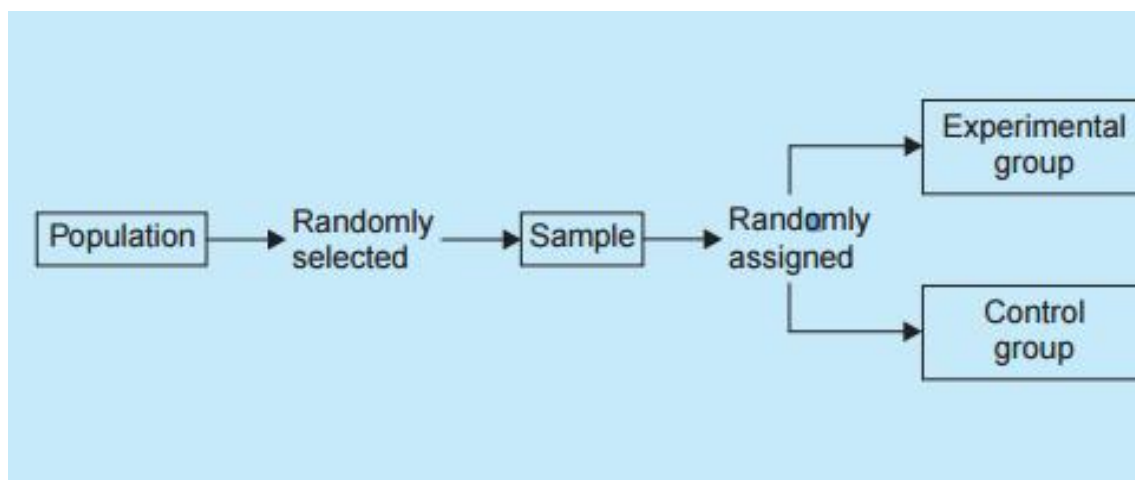
Hussain(2006) examined the effect of guidance services on students' study attitudes, study habits and academic achievement. In connection to this, a guidance program for secondary school students was developed by the researcher. An experiment was conducted to explore the effectiveness of guidance services in terms of improvement in students' study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on students' study habits, study attitudes and academic achievement. The results of the study indicated that the guidance services have significant effect on the students'

study attitude, study habits and academic achievement. Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades.

## CHAPTER THREE:RESEARCH METHODS

### 3.1 Research Design

The study design that is used in this study is two-independent random groups design, onerandom group design and interview. In a two-group simple randomized designFirst of all the population is defined and then from the population a sample is selected randomly. Further, requirement of this design is that subjectsafter being selected randomly from the population, be randomly assigned to the experimental and control groups (such random assignment of subjectsto two groups is technically described as principle of randomization).In one simple random group design for the experimental group the studyhabit scale is administered in pre and post intervention Thus, this design yields two groups as representatives of the population. In a diagram form this design can be shown in this way:



**Figure 1. Two-independent random groups design (in diagram form)**

Since in the sample randomized design the elements constituting the sample are randomly drawn from the same population and randomly assigned to the experimental and control groups, it becomes possible to draw conclusions on the basis of samples applicable for the population. The two groups (experimental and control groups) of such a design are given different treatments of the independent variable. This design is quite common in research studies concerning behavioral sciences. The merit of such a design is that it is simple and randomizes the differences among the sample units. But the limitation of it is that the individual differences among the participants are not eliminated,

### **3.2 Profile of Cruise School**

Cruise school is one of the privately owned schools in Addis Ababa, located around South Africa Street in Addis Ababa. It was established in 2007 and is teaching students from kinder garden to grade 12 in two campuses. It started with 100 students and few teachers and administrative personnel. Progressively the number of students increased and grade 11 and 12 were added. The number of campuses also increased in to five. The general mission of the school is to produce quality education and citizens.

### **3.3 Study Population and Sampling Frame**

The study was conducted at Cruise high school located around South Africa Street in Addis Ababa. The study focused on grade 9 students. The grade level is selected for the fact that it is the transition period for the students, a time wherein the children experience a significant challenge i.e. from junior to high school. Currently, at the time of the study there were 7 sections of grade 9 at the school and total of 315 students, there are 45 students in each section. Thus, the list of all sections and the respective students served as a sampling frame to the study. The list of

sections was used to select sample section while the list of students in the selected section was used to select students and assign them as an experiment and control (comparison groups)

### **3.4 Sampling and Sample Size**

As indicated above, the sample of the study were drawn from 9th grade of Cruise high school, located around South Africa Street in Addis Ababa. Borg and Gall (1983) have suggested that use experimental research, it is desirable to have a minimum of 15 cases in each group to be compared. Besides, a group of 60 students could be considered manageable for guidance and counseling services. Hence, the researcher selected 60 students, 30 for experimental group and 30 for control group and in one simple random group design scale is administered for experimental group in pre and post intervention.

Given that there are 7 sections of 9th grade in the school with total of 315 and 45 students in each section, two sections out of these 7 were selected randomly. The rationale for selecting one full section is that the researcher wanted to compare achievement of the experimental and control groups. If the students were drawn from all the sections taught by different teachers, teacher effect would be a confounding variable on the students' academic performance. To control this effect experimental and control groups were selected from two sections. Sixty students selected randomly using random table, from the entire available student in the selected section. These sixty students were assigned randomly to the experimental and the control groups.

### **3.5. Data Collection Tools**

Study habits inventory and roster result were used to collect data.

**Study habits scale:** Study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of

material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying. A study habit scale adapted from the works C. Gilbert Wrenn(2005) for a pre-test and post-test for both groups to collect quantitative data. The variables covered by the scale include time management, concentration, note taking, reading comprehension, test preparation and test-taking, reading speed, writing skills, test anxiety and management. To this effect, Likert scale was employed and respondents were asked to rate each item on a Likert-type scale by assigning a value of 1= (never) to 3= (always), as suggested by Bahia and Nantel (2000).

**Roster result:** roster results were used to collect data on the students' academic performance.

**Interview:**with the counselor and students 15 from experimental and 15 from control group.

### **3.6 Treatment Schedule for the Guidance and Counseling**

- Guidance and counseling services was provided to the experimental group weekly for one session of 40 minutes on academic achievement and study habit.
- Counseling sessions of 10 – 30 minutes for individuals arranged, during these sessions, students with more problems were paid more attention.

### **3.7 Data Reliability Analysis**

The reliability of a standardized test is usually expressed as a correlation coefficient, which measures the strength of association between variables. Such coefficients vary between -1.00 and +1.00 with the former showing that there is a perfect negative reliability and the latter shows that there is perfect positive reliability (, 2012). The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials.

Though there are different measures of reliability, for the purpose of this study the internal consistency (Cronbach alpha) technique, which is most common measure of reliability,

was used considered to measure the consistency of respondents' response. The Cronbach alpha value was above 0.7 and thus it could be taken as reliable.

### **3.8. Data Analysis**

The analysis involved descriptive as well as inferential statistics.. Calculation of mean and standard deviation were undertaken in the analysis of the academic results and achievements of the students. T-test for comparison of two sample means were used to test the study hypothesis by examining the statistical significance of the academic result and study habit difference between the two groups (groups who participated in the guidance and counseling service and those who did not) respectively.

### **3.9. Ethical Considerations**

The research was overt to the students who participated in the study as experiment group. The guidance and counseling sessions that were conducted with the students at individual as well as group level were kept confidential between the researcher and the students. As the group setting may increase the risk of information leakage, the students were supported to understand the situation and be advised to keep discussion issues confidential. This was also monitored through peer groups that involved in the research. All the information the researcher accessed from the children were primarily used for the research purpose and to support the children in the process. All data were destroyed upon the finalization of the research. The researcher committed herself to report the research findings in a complete and honest fashion, without misleading others about the nature of the findings.

## **CHAPTER FOUR: RESULTS**

### **Overview**

This chapter presents the findings of the research on the study habits of the students and their test results. It also compares and contrasts the study habits of the experiment and comparison groups in detail. Further, it examines the statistical significance of the differences between the two groups. The last section of the chapter highlights the effect of the intervention on the academic performance of the students.

### **4.1. Socio-demographic Characteristics of the Study Participants**

The profile of the study participants shows that the children (56 percent) are in the age group of 14 in experimental group while the other 43 percent are in the age group of 15. And also in control group 66.6 percent are in age group of 14 and the rest 33.3 percent are in age of 15. All participants are grade 9.

**Table 1: Demographic characteristics of the study participants**

|                    |                    |        | N  | Percent |
|--------------------|--------------------|--------|----|---------|
| Age of respondents | Experimental Group | 14     | 17 | 56.6    |
|                    |                    | 15     | 13 | 43.3    |
|                    | Control group      | 14     | 20 | 66.6    |
|                    |                    | 15     | 10 | 33.3    |
|                    |                    |        | 60 | 100.0   |
| Sex of respondents | Experimental Group | Female | 14 | 46.6    |
|                    |                    | Male   | 16 | 53.3    |
|                    |                    |        | 30 | 100 .0  |
|                    | Control group      | Female | 18 | 60      |
|                    |                    | Male   | 12 | 40      |
|                    |                    |        | 30 | 100 .0  |
| Educational level  | Grade 9            |        |    |         |

## 4.2 Study habits: Before and after the Intervention for Experimental

To analyze the role of guidance and counseling service in enhancing academic performance and study habit of students in cruise secondary school grade nine students .the researcher has approached the respondents by thirty two different question which ranked 1-3Likertscale (rarely ,sometimes and always). Accordingly the following is the result of the response which presented by use of mean and standard deviationaccordingly the statistical result of the survey is presented in the following table.

**Table 2: Statistical Result for the role of guidance and counseling service in enhancing study habit**

| Sub scale                               |                    | N  | Mean  | Std. Dev. | t-value | P value |
|-----------------------------------------|--------------------|----|-------|-----------|---------|---------|
| <b>Time Management</b>                  | Pre -intervention  | 30 | 6.7   | 2.661     | 11.693  | .05     |
|                                         | Post- intervention |    | 15.00 | 2.034     |         |         |
|                                         | Paired difference  |    | 8.233 | 3.857     |         |         |
| <b>Concentration</b>                    | Pre -intervention  | 30 | 7.13  | 2.874     | 9.901   | .05     |
|                                         | Post- intervention |    | 13.00 | 2.691     |         |         |
|                                         | Paired difference  |    | 5.867 | 3.246     |         |         |
| <b>Note taking</b>                      | Pre -intervention  | 30 | 7.03  | 2.632     | 10.289  | .05     |
|                                         | Post- intervention |    | 13.90 | 2.325     |         |         |
|                                         | Paired difference  |    | 6.867 | 3.655     |         |         |
| <b>Reading Comprehension</b>            | Pre -intervention  | 30 | 6.77  | 3.159     | 11.507  | .05     |
|                                         | Post -intervention |    | 13.5  | 2.271     |         |         |
|                                         | Paired difference  |    | 6.733 | 3.205     |         |         |
| <b>Test preparation and Test taking</b> | Pre- intervention  | 30 | 7.00  | 3.029     | 8.361   | .05     |
|                                         | Post- intervention |    | 12.7  | 1.745     |         |         |
|                                         | Paired difference  |    | 5.700 | 3.734     |         |         |
| <b>Reading speed</b>                    | Pre- intervention  | 30 | 6.1   | 1.583     | 13.394  | .05     |
|                                         | Post -intervention |    | 12.83 | 2.245     |         |         |
|                                         | Paired difference  |    | 6.733 | 2.753     |         |         |
| <b>Writing skills</b>                   | Pre- intervention  | 30 | 5.17  | 2.276     | 11.581  | .05     |
|                                         | Post -intervention |    | 12.57 | 2.417     |         |         |
|                                         | Paired difference  |    | 7.400 | 3.500     |         |         |
| <b>Test Anxiety Management</b>          | Pre- intervention  | 30 | 7.43  | 2.388     | 6.976   | .05     |
|                                         | Post- intervention |    | 11.57 | 2.775     |         |         |
|                                         | Paired difference  |    | 4.133 | 3.246     |         |         |

- Significant at  $P < .05$

As the above result show that the experimental group mean for post intervention is greater than that of pre intervention the difference is statically significant . This implies that student who are participated in the experimental group academic achievement is changed after the intervention.

### 4.3 Academic Performance: Experiment Vs. Comparison Group

One of the key research questions of the research was the effect of the intervention on the academic performance of the students. The test result of the experiment group ( $M=2.20$ ,  $SD=.589$ ) was higher than that of the comparison group ( $M=2.03$ ,  $SD=.657$ ),  $t(2.187) = .031$ ,  $p < 0.05$ . This implies that the intervention has a positive effect on the academic performance of the students.

**Table 3: Independent Two Sample Test for Academic Performance for experimental and control group**

| Group              | N  | Mean | Std. Deviation | t-value | p-value |
|--------------------|----|------|----------------|---------|---------|
| Control group      | 30 | 2.03 | .589           | 2.187   | .031    |
| Experimental group | 30 | 2.20 | .657           |         |         |
| Paired difference  |    | .167 | .723           |         |         |

### 4.4 Facilitating and Hindering Factors for Guidance and Counseling

As the statistical result presented in above shows, effective guidance and counseling clearly improve the student's academic performance and their study skills. However, providing effective guidance and counseling service is dependent on different factors. These factors play great role in providing effective guidance and counseling service, the researcher therefore,

assessed the factors that hinder the effectiveness of guidance and counseling by using interview to the counselor and students in experimental and control group.

The researcher assessed that interest of the students and willingness of the school are the major factors that affect the facilitation process for guidance and counseling for the students. The interest of the student to take guidance and counseling is undeniable factor that affect the effectiveness of the counseling service, it is true that, a student who benefit from the guidance and counseling is who approaches the counselors by its own without and enforcement. However the practice of the study area was, majority of the student who took guidance and counseling was by enforcement in one or another, as a result, the guidance and counseling is used at its maximum importance.

The other factor identified was, willingness of the school to set up guidance and counseling unit within the school. It is important to provide accesses for guidance and counseling for student who needs such service, however schools are not willing to establish such service in the school due to a wrong perception that, student who need guidance and counseling are mentally ill.

In the other hand, knowledge gap of the students about guidance and counseling service, uncomfortable situation of the counseling room are identified factors that hinder the effectiveness of guidance and counseling service. The schools are not working on creating awareness on the benefit and importance of guidance and counseling for students, these lead students to not perceive guidance and counseling positively.

## **CHAPTER FIVE:**

### **DISCUSSION**

The aim of the study was to assess the role of counseling service in enhancing academic performance of students and study habit for their effectiveness by those who provide the services.

In this chapter the key research findings are discussed under each of the research questions. The discussion will be based on findings. The first section will be discussion on findings of the effect of guidance and counseling on academic performance. The second section will be a discussion on the effect of guidance and counseling on effect of study habit. The third section will address findings about the facilitating and hindering factor for guidance and counseling service.

#### **5.1. The Socio-demographic Characteristics of participants**

The findings obtained from measurement scale revealed that, majority of the student who were get guidance and counseling services are adolescent period. This implies that more attention have to be given and designing and providing appropriate guidance and counseling service in this age is vital for their better academic performance and study habit. this is consistence with finding of Clark, M.A & Berman J.C(2009). And also counselors should take responsibility to positive attitude of students on guidance and counseling to enhance academic performance of student this is consistence with the finding of Huges,P.M. (1971).In the counseling service the students are male and female. The study participants are grade 9 students.

#### **5.2. Guidance / Counseling and Academic Performance**

The objective aimed at establishing the effectiveness of guidance and counseling and academic performance of students. In this study the role of guidance and counseling have great

impact in academic performance of student and study habit. This was based on the premise that counseling is one of the services that is specially designed to assist students in making proper academic decisions in school performance.

The two major findings of the study under this research question are the role of counseling service in academic performance and study habit and the hindering and facilitating factors. According to the statistical result presented in chapter four of this research, effective counseling and guidance service effectively improve the students study habit and academic performance. This is consistent with findings of Hussain (2006) and Lapan, Gysbers, and Sun (1971). Hussain (2006) examined the effect of guidance services on students' study attitudes, study habits and academic achievement. The results of the study indicated that the guidance services have significant effect on the students' study attitude, study habits and academic achievement.

Besides, the test results of the students in the experiment ( $M=2.20$ ,  $SD=.589$ ) was higher than that of the comparison group ( $M=2.03.8$   $SD=.657$ ),  $t(2.187) = .031$ ,  $p < 0.05$ . This indicates a similar finding with many of the studies in the field. Brigman and Campbell (2003) found that implementation of the Student Success Skills Curriculum as a school counselor-led intervention program did result in sizable gains in student achievement on the FCAT. Sink and Stroh (2003) study also showed early elementary aged students who attended the same school for three or more years where a comprehensive counseling program was in place performed better academically.

Additionally, students who remained in the same school for multiple years with a fully implemented comprehensive school counseling program earned higher achievement test scores than students who attended schools where no such programs were in place. While these studies

show the positive effect of the school counselor and counselor-led interventions on achievement, it should be noted that similar studies have found little or no effect on academic achievement directly (Poynton, Carlson, Hopper & Carey, 2006). While Poynton, Carlson, Hopper and Carey did find that classroom-based interventions implemented and led by the school counselors in a middle school had a positive effect on students' self-efficacy beliefs regarding problem solving, there were no significant differences in student scores on the Washington Assessment of Student Learning (WASL).

### **5.3 Guidance/Counseling and Study Habit**

The researcher has used eight variable to examine the effect of effective guidance and counseling in improving students study habit which are, Time management, concentration, Note taking, Reading comprehension, Test preparation, reading speed, writing skill and test anxiety. Accordingly the study found that effective guidance and counseling service effectively improved the students study habit. This is consistent with to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement.

A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying (cited by Mutsotso&Abenga 2010). Moreover, a study by Nagaraju (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

#### **5.4. Students Perception on the Effectiveness of Guidance and Counseling in Enhancing their Academic Performance**

The findings of this study, it is evident that majority of students perceived guidance and Counseling program in schools to have effectively enhanced their academic competencies by Stone and Bradley (1994) who observed that guidance and counseling is part and parcel of education component and it makes education succeed and that guidance and counseling is vital service in the education system.

The findings also show that majority of students felt that guidance and counseling contributed towards enhancing their competencies as it enabled them connect what they learnt in school and the realities of life and the job market.

The findings of the study indicates that from the teacher counselor's perspective, guidance and counseling is effective in enhancing students academic, career and personal competencies

These findings are consistent with results from a number of studies (Biswalo, 1996; Okama, 2003; Killen & White, 2000) which contend that guidance and counseling play a critical role in enhancing secondary school students. In general, the intervention had a positive effect on the students' academic performance as well. Thus, we can conclude that guidance and counseling service helps to improve study habit and academic performance.

## **CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Based on the findings above, the researcher makes the following summary.

The aim of this study is to assess the effect of guidance and counseling service in enhancing the academic performance of study habit and academic performance and also assess the facilitating and hindering factor for guidance and counseling service

### **6.1. Summary of Findings**

1. Students who got guidance and counseling service have better awareness about guidance and counseling in improving their academic performance.
2. All the experimental groups have significant change in their academic performance and study habit due to the guidance and counseling service.
3. To avoid hindering factor for guidance and counseling service awareness creation about the use of guidance and counseling service in better academic performance have to be given to the students.

### **6.2. Conclusion**

The study was set to examine the effect of guidance and counseling service on students study habit and academic performance. It presumed that students who got guidance and counseling service will have higher academic results than students who did not get guidance and counseling service and students who got guidance and counseling service will have better study habits than students who did not get guidance and counseling service. The findings of the study showed as the intervention was effective in improving the study habits of the students in the experiment group significantly the focus of counseling is to change their study habit particularly their time management, test preparation, note taking. The students in the experiment group were

found to have better use of time management, concentration, note taking, reading comprehension, test preparation and test taking, reading speed, writing skills and test anxiety management ability than the comparison groups and the approach focused on non-directive counseling method and the researcher.

In general, the intervention had a positive effect on the students' academic performance as well. Thus, we can conclude that guidance and counseling service helps to improve study habit and academic performance.

### **6.3. Recommendations**

Based on the conclusions above, the researcher makes the following recommendations both to improve the present arrangement in the short-term and change and transform it: **In the short** efforts should be made to bring about change in the following areas

1. Counselors should take responsibility to positive attitude of the students on guidance and counseling to enhance academic performance of student.
2. Continuous guidance and counseling service must be given in school system for better academic achievement.
3. Guidance and counseling program should be strengthening in order to improve the academic performance of student and study habit.
4. There should be continuous professional development for counselors in the form of short-term awareness training and skill upgrading workshop so that well trained counselor have better effect in students' academic performance.

### **Suggestion for Future Research**

This study findings may not be fully representative due to the one time data collection. However, further studies that considered a follow-up study design may being an opportunity for

investigating factors linked with the role of guidance's and counseling services in enhancing academic performance and study habit of students . Studies that also consider more compressive data collection methods such as focus group discussions (FGD), key informant interview among school leaders, teachers, non- governmental organization and parents. may bring a new insight on the preventing and reduction of poor Academic performance and poor study habit of students.

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**Interview for Counselor and Student**

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

Education status: \_\_\_\_\_

1. What are the major facilitating factor for Guidance and Counseling Service?
2. What are the major hindering factor for Guidance and Counseling Service?
3. What are the solution for facilitating Guidance and Counseling Service?

# አዲስአበባዩኒቨርሲቲ

## የባህሪጥናት-ትምህርትክፍል

ለካውንስለርእናለተማሪዎችየቀረበቃለመጠይቅ

ዕድሜ: \_\_\_\_\_

ጾታ: \_\_\_\_\_

የትምህርትደረጃ: \_\_\_\_\_

1. የት/ቤትውስጥየምክርእናየመምራትአገልግሎትየተመቻቸእንዲሆንአስተዋፅኦሚያደርጉነገሮችምንድንናቸው?
2. የት/ቤትውስጥየምክርእናየመምራትአገልግሎትየተመቻቸእንዳይሆንአስተዋፅኦሚያደርጉነገሮችምንድንናቸው?
3. የት/ቤትውስጥየምክርእናየመምራትአገልግሎትየተሳካእንዲሆንየሚረዱመፍትሄዎችስ?