

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE
STUDIES

**ASSESSMENT OF PRACTICES, PROBLEMS AND
PROSPECTS OF COUNSELLING SERVICES IN
SOME SELECTED SECONDARY SCHOOLS OF**

ADDIS ABABA

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AMARE BULTI JIRU

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**A Thesis Presented to
the School of Graduate Studies of
Addis Ababa University**

**In Partial Fulfilment of the
Requirements for the Degree of Master
of Arts in Educational
Psychology**

**By
Amare Bulti Jiru**

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Addis Ababa***

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ABBREVIATIONS AND ACRONYMS

| | |
|---------|---|
| AAU — | Addis Ababa University. |
| CV— | Coefficient of Variation |
| DF— | Degree of Freedom |
| Ed— | Edition |
| F— | Frequency |
| Inc— | Incorporated |
| Ltd — | Limited. |
| MoE— | Ministry of Education |
| No — | Number |
| Pvt— | Private |
| SD— | Standard Deviation |
| SPSS— | Statistical Package for the Social Sciences |
| UNESCO— | United Nations Educational, Scientific, and Cultural Organization. |
| USA — | United States of America. |
| Vol— | Volume |

ABSTRACT

The purpose of this study is to assess practices, problems and prospects of counselling services in some selected secondary schools of Addis Ababa.

The data were collected through questionnaires, interviews and focus group discussion. 553 students, 154 teachers, 13 directors, 21 counsellors and 78 focus group discussion members were involved in the study. Various statistical techniques both qualitative and quantitative such as Cronbach Alpha Reliability Coefficient, Percentage, Standard deviation, Mean, Coefficient of variation and Chi square test were used to analyse the data. The outcome of the data analysis revealed that there are problems in counselling activities (practices) and in the actual counselling facilities. For instance, there are no professional counselling centres to refer students who have difficult problems for better treatment. The counsellors lacked reference materials on counselling in their school libraries. Moreover, the findings show that there are a lot of practical activities carried out by the school counsellors in the secondary schools. Detailed problems and prospects related to counselling services were also identified.

Finally, both short term and long term major recommendations are presented in order to improve the counselling services in the secondary schools of Addis Ababa.

CHAPTER ONE

1. INTRODUCTION

1.1. Background to the Problem

The goal of counseling is to effect change in the behavior which will enable the student to live a more productive, satisfying life as he /she defines it within society's limitation. However, to be an effective counselor, one has to have adequately collected reliable and valid information on the students.

In Ethiopia counseling services are offered in secondary schools. Secondary school students are found in the age range between 12-21 i.e., they are in pre-adolescent, adolescent and late adolescent periods. This period is known as "crucial stage of development". During this period they rapidly grow physically, and as a consequence of physical growth psychological changes occur. Due to this and other factors they have problems that require professional help in order to cope with the problems and become productive. That is why counseling services become vital to the development of students and the society. Cox (1967); Renner (1974) stated that adolescence is a time of "stress and strain". It is often described as a difficult period of life because of its marginal and transitional character. Noonan (1983) stated that adolescence is a period of transition, and it is characterized acute feelings of anxiety and uncertainty alongside excitement. Chauhan (1996) indicates that adolescence comes in conflict with adolescents' feelings and family members who fail to understand them. Too strict discipline, restriction of movements and lack of understanding

adolescents' interests or point of views are the chief sources of emotional disturbances.

Secondary school students face physical, physiological and psychological problems which very often result from the nature and characteristics of being adolescents. Yusuf (1998) stated that adolescents face emotional and psychological problems such as stress and strain, frustration, depression inferiority and superiority complexes, anxiety and tension. They face problems, which are peculiar to as career insecurity, delinquency, vandalism, rape, drug abuse, alcoholism. Secondary school students suffer from economic and personal problems, early withdrawal, dropping outs, academic under achievements, heterosexual problems.

Tickaher (1970) and Aggarwal (1994) stated that the school ought to be the most effective agency in helping the pupil overcome his/her confusions and frustrations, for it is the school, which is an agency of transmission, change and adaptation. In general, schools are supposed to provide a psycho-social environment which could enhance teaching-learning processes.

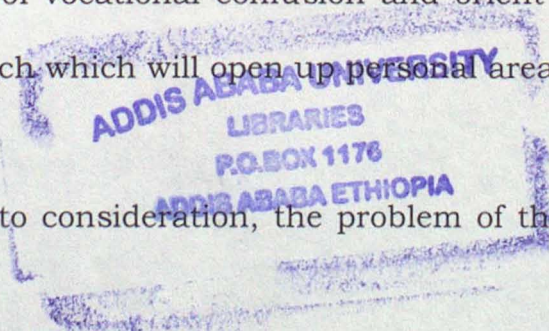
As stated by Tickaher (1970), whatever money is devoted to organizing guidance and counseling services in the Ethiopian schools to help Ethiopian boys and girls is assumed that money is wisely invested for the intelligent development of human resources. Proper identification of talents and provision of conducive

situations for adolescents' development are two vital services urgently needed for the reduction of social, educational, and vocational problems for the individual learner through guidance and counseling services in a positive contribution to the smooth and healthy development of the individual and the society.

1.2. Statement of the Problem

There are two aspects to the question of what makes a good counseling service. The first is related to the provision and the second to the quality of the counseling services. But the delivery of a quality service may well depend on the resource available (Bell, 1996). In order to make the counseling services effective, it must be adequately staffed and possess the physical facilities necessary for good counseling. For instance, good counseling cannot take place in a noisy and crowded office where privacy is not obtainable (Arsenian & Mckenzie, 1954). In order to deliver good counseling services, counselor's characteristics, his/her training and his/her efficiency related to the counseling profession are very important. The counselor's training may alert him/her to underlying causes of vocational confusion and orient him/her to the causal non leading approach which will open up personal areas (Warnath, 1956).

Taking this idea into consideration, the problem of this study is based on the following premises:



- A. Even though counseling services have been given in secondary schools of the Addis Ababa City Administration, they are not well staffed and also not strengthened by counselors and concerned bodies in most secondary schools.
- B. The students who encounter complex psychological, educational, social and economic problems require assistance from school counselors and significant others. Apparently, therefore, the study tries to answer the following basic questions.

1.3. Basic Research Questions

This study attempts to answer the following basic research questions.

1.3.1. What kinds of counseling services are undertaken in secondary schools?

1.3.2. What are the major problems that impede counseling practices in secondary schools?

1.3.3. What is the attitude of those concerned such as students, counselors, teachers, school directors and significant others towards the counseling services offered in secondary schools?

1.3.4. What will be the future prospects of the counseling services in secondary schools?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of this study is to delineate services, practices, problems and prospects of counseling services in some selected secondary schools of Addis Ababa.

1.4.2. Specific objective

1.4.2.1. Identify the outstanding practices and services carried out by guidance counselors.

1.4.2.2. Identify the predominant problems that impede the counseling practices.

1.4.2.3. Identify the attitude of those concerned such as students, counselors, teachers, school directors and significant others towards the counseling services offered in secondary schools.

1.4.2.4. Identify the future prospects of counseling services.

1.5. Significance of the Study

Counseling services are given in some Addis Ababa secondary schools. However, there is no uniform procedure to carry out counseling services. There is no policy on counseling services and also no significant study has been conducted in the area. Therefore, this study is considered to be significant for the following reasons:

1.5.1. the counselors could be able to share the better practices to other schools and also gain the better experiences from other schools

1.5.2. the identification of the problems encountered the counseling services will serve the counselors and the concerned bodies to give better solutions for the problems.

1.5.3. The result of this study shall also serve as a feed back for concerned bodies.

In general, this study is expected to be relevant to the works of guidance counselors, researchers in the field, policy makers, and education officials at different levels.

1.6. Limitations and Delimitation of the Study

Taking time and financial constraints into account, this study is delimited to fifteen governmental secondary schools in Addis Ababa City Administration. In the selection of the schools, accessibility of schools with counseling services and the availability of the guidance counselors in the schools have been taken into consideration. The researcher has found it difficult to conduct the study the way he wanted because of:

- the scarcity of current related studies.
- the unavailability and unwillingness of the parents to participate in the focus group discussion.

1.7. Definition of Terms

Counseling practice– the provision of counseling professional help in action.

Counseling problem – any problem that hinders the counseling practices.

Prospects of counseling – the positive future expectation of counseling practices.

Counseling service – Professional assistance given to individuals with psychological, educational, social and economic problems.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definitions and Concepts of Counseling

Counseling is an interaction process that facilitates meaningful understanding of self and environment and results in the establishment and for clarification of goals and values for future behavior (Stone & Shertzer, 1980). Counseling is defined as assisting an individual to make an optimum use of his/her potential so that he/she is able to develop philosophical outlook and cultivate his/her talents and potentialities to optimize his/her human and material resources both for the benefit of the individual and the society (Haregewoin & Yusuf, 1994; Yusuf, 1998).

Dowd (1998) indicates that counseling psychology has undergone significant developments since its formal inception as a distinct helping profession in 1946. Originally devoted to assisting individuals in the search for appropriate occupations, it broadened into a profession that assists relatively intact persons in maximizing their developmental potential in all areas of their lives. In doing so it makes use of a wide variety of sophisticated psychological interventions designed not only to assist people in adjusting to their environment, but also to modify environments to make them more suited to human needs.

Downing (1968) elaborates that counseling is a process by which concerted attention is given by both counselor and counselee to the problems and

concerns of the student in a setting of privacy, warmth, mutual acceptance, and confidentiality. As a process it utilizes appropriate tools and procedures which contribute to the fruitfulness of the experience. Counseling is also a relationship characterized by trust, confidence, and intimacy in which the student gains intellectual and emotional stability from which he/she can resolve difficulties, make plans, and realize greater self-fulfillment. As Stone & Shertzer (1974) stated, the importance of counselor's characteristics to counseling outcomes has long been recognized. It is he or she who by training and professional obligation is charged with creating the climate of counseling relationship. But the counselee's personality structure too has been demonstrated to have direct effect upon the counseling relationship and its outcomes.

According to the New Encyclopedia of Britannica (1998), counseling is the process of helping an individual discover and develop his/her educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. The concept of counseling is essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his/her own destiny and, second, that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both his/her own interest and those of the society to which he/she belongs.

2.2. Definitions and Concepts of Guidance

Among educators and non-professional counselors, there is conceptual confusion whether guidance is the same with counseling. Aggarwal (1994) indicates that counseling is a small unit within the guidance service and guided by professionally trained persons. Counseling can be given through correspondence and the telephone conversations. Counseling is a wider term which includes interviews as part of its techniques.

Aggarwal (1994) stated that guidance and counseling are not synonymous terms. According to Yusuf (1998), guidance and counseling are historically, professionally, ethically and technically different. The ultimate objective of guidance and counseling is the same. Their objective is to serve students.

According to Bennett (1963), the word guidance is used herein to include all those services, whether on an individual or group basis that contribute to the individuals growing understanding of himself/herself; his/her developing self concepts, his/her abilities, his/her physical, mental, social maturity, his/her personal and social needs for optimum development and achievement as a unique person and a democratic citizen. Aggarwal (1994) indicates that guidance services include all those organized activities within the total school system, which are intended to assist students with their individual developmental needs. According to Mc Daniel & Shaftel (1956), the teacher, the counselor, the administrator and other school

personnel are involved in guidance services. Guidance program also involves non school people and community organizations such as public health, welfare, and recreational agencies and a variety of religious bodies. The parents are important in this matter.

2.3. The significant others

Yusuf (1998) summarizes that the involvement of significant others in counseling service as follows:

In a situation where professionally trained counselors are not easily available, the involvement of significant others such as schoolteachers, directors, students and even community members in any "counseling services" are crucial. It is important to note, however, that it is only when the role of different groups in the counseling services are integrated and well coordinated, would the relevance and effectiveness of the total program be felt. The united, harmonious contribution of each and every service (i.e. the role of each significant others, etc.) in the counseling program would add more to the understanding and development of each student in a school. There is no doubting the fact that a well-coordinated guidance and counseling program contribute more to the individualized educational experience of each student. Therefore, in order to overcome the shortage of professionally trained counselors, the involvement and engagement of significant others who are concerned about the welfare of students would be of tremendous help.

Therefore, it would be appropriate to explain the role of the following significant others in counseling services, hence justification is to include them in the present study.

2.3.1. The Classroom Teacher

Strang & Morris (1967) summarize the teacher's goals in guidance as follows:

- ◆ To provide each pupil with meaningful tasks that are within his capacity.
- ◆ To provide skillfully the necessary instruction so that every pupil can complete these approximate tasks that is within his capacity.
- ◆ To detect difficulties or unfavorable conditions that is interfering or may interfere with the pupils' school achievement or personal development.
- ◆ To provide opportunities for pupils to discover and develop their special interests and abilities, to satisfy their natural curiosity, and to express genuine creativity.
- ◆ To provide good work habits and an appreciation of constructive work well done.

Klausmeier (1961) acknowledges that the teacher is with the student each day for many days during the semester or year. By observing the pupils as they engage in various learning activities, the teacher gains important information about such things as future plans of the pupils.

The teacher concentrates on the individual pupil and his/her particular problems and objectives. For example, when a counselor helps a teacher to see that a certain pupil underachieving it is the teacher's responsibility to help the pupil overcome whatever block is hindering him/her from achieving to capacity. If the pupil is bright, it may be that the classroom materials and procedures fail to challenge him (McDaniel & Shaftel, 1956).

2.3.2. The School Director

According to Yusuf (1998), school counselors cannot achieve anything without the help of the school directors. An efficient school director will coordinate and balance the general policies of counseling services and those of other agencies in a school and in the community.

McDaniel & Shaftel (1956) stated that the effective director develops a well-coordinated program for passing along vocational information to students. This program utilizes teachers, vocational instructors, librarians, counselors and community agencies and involves such efforts as:

1. Providing teachers with information, source materials, and techniques;
2. Assisting the librarian to develop special files of materials vocations and on future college courses and requirements;
3. Securing the cooperation of employment offices, college admissions departments and other important non school sources in providing

informational materials and experiences. All materials should be available for use in home rooms and in students groups involved in special projects

2.3.3. The Students

Yusuf (1998) acknowledges that the participation of students in guidance and counseling services could be crucial. When scientifically guided, the students' role in school activities would be beneficial.

According to Downing (1968), counseling provides students with opportunities to look objectively at their problems, gain insights from which intelligent action may be taken, plan logically for the future, and make personal gains in the self-actualization process. Problems become less formidable as possible solutions occur to the student. Self-confidence increases and doubts and apprehensions are dissipated as the student begins to see himself in a more realistic perspective and as he becomes better informed about his environment. The atmosphere of the counselor's office and the understanding reflected there encourage the student to face his problems and to give candid expression to his feelings.

U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook (2002-03) indicates counselors at all levels help students understand and deal with social, behavioral, and personal problems. These counselors emphasize preventive and developmental counseling to provide students with

the life skills needed to deal with problems before they occur, and to enhance personal, social, and academic growth. Counselors provide special services, including alcohol and drug prevention programs, and classes that teach students to handle conflicts without resorting to violence. Counselors also try to identify cases involving domestic abuse and other family problems that can affect a student's development. Counselors work with students, with small groups, or with entire classes. They consult and work with parents, teachers, and school administrators.

A counselor must always bear in mind, of course, that many students need help with personal relationships and self realization before they are ready to deal adequately with educational planning, in fact, learning about oneself and one's environment is necessary prerequisite for sensibly planning one's future (McDaniel & Shaftel, 1956). Counselors use interviews, counseling sessions, tests, or other methods when evaluating and advising students. They operate career information centers and career educational programs (U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook, 2002-03).

Orientation is a mutual process of learning on the part of new student, student body of an institution whereby each group becomes better acquainted with the others, and each participates in an ongoing process which will help the new students become an effective functioning part of the school (Bennett, 1963).

According to Bell (1996) , relatively few students consult counseling services about drug misuse, although such a problem can sometimes be identified when the initial problem of , lack of concentration or depression has been explored.

2.3.4. The Community /Parents

McDaniel & Shaftel (1956) stated that home and community influences strongly condition student morale and the counselor who seeks to help students must have knowledge of any out of school pressures upon them. Yusuf (1998) stated that successful guidance and counseling programs depend on the understanding of the total life of students both at the school and the community.

MiKim (1987) expresses the involvement of parents in the educational and guidance of their children has also been considered an excellent strategy.

2.4. The Historical Development of Counseling in Ethiopia

Counseling as a discipline and profession has no centuries of history in Ethiopia .According to the Women Affair Department of MoE (2002), guidance and counseling service in Ethiopian schools system is quite a new initiative unlike other highly developed western countries.

Yusuf & Bradley (1983); Yusuf (1985,1995,1998); Haregewoin & Yusuf (1994) summarize the history of guidance and counseling services as follows:

In Ethiopia guidance and counseling service with its literal and informal meaning has an old history. This helping profession was carried out by traditional healers such as priests, sheiks, witchcraft, doctors, parents, friends, elders, responsible citizens, neighbors for people facing problems in marriage, tribal disputes, etc.

Modern guidance and counseling services have a recent history in the Ethiopian educational system. The need of this helping profession arises from the change and complex development of society require the necessary information and professional help about job prospects, new economic activities, new technological development, different kinds of governmental organizations, social, educational, emotional and psychological problems, the requirement of various occupations and so on. In general, the guidance and counseling service has a useful contribution to make the development of individual student and the society.

It was in 1960 that the word "guidance" first appeared in the Ethiopian educational literature. In May 1962, Ethiopian secondary school directors held a conference to study the problems of their schools. Guidance, counseling and testing were among the issues discussed. In 1963, guidance and counseling were introduced into Ethiopian secondary school curriculum, but briefly in relation to study habits. In the late sixties, when the United States Peace Corps volunteers were working in Ethiopia as teachers, some of them tried to

establish "American style" counseling units in a few schools. They did not succeed primarily because of cultural barriers. However, it was only in 1966-1967 academic years the first course entitled "guidance and counseling" was offered to students taking psychology courses in Addis Ababa University for its undergraduate courses. At present (2003/2004) academic year six degree courses in relation to counseling psychology are offered in AAU for undergraduate psychology majors and one course "Advanced Counseling" is offered to graduate students in AAU.

2.4.1. Counseling Practices

According to Haregewoin & Yusuf(1994), most school counselors do a lot, even though they are faced with so many administrative, personal, psychological & occupational problems. Of the variety of contributions some are as follows:

1. Help students improve their learning skills such as note taking, preparation for tests and examinations, use of the library, and study habits.
2. Organizing regular orientation programs for the school community to develop their knowledge on the concept of guidance and counseling and the role of teachers in the program.
3. Organize clubs to help students develop a sense of responsibility, develop hobbies.
4. Assist students to plan their own individual programs and relate to different goals and careers.

5. Help students to understand and appreciate the rules and regulations of the school by providing the necessary information.
6. Plan and conduct research designed to improve the total teaching process.
7. Participate in different committees such as curriculum, examination, anti Aids committees.
8. Collect information from subject teachers, home room teacher, unit leaders, parents, etc.
9. Prepare papers on different topics and provide information to students to help them develop self-understanding.
10. Supply information on higher learning, what they offer their requirements, and entrance qualifications, social environment and prospects for personal development.
11. Engage in administrative activities.
12. Work with university professors and professionals to enhance skills of the counselor.

2.4.2. Problems

Yusuf (1983, 1995): Haregewoin and Yusuf (1994) stated that the problems of counseling services in Ethiopia as follows:

1. Training problem: The counselors were trained to be general psychologists, who have taken only three courses/nine credits of guidance and counseling. In the developed countries guidance and counseling service is not run at B.A level. It requires specialization in the field.

2. Large number of students: the number of students is excessive each year. For effective service, the counselor has to work only with 600 students. But the minimum number of the students in schools is 3000.
3. At administrative level: the concept of guidance and counseling is not well known by the school principal, and the school community as a whole. Due to this fact the counselor suffers from lack of office, budget to conduct research, stationery and other materials. Even when research is conducted the research findings is not being used for teaching and learning process.
4. Structural channel: the service does not have vertical or horizontal relationship with head office and other organizations.
5. Lack of in- service training: the Ministry of Education (MoE) did not offer in-service training, organized workshops and conferences to enhance the counseling service. Within 10 years (1984-1994), the MoE prepared guidance and counseling workshop only once. This means that the counselors were not introduced to new scientific research, technology, etc.

2.5. Vocational Counseling

According to McDaniel & Shaftel (1956), the task at which school counselors spend most of their time is helping young people plan their educational and vocational futures. This is not simply a counseling experience but a whole school program which touches the lives of all pupils, involves many school activities, and usually extends over a period of several years.

Vocational counseling includes providing the student with information about the world of work, interpreting various kinds of data to him, and aiding him toward a better understanding of himself. Factual, intellectual, and emotional aspects of planning and decision making must all be considered and dealt with by the student and counselor (Downing, 1968).

According to the New Ethiopian Education and training policy (1994), secondary education is of four years duration consisting of two years of general secondary education first cycle (grades nine and ten). In order to pass the first cycle program, students highly need the help of counseling service. The second cycle (grades eleven and twelve) consisting of two years of either Preparatory or Technical and Vocational Training Program. Those who successfully pass the General Secondary Education (the national grade ten) Examination go to the preparatory program. Those who unsuccessfully pass the General Secondary Education Examination go to the Technical and Vocational Training Program. The Technical and Vocational Training Program students need vocational/career counseling.

The fact that students seriously need vocational guidance is too many of them choose professions for which they lack ability, or enter vocations for which their school training is inadequate. These are, of course, important considerations, but of more immediate concern to the school counselor are the questions which young people bring him questions concerning what fields they should prepare

for, whether they have sufficient ability, and what abilities are required (Mc Daniel & Shaftel, 1956).

Sawrey & Teleford(1965) acknowledges that individual vocational counseling is a difficult job because it requires that the counselor be well informed about vocational requirements and opportunities in the world of work and at the same time be a good personal counselor. The student who comes to a counselor for assistance in choosing a vocation is taking a big step in planning for his future. If the student who comes to the counselor for assistance on a vocational matter is in need of counseling relative to his personal life the counselor must be skilled enough to detect that this is true. The case can then be handled by the counselor if he has the background for it and the time necessary or he can arrange for the student to see some other knowledgeable individuals.

The secondary School counselors who graduated from Addis Ababa University (AAU) did not take a course on vocational counseling or career counseling. But according to the response given by the assistant dean of the AAU Education Faculty, at present career counseling is offered in AAU for under graduate psychology majors.

2.6. Educational Counseling

Counselors in the school setting can work with teachers and administrators in implementing everything from curricular changes to the physical structure of

the classroom (Parrott III, 1997). At the secondary school level some students have difficulty because they have not learned how to study properly or have not learned how to work effectively. Counselors can be of assistance in arranging for special work designed to improve study habits, reading efficiency or whatever it is, that is impeding educational progress (Sawerey & Telford.1965). Haregewoin and Yusuf (1994) stated that the practices of counseling in the school settings as follows:

1. Assist the students to understand and accept themselves as individuals, making it possible for them to express and develop awareness of their own ideas, feelings, values and needs.
2. Furnish personal and environmental information to the students as required regarding their plans, choices and problems.
3. Seek to develop in the students a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he/she and their parents are responsible.
4. Assist the students in relating his/her interest, aptitude, personality and abilities to current and future educational and occupational opportunities and requirements.
5. Assist the student who needs referral services to be aware of and to coop referral to other specialists.

According to Bell (1996), when a referral is made by another person, it is often from some one who has had little first hand experience of counseling. Such people need to be shown what counseling can and cannot do.

Students entering high school are often faced with a choice of courses to take and curriculum to follow. Most students have no well formulated vocational plans at this time are quite at a loss as to what subject they should select to take. Counselors can be of service to these students in helping to select courses or in electing the curriculum that will be most satisfactory for them (Sawrey & Teleford, 1965).

2.7. Counseling Relationship

The beginning of the counseling relationship is the crucial phase where the foundations of trust and mutuality are established between counselor and client (Bell,1996).

Yusuf(1998) stated that what differentiates the counseling relationship from any helping relationship as follows:

1. Counseling relationship is established and continued because the client feels a need for special help with problem he/she has been unable to resolve independently or through other structured in that it is not continued on a casual social basis. It is characterized by special arrangements for a specific duration, privacy, and confidentiality.

2. Counseling relationship is formal and structured in that it is not continued on a casual social basis. It is characterized by special arrangements for a specific duration, privacy, and confidentiality.
3. Counseling relationship is limited to the therapeutic hour. It is limited only to the "professional relationship" between the counselor and the client.
4. Counseling relationship is limited in time, but it is closer and deeper in its relationship. It is non-threatening also, allowing the client to be more relaxed.
5. Counseling relationship is effective and powerful because principles of human relationships are used consciously and purposefully. Therefore, counseling relationship is an alliance formed to help the client move towards a goal, i.e. more appropriate behavior. To put it simply, counseling relationship is a reflection of a manner, in which counselors' techniques could be determined to effect expected appropriate behavior

2.8. Group Counseling

Downing (1968) indicates that group counseling is an activity conducted within the guidance program of an educational institution in which ten to eighteen students are accommodated in counseling sessions under the direction of a qualified counselor. In this case the major distinction made between counseling and group counseling is in the number of participants. All other conditions are essentially the same .

According to Stone & Shertzer(1980), the overall objectives in group and individual counseling frequently are similar. Both seek to help the counselee achieve self-direction, integration and self-responsibility. In both approaches, counselees are helped toward self- acceptance and understanding of their motivations and behavior. Both approaches deal with the common needs, interests, and experiences of the generality of individuals. For both approaches, individuals need privacy and confidential relationship in order to develop and to make use of their personal resources.

According to Encyclopedia American International Edition (1995), the advantage of the group counseling approach is that it enables the individual to recognize that others have questions and problems not unlike his and to profit from the experience and knowledge. The advantage of the individual counseling approach is that it focuses attention on the individual and his special needs.

Stone & Shertzer (1980) indicate group counseling is usually concerned with developmental problems and situational concerns of members. Focus is on the attitudes and emotions, the choices and values involved in interpersonal relationships. Members, by interacting with each other, establish helping relationships that enable them to develop understanding insight and awareness of self as first step to effective functioning. The vehicle for accomplishing this goal in a group is that members discuss their personal, emotional concerns and other members provide feed back about their perceptions of these experiences. Group counseling can be conducted for remedial purposes, for developmental

purposes, or be preventive in nature, hoping to prevent problems from growing to the point where the individual needs special help to cope with them. In general group-counseling principles are similar to those underlying individual counseling. The length of sessions for group counseling is generally given as an hour for adolescent. Group size ranges from four to twelve. Of Course, one counselor is involved in a relationship with a number of counselees at the same time.

Group counseling is appealing because in the Ethiopian context sometimes one is forced to conduct group counseling than individual counseling. Of course when the ratio of counselor/counselee is unbalanced may be one could resort to group counseling.

2.9. Tests in Counseling

Tests are the tools counselors' use to help and give answers to many of the problems which need verification with objective data. A skilful counselor recognizes the limitations in tests and uses them with caution (Arsenian & McKenzie, 1954).

According Tyler (1961), tests are valuable counseling tool, but a counselor needs to have an extensive background of knowledge in order to use them intelligently. According to Stone & Shertzer (1980), the functions of tests in counseling are as follows:

1. Tests may be used to help the counselor decide whether the counselee's needs are within the range of his or her services. Some counseling centers, as part of an intake service, routinely collect pre-counseling diagnostic data to help determine the locus and severity of the problem. Personality inventories and problem check lists may facilitate this rough screening. Sometimes quick estimates of the individual's intellectual functioning are made.
2. Tests may be used for informational purposes to assist the individual to gain self-understanding. Counselees may request or counselors may decide that tests will be used to help counselees secure information about their aptitudes, interests, and personal characteristics.
3. Tests may be used to help the counselor gain a better understanding of the individual. Estimation of the counselee's scholastic ability, school achievement, interests, and personalities are often used to support data obtained through other means.
4. Test may be used to help determine which methods, approaches, tools, and techniques will be suitable. Diagnosis sometimes aided by the use of personality inventories. The individual's unique patterns of thinking and feeling may be uncovered by tests that indicate basic character structure. Certainly diagnostic tests in such skill areas as reading and arithmetic give information around which to plan remedial help and counseling.
5. Tests may be used to help counselees predict future performance such as college success, work potential as secretary or clerk. Tests provide an

improved basis for prediction regarding the likelihood of success in those activities in which prospective performance can be measured.

6. Tests may be used to help counselees arrive at decisions in planning their educational and vocational futures. This is the major use of tests in counseling. If counseling deals with facts and with individual's feelings about them, tests can yield information about the individual relative to the facts of an educational or vocational program.

Brammer & Shostrom(1960) stated that principles of using tests in counseling as follows:

1. The first rule of test use is to know the test thoroughly. This means more than knowing just the manual. The test should have been taken by the counselor himself and should have been investigated in the journals and in such collections of critiques as Buro's Mental Measurement yearbooks. The weaknesses and limitations as well as the strengths of the test should be known to the counselor.
2. Exploration of the client's reasons for wanting tests and past experience with tests is undertaken. The client's expectations are important data to be considered, since he may be expecting much more than tests can reasonably be expected to perform. Some clients have been to several counselors and have taken tests with each; yet they are still searching for the magic answer which they hope tests will reveal. Further testing adds little to these situations and more of a psychotherapeutic approach is needed to help them understand their compulsive searching. Often clients

have been traumatized by tests made earlier in school. They may regard them with deep suspicion, skepticism, or outright hostility. As a first step, the counselor should determine the client's feelings about the treating aspects of testing to avoid distortion of the results of the interpretation and possible failure of the counseling itself.

3. Structuring of the test interpretation session is especially important to prepare the client for meaningful, undistorted information. The counselor must ascertain the client's knowledge of the limitations of testing as well as the values for giving various self information. Test interpretation should grow out of the general discussion of the client's problem with the counselor stressing how tests add to the pool of data about the clients' personality.
4. The meaning of the scores should be established early in the discussion. That is, the client should know clearly what type of measure is being discussed: interest, aptitude, achievement, or personality. Most counselors probably could cite instances when they have been annoyed or embarrassed latter by having a client interpret his Kuder Preference Record scores to a parent or friend as abilities.
5. The frame of reference of the test results should be specified clearly. That is, the client must know at all times which norm group is being used so that he has some yardstick for judging how high a high score really is.
6. The results, not scores, should be given to clients. If tests are given to a client with his expectation that he will be informed of the results, he is

entitled to know the outcomes. Numerical scores merely technical symbols for use by counselors.

7. Test results should always be verified. Another way of stating this principle is that test results should be presented with an air of tentativeness. This cautiousness is especially important until further data are collected to verify the test results. Again, knowledge of all the various sources of unreliability in test administration and reporting leads the counselor to the position that he should never accept a test score at face value.
8. Counselor neutrality in imparting test results is important since it is so easy to slip into evaluative phraseology. The test results should speak for themselves without the counselors' personal value projections.
9. Meaningful and clear interpretations should be the counselor's constant aim. The client should make his own evaluation; however, he should not have raw data trust at him for his own interpretation. Neither should the counselor explain the meaning of test results in technical language, ambiguous reporting of test results invites distortion of the interpretations since the client can more easily project his own meaning into the results.
10. Accurate prediction is the principal aim of testing. Test result should be stated in terms of statistical predictions. This rule hits at the heart of the testing problem that of validity.
11. Client participation and evaluation is another aim in the test interpretation phase. Interaction between client and counselor is valuable because it

gives the counselor constant information regarding how the client is receiving the interpretation.

2.10. The Role of Tests in Counseling Services.

Tests are different types: oral or written, individual or group administered; paper-pencil or practical standardized or non standardized, speed tests and power tests, teacher made classroom tests and commercially available so called standardized tests, etc. There are also cognitive oriented such as achievement, aptitude or intelligence tests also known as mental (scholastic) ability tests; non cognitive tests such as personality and interest tests, and practical (psychomotor) tests; educational, vocational (career) tests are also available (Yusuf, 1998; Mehrens, 1976).

2.11. Function and Purposes of Tests in Counseling

Yusuf(1998) summarizes the purpose and function of tests in counseling as follows:

1. Tests can provide data to help the client increase self-understanding, self-acceptance and self-evaluation.
 2. Test result can be used to challenge the client's perceptions of herself /himself and the world and can promote exploration a number of areas.
 3. Test results can aid in prediction, reinforcement and reassuring the client.
- In serving these functions, tests are used as predictive tool, diagnostic aid, monitoring device and an evaluative instrument.

The Ethiopian high school counselors must realize and differentiate tests on the basis of their use in counseling and non-counseling situations.

A) The non- counseling uses of tests are:

1. Selection of candidates for institutions.
2. Placement of individuals within the institution.
3. Adaptation of institutional practices to meet the needs and characteristics of particular individuals.
4. Development and revision of institutional practices to meet the needs and behavior of employees.

B) The Use of Tests in Schools is:

1. To help administrative staff evaluates educational goals.
2. To help teachers to evaluate themselves.
3. To help teachers know how much their students benefited from education (course, syllabus, etc.)
4. To counsel students.
5. To do more research (improve curriculum, teaching and learning processes, etc.)

2.12. Effective Counselor (The Profile of School Counselor)

An effective counselor has to be one of the best-informed people in all the profession. It is to him that persons direct their queries about the nature of various occupations and the content and quality of educational programs, institutions, and training plans (Arsenian & Mc Kenzie, 1954).

According to Parrot III (1997), effective counselors are on a quest toward self-actualization to better help others in their self-actualizing journey. Effective counselors are authentic; they are genuinely interested in helping people gain better mental health. Genuines underlie the entire counseling relationship, and it is at the core of an effective counselor's being. The counselor must have a more profound understanding of himself/herself than perhaps any other professional person. He/she must be able to recognize and handily his/her own limitations and be equally aware of his/her capabilities and how best to capitalize on them for the benefit of others. The quality of his/her own personal adjustment is of first importance to his/her fitness to counsel others (Downing, 1968). Creative counselors can challenge their own imaginations in setting up natural, alternative environmental experience for their clients as they move out of their counseling offices to explore natural settings for growth counseling (Nicholson & Golsan, 1983). Experienced counselors are a major source to their institutions when they are prepared to offer training in counseling skills to their colleagues, whether at a basic or more advanced level.

As they become confident in these skills, they also recognize the limits of their expertise, and are able to refer to a specialist center when profound issues need to be addressed (Bell, 1996).

Downing (1968) indicates that the counselor is a specialist in certain areas of human behavior and is informed about possible procedures to use in aiding youngsters. He/her acts as a consultant and resource person to teachers, who by virtue of this aid are better prepared to assist students in the classroom. As a result of insights and information gained in counseling sessions with the student the counselor is able to recommend procedures to the teacher for bettering the circumstances of students.

The counselor defined as a generalist gives priority to orientation, group guidance, registration, class scheduling, course changes, cumulative record development, in addition to some counseling services. When counselors put into effect the obligations and responsibilities of their positions, they are said to be performing their roles (Stone & Shertzer, 1980).

According to Parrot III (1997), counselors need a positive philosophy for living, a sense of meaning and purpose that give them inner strength to adjust to circumstances beyond their control. A positive philosophy of life helps generate the strength to overcome the unavoidable struggle along the way not that people with optional mental health are immune to difficulties, failures, and

tragedies, but they possess the capacity to incorporate meaning into their struggle and to rise above them. Nicholsan & Golsan(1983) indicate that the task for counselors is to internalize an integrate system of basic principles which facilitate an understanding of their clients and serve as a philosophical and practical foundation for creative problem solving .

U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Hand book (2002-2003) indicates that counselors assist people with personal, family, educational, mental health, and career decisions and problems. Their duties depend on the individuals they serve and on the settings in which they work. Educational, vocational, and school counselors in elementary, secondary, and post secondary schools help students evaluate their abilities, interests, talents, and personality characteristics in order to develop realistic academic and career goals.

Aggarwal (1994) acknowledges that the effective counselor serves pupils' needs by:

- 1) Assisting pupils to understand themselves and their social and psychological world.
- 2) Helping pupils develop their aptitudes, abilities, interests and opportunities for self-fulfillment..
- 3) Helping all pupils develop decision-making competency.

- 4) Helping all staff members understand individual pupils by providing material information and evaluations.
- 5) Determining the impact of the school program on pupil development and conveying that information to staff members.
- 6) Informing staff members of significant changes in the school and non-school environment, which have implications for instruction.
- 7) Assisting parents to understand the developmental needs and progress of their children.
- 8) Informing the community of the importance of considering the individual and interpreting to it the role of in such consideration.
- 9) Promoting in the community non-school developmental opportunities for children.
- 10) Developing and /or using community resources for meeting the unusual extreme needs of the pupils.

Parrott III (1997) indicates the qualities of an effective counselor as follows:

- 1) Psychological health: Counselors are models of behavior. If they do not demonstrate psychological health they become part of the problem rather than part of the solution.
- 2) Genuine interest in others: effective counselors are authentic; they are genuinely interested in helping people gain better mental health.

- 3) **Emphatic abilities:** empathy is the ability to put oneself in the shoes of other people and see the world as they see it. Unlike sympathy, which merely projects feelings onto other people, empathy, allows one sensitively to enter another's feelings and accurately understand them.
- 4) **Personal warmth:** Personal warmth refers to one's psychological climate and the conditions of the therapeutic interview. The warm counselor is caring and feeling. A counselor with personal warmth shows interest, concern, and attention but allows for personal space as well. His or her caring is non-possessive and does not judge or evaluate.
- 5) **Self-awareness:** self-knowledge allows counselors to identify personal limits and become more objective. It empowers counselors to know "what they are doing, why they are doing it, which problems are theirs, and which belongs to the client". When counselors know themselves and are comfortable with themselves, they are more at ease in working with others.
- 6) **Tolerance for ambiguity:** Much of the counselors' world is abstract and ambiguous. Clients are often not fully aware of their real problems, and they sometimes complain of vague, indefinable symptoms. Their feelings may vacillate daily without reason. On top of these ambiguities, there are other uncertainties endemic to the practice of counseling itself. The counselor cannot prescribe a proven antidote the way a physician can scribble out a prescription on a pad. The path to healing is often unique to a particular client, and there are no precise road maps for the counselor to follow. The

uncertainty of the journey requires stamina, poise, and a high tolerance for ambiguity.

- 7) Awareness of Values: Values are the convictions or beliefs that determine ones goals and how ones attempt to meet them. A particular combination of values constitutes a worldview, which will influence counseling activities in numerous ways.

No research/study is available on the personality profile of Ethiopian counselor

2.13. Multicultural Counseling

Pedersen (1998) acknowledges that multiculturalism emphasizes both the ways in which groups are different from one another and the ways in which groups are similar at the same time. The discovery of multiculturalism may also be the result of heightened group consciousness; government mandated affirmative action in employment and education.

According to Fullinwider (1996), multiculturalism puts forward a social ideal: a number of culturally diverse communities harmoniously participating in the same polity, each one preserving its own cultural distinctiveness while respecting that of others.

Pedersen (1998) acknowledges that multicultural counseling is a genetic theory based on both the culture specific characteristics that differentiate and the cultural general characteristics that unite. Multicultural counseling is divided

into competencies emphasizing awareness, knowledge and skill. The awareness competencies are:

- a) the need for counselors to become aware of their own personal cultural heritage which valuing and respecting differences.
- b) to be aware of how their own values may affect culturally different clients.
- c) to become comfortable with differences in race and belief between clients and counselors.

The Knowledge of competencies is:

- a) to have a good understanding of the socio political dynamics between minority and majority cultures.
- b) to have specific knowledge and information about the clients particular culture.
- c) to have a clear and explicit knowledge of generic and traditional counseling theory and practice.

The skill competencies are:

- a) all culturally skilled counselors should be able to generate a wide variety of verbal and non verbal responses appropriate to the cultural setting and skill level.
- b) Counselors should be able to send and receive both verbal and non verbal messages accurately and appropriately in each culturally different context.
- c) Counselors should be able to advocate for or change the system or institution appropriately, when changes are necessary on behalf of their culturally different clients.

Habtegiorgis (1999) stated that culture consists of all those things that people have learned to do, believe, value, and enjoy in their history. It is the totality of ideals, beliefs, skills, tools, customs, and institutions into which each member of society is born. Alexander (1998) indicates that cultural, ways of believing and acting, vary over the world. Cultures differ not only in ways of making a living but also in the possessions of people and in their ways of thinking.

Habtegiorgis(1999) indicates that a culturally skilled counselor is seen as working toward the following three goals:

- a) a culturally skilled counselor is one who actively in the process of becoming aware of his/her own assumptions about human behaviour, values, biases, preconceived notions, personal limitations.
- b) a culturally skilled counselor is one who actively attempts to understand the world views of his/her culturally different clients.
- c) a culturally skilled counselors is one who is in the process of actively developing and practicing appropriate, relevant , and sensitive intervention strategies/skills in working with his or her culturally different client..

These three goals stress the fact that becoming culturally skilled is an active process that never reaches an end point.

Therefore, a culturally skilled counselor is religious, ethnic and gender sensitive to make the client dignified worthwhile human being.

2.14. Gender Sensitive Counseling

According to Yusuf (1998), a gender sensitive counselor is a man or a woman. He/she is not only tender, gentle, and loving, but also active, assertive and able to confront and interpret immediate interaction when they occur. Similarly, depending upon his/her interaction with his/her clients, he/she initiates any relationship with "nurturant responsiveness" ultimately in order to help the clients to be self disclosure. The counselors facilitate the clients self disclosure, self understanding and self explanation between the counselor's transparency and the clients self disclosure, irrespective of sex, race, tribe, age, religion and political belief. King (1999) stated that counselors and those using counseling skills hold the common values of integrity, impartiality, respect and also practice an anti discriminatory approach; there are important areas of difference relating to confidentiality, responsibility, contracts, boundaries and the relationship itself.

Yusuf (1998) stated that gender sensitive counseling services require by implication that counselors who are the major actors in the counseling process or interaction should be perceived with new perspective. In the past, various counseling theoreticians presented personality traits and other behavioural characteristics of the counselor that would basically reflect their theories and subsequent counseling techniques. In that respect, the role and characteristics of counselors would necessarily reflect their limited and obviously biased professional positions.

Gender oriented counseling as related to cultural counseling is essential in Ethiopian secondary schools because the secondary school girls come from different ethnic, religious and cultural background. Therefore, to give them good counseling services the counselors must develop attitudes, knowledge and abilities that will help them work in a cross cultural context (Habtegiorgis, 1999).

It is strongly recommended that counselors in Ethiopian schools should be multicultural and gender sensitive both in their training and practices.

2.15. The General Problems Observed in the Field of Counseling Services in Ethiopia

Harargewoin and Yusuf (1994); Yusuf(1998) indicate that:

- a) The service lacks vertical and horizontal channel with the head office and other organizations.
- b) The large number of students is excessive to practice counseling services.
- c) Counseling services are not rendered for secondary school evening students.
- d) The counseling service is not included in the New Educational and Training Policy of 1994.
- e) In-service and long term graduate trainings are not arranged for the school counselors.
- f) The concepts of guidance and counseling in not well known by the school community

2.16. The Counseling Practices on What Counseling Services are Focused

According to the School and Woreda Educational and Training Directive of 1995 counselor's job description, the counseling services are focused as follows:

1. Offer individual and group counseling to schools.
2. Conduct research to improve the teaching learning process.
3. Make the community and parents understand the youth problems.
4. Give professional assistance to teachers on how they handle and guide students.
5. Supply information on higher learning what they offer, their requirements and their objectives.
6. Being a member of the school curriculum committee, study the students' examination results and evaluate the teaching learning process and discuss its strong and weak points with teachers.
7. Help the gifted, the mentally disabled, the physically handicapped, the blind and the deaf and discuss their problems with teachers and school authorities.
8. Give professional assistance to teachers on how they organize and keep students records.
9. Cooperate with the organization of clubs in the schools.
10. Organize orientation programs for students.

To Sum up:

Counselors in the secondary school setting deal with adolescent's' problems because problems which occur during adolescence have an impact on the teaching learning process.

In order to carry out this study, the relevant literature is assessed to investigate what has been practiced in the area of counseling services. From the counseling practical activities, the study shows the predominant problems that impede the activities of counseling services and the way the counselors handle and give pertinent solutions to the problems and how much they learn and gain in strength as a result of dealing with the problems. The study is also expected to identify the future prospects of counseling services.

CHAPTER THREE

3. METHOD OF THE STUDY

In order to delineate the practices, problems and prospects of counselling services in some selected secondary schools of Addis Ababa descriptive survey method was employed.

3.1. Sample

3.1.1. Schools

From the total number of twenty one governmental secondary schools found in Addis Ababa City Administration, 15(71.43%) secondary schools were selected for the study. From the selected secondary schools, two were assigned for the pilot study. And thirteen were selected for the main study. The choice of the schools was purposive sampling method because the sampling was taken from the schools where the counsellors were available.

3.1.2. Students

In this academic year (2003/2004), the thirteen selected secondary schools had a total of 52,894 (26,691 male and 26,203 female) students of grades nine to twelve (9-12). The students were stratified according to their sex and grades. Out of the students' total population:

- from grade 9, 168 (84 male and 84 female) students,
- from grade 10, 168(84 male and 84 female) students,
- from grade 11, 168(84 male and 84 female) students,
- from grade 12, 168(84 male and 84 female) students,

from grades 9-12 a total of 672 (336 male and 336 female) students were randomly selected. Even though the number of students in grades 11 and 12 was lower than the number of students of grades 9 and 10, the upper two grades had stayed in the schools for more years than the lower two grades. Therefore, the upper grades were believed to give adequate information than the lower grades. In order to get sufficient information the researcher took equal number of students of grades 9-12.

3.1.3. Teachers

In the same academic year mentioned above, there were 1078(938 male and 140 female) teachers teaching in the thirteen selected secondary schools. Out of this population, 195 (166 male and 29 female) teachers were randomly selected.

3.1.4. Counselors

Twenty one counselors (hundred per cent) who were assigned to the thirteen selected secondary schools were taken for the study.

3.1.5. Directors

Thirteen directors (principals) of the thirteen selected secondary schools were also taken for the study.

Those included in Tables 1 & 2 are from the thirteen selected secondary schools of Addis Ababa city Administration, only those who gave their responses to the instruments.

TABLE 1. Characteristics of Respondents/Subjects

| No | Status | | Respondents/Subjects | | | | |
|--------------|--------------------------|--------------|----------------------|------------|------------|-----------|------------|
| | | | Counselors | Students | Teachers | Directors | Total |
| 1 | Sex | Male | 20 | 284 | 129 | 12 | 445 |
| | | Female | 1 | 269 | 25 | 1 | 296 |
| | | Total | 21 | 553 | 154 | 13 | 741 |
| 2 | Age Range | 14-20 | -- | 547 | -- | -- | 547 |
| | | 21-30 | 3 | 6 | 40 | -- | 49 |
| | | 31-40 | 4 | -- | 27 | 2 | 33 |
| | | 41-50 | 8 | -- | 58 | 10 | 76 |
| | | 51-55 | 6 | -- | 29 | 1 | 36 |
| | | Total | 21 | 553 | 154 | 13 | 741 |
| 3 | Years of Experience/stay | 1-4 | 1 | 553 | 23 | -- | 577 |
| | | 5-8 | 2 | -- | 27 | -- | 29 |
| | | 9-12 | 2 | -- | 7 | -- | 9 |
| | | 13-16 | 3 | -- | 12 | 5 | 20 |
| | | 17-20 | 3 | -- | 28 | 4 | 35 |
| | | 21-24 | 5 | -- | 27 | 2 | 34 |
| | | 25-28 | 2 | -- | 20 | 2 | 24 |
| | | 29-32 | 2 | -- | 8 | -- | 10 |
| | | 33-36 | 1 | -- | 2 | -- | 3 |
| Total | 21 | 553 | 154 | 13 | 741 | | |

As shown in Table 1, 741(445 male and 296 female) subjects participated in the study. The modal ages are those which lie between 14-20 (73.82%). All the teachers were above twenty years of age. There was only one female counsellor. There were six students grouped in the age range of 21-30.

TABLE 2. Students, by Grades, Who Completed the Questionnaires

| Grade | Male | Female | Total |
|--------------|------------|------------|------------|
| 9 | 65 | 54 | 119 |
| 10 | 70 | 67 | 137 |
| 11 | 75 | 72 | 147 |
| 12 | 74 | 76 | 150 |
| Total | 284 | 269 | 553 |

As indicated in Table 2, 553(284 male and 269 female) students of grades 9-12 completed the questionnaires.

3.2. Instruments

Three types of instruments namely: questionnaire, unstructured interview and the focus group discussion questions were prepared for the data collection. The instruments contained three kinds of questionnaires and two kinds of unstructured interview and one kind of the focus group discussion items. All the items of the instruments were made as relevant as possible to the study problem.

3.2.1. Questionnaire

Three separate questionnaires were prepared:

- a) Twenty close-ended question items (ten on practices and ten on problems of counseling services) and two open-ended questions on practices and problems of counseling services were prepared and distributed to the students. Out of the total 672 randomly selected students, 553 (82.29%) (284 male and 269 female) students properly completed the questionnaire.
- b) Nineteen close-ended question items (ten on practices and nine on problems of counseling services) and four open-ended questions on practices, problems and prospects of counseling services were prepared and distributed to the teachers. Out of the total 195 randomly selected teachers, 154(78.97%) (129 male and 25 female) teachers completed the questionnaire.
- c) Twenty two close-ended question items (eleven on practices and eleven on problems of counseling services) and four open-ended questions on

practices, problems and prospects of counseling services were prepared and distributed to the twenty one counselors found in the selected secondary schools . All of them completed the questionnaire.

3.2.2. Unstructured Interview

- a) Four unstructured interview items on practices, problems and prospects of counseling services were designed for the directors.
- b) Nine unstructured interview items on practices, problems and prospects of counseling services were designed for the counselors.

3.2.3. Focus Group Discussion

Six unstructured items of the focus group discussion containing items on practices problems and prospects of counseling services were prepared for group comprising of counselors, students, teachers and parents. The focus group discussion was carried out in thirteen secondary schools. In each secondary school, six totally 78 (48 male and 30 female) members and a total of thirteen groups participated in the focus group discussion.

Two teachers and one parent who were willing to participate in the focus group discussion were purposely selected. Two students from each school were randomly selected. The researcher tried to balance the sex of the focus group

discussion members as much as possible. One counsellor from each school was also included in the focus group discussion. Parents were taken from the schools' teachers union. (Those who were available and also willing to participate in the focus group discussion were selected).

3.3. Pilot Study

The purpose of the pilot study was to assess the relevance of the instruments designed to collect data for the study. The aim was also to find out ambiguities, omissions and misunderstandings of each item. Copies of the instruments were given to the study /thesis advisor and two graduate students in Psychology Department. They were asked to give their reaction on each item of the instruments. Using the relevant comments and suggestions from the professionals, some corrections were made. After the refinements of the instruments and the completion of forward and back ward translations from English to Amharic and from Amharic again to English, the pilot study was conducted. The pilot study was conducted in two secondary schools at different sites in Addis Ababa. Dilachin secondary school was selected from the Western part and Bole secondary school was selected from the South Eastern part of the city. Three counselors (one from Dilachin and two from Bole), two directors (one from each school), ninety students (sixty from Bole and thirty from Dilachin) and thirty teachers (fifteen from each school) a total of 125 subjects had participated in the pilot study.

Questionnaires were distributed to teachers, counselors and students. (The Amharic version of the questionnaire was distributed to students). Interviews were employed for counselors and directors. After the pilot study was conducted, both reliability and validity were established. For example in investigating the overall feature of the questionnaires, Cronbach alpha reliability was calculated using the SPSS computer program.

The reliability coefficients for the practices of counseling services were found to be for:

- students , = .71
- teachers, = .83
- counselors ,= .82

The reliability coefficients for the problems of counseling services were found to be for:

- students , = .59
- teachers , = .78
- counselors =. 78

In order to improve the reliability, all the items of the instruments were made as pertinent as possible to the study problem.

Based on the pilot study's results and the professionals' feedback the content validity of the instrument was checked as follows:

- the items were thoroughly inspected.
- the content validity of the instruments, the order of the questions, omissions, vague items and terminologies were improved and made the items measure what they purported to measure.

3.4. Procedure of Data Collection for the Main Study

The procedure followed to collect data for the main study was similar to that of the pilot study. Before administering the final instruments for data collection in the selected secondary schools, a short training was given to two research assistants on how to conduct the questionnaire survey. The researcher also established an appropriate rapport with the subjects to facilitate situations for the research activities. All the respondents were informed about the purpose of the study and how to complete the questionnaire. During the administration of the questionnaire chances for clarification of any question were given. The researcher was in a face to face contact situation in the classrooms when the students completed the questionnaire. The questionnaire was also distributed to the teachers with the collaboration of the school assistant directors and counselors during their free time. All interviews were done by the researcher.

The data collection through the interview was conducted by speaking to the respondents face to face. Before conducting the interview, necessary rapport

was established with respondents by creating a conducive atmosphere and explaining clearly to them what the purpose of the interview was. The respondents were also assured that responses will be kept in absolute confidentiality. They were also assured that they will not be held responsible for the research outcome and reported only as part of the entire group responses.

Similar strategies were also used for conducting interview with the focus group. The focus group discussion was conducted in all the thirteen selected secondary schools. Seventy eight members participated in the focus group discussion. Before conducting the focus group discussion, appropriate rapport was established with the group. The group understood that they had to consider their own views in the context of the questions asked. The researcher asked the predetermined open-ended questions in a predetermined sequence that appeared logical to members of the group. During the discussion period the task of the group was to focus individually on questions posed by the researcher. All members of the group heard every one's responses and made additional comments to their initial responses as a result of hearing what others had to say. From each focus group separate responses were collected both by recording their responses in a tape recorded form and in an extensive write up. The meeting, on the average, took one and a half hours in each school. Focus group was conducted where privacy and confidentiality was assured.

3.5. Methods of Data Analysis

The data secured from different sources were analyzed and interpreted using both quantitative and qualitative research methodologies. The chi-square test of significance at 0.05 level was also used in order to see relative differences among responses on given variable and real occurrence of the data in the analysis of the students', counselors', and teachers' responses.

Responses to the favorable and unfavorable items were given for students, a scale value ranging from three "agree" to one indicating "disagree". For counselors, a scale value ranging from four "usually" to one indicating "undecided". For teachers, a scale value ranging from five "strongly agree" to one "strongly disagree". Frequencies and percentages were used for the proportion of responses on practices and problems that impede counseling services. The views, options, observation and relating opinions to facts were used in the open ended questions and interviews made with respondents. In the results section, responses of all subjects were analyzed on each research question.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

In this chapter, the results of the study are analyzed and discussed based on practices, problems and prospects of counseling services.

4.1. Results /Findings

This section of the paper deals with the presentation and analysis of the data gathered through:

- a) questionnaires distributed to students, teachers and counselors.
- b) the interview guide line designed for the directors and counselors.
- c) the focus group discussion guide designed for students, teachers, counselors and parents.

Of the total questionnaires distributed to:

- students, 553(82.29%)
- teachers, 154(78.97%)
- counselors, 21(100%) were completed and returned.

The data secured through interview from counselors and directors, and the result of the focus group discussion were included in the analysis of the findings.

4.1.1. Analysis and Presentation of Students' Questionnaire Responses.

TABLE 3. Counselors' Major Areas

| Major Areas | | | | | | | | | | | | | | | |
|-------------|---|----|-------|-----------|---|---|-------|---------------------|---|---|------|-------|---|----|-----|
| Psychology | | | | Sociology | | | | Pedagogical Science | | | | Total | | | |
| M | F | T | % | M | F | T | % | M | F | T | % | M | F | T | % |
| 10 | 1 | 11 | 52.38 | 9 | - | 9 | 42.86 | 1 | - | 1 | 4.76 | 20 | 1 | 21 | 100 |

As shown in Table 3, 42.86% of the counselors were Sociology majors. The Psychology graduates who had been assigned as counselors were only 52.38%. 1 (4.76%) for example in the area of pedagogical science was also involved in the counseling services.

TABLE 4. Directors' Field of Study(Major Area of Study)

| No | Field of Study | Total |
|--------------|--------------------------------|-----------|
| 1 | Educational Administration | 1 |
| 2 | Geography | 3 |
| 3 | Language | 1 |
| 4 | Mathematics | 2 |
| 5 | Pedagogy | 2 |
| 6 | Sciences (Biology & Chemistry) | 4 |
| Total | | 13 |

As shown in Table 4, no Psychology graduates were assigned for the school directorship. The majority of the directors (46.15%) were from natural sciences. The rest were from other field of studies.

4.1.1.1. Students' Responses to the Practices of Counseling Services.

TABLE 5. Students' Observation of the Counselors' Activities (N=553)

| Item No | Item | Number of Students | | | | | | X ² |
|---------|--|--------------------|-------|--------------|-------|-------------|-------|----------------|
| | | Agree(3) | | Undecided(2) | | Disagree(1) | | |
| | | F | % | F | % | F | % | |
| 1 | The counseling services are rendered | 523 | 94.58 | 13 | 2.35 | 17 | 3.07 | 933.38* |
| 2 | The counselor helps students on personal and academic problems | 400 | 72.33 | 76 | 13.74 | 77 | 13.92 | 378.50* |
| 3 | A student consults the counselors when h/she faces problems | 329 | 59.49 | 113 | 20.43 | 111 | 20.07 | 170.32* |
| 4 | The counselor gives orientation to students | 367 | 66.37 | 57 | 10.31 | 129 | 23.33 | 285.59* |
| 5 | The counselor motivates students to participate in different clubs | 330 | 59.67 | 84 | 15.19 | 139 | 25.14 | 180.87* |
| 6 | The counselor always accepts students | 333 | 60.22 | 95 | 17.18 | 125 | 22.60 | 182.30* |
| 7 | The counselor encourages the student to do his/her best in the school. | 336 | 60.76 | 68 | 12.30 | 149 | 26.94 | 204.98* |
| 8 | The counselor helps the students to know how to study | 284 | 51.36 | 89 | 16.09 | 180 | 32.55 | 103.30* |
| 9 | The parents of the students are satisfied with the professional support the students get | 192 | 34.72 | 206 | 37.25 | 155 | 28.03 | 7.53* |
| 10 | The counselor helps the students to learn according to their interests and ability. | 230 | 41.59 | 117 | 21.16 | 206 | 37.25 | 38.46* |

* P < 0.05

As shown in Table 5, the agreement of students on items 1,2, 3,4, 5,6 and 7 are relatively high. 94.58% agreed that they know that counseling services are rendered in their schools. 59.49% agreed that they consulted the counselors when they faced problems.72.33% stated that the counselors helped the students who faced personal and academic problems. 66.37% agreed that the counselors gave orientation to students. 59.67% agreed that the counselors

motivate students to participate in different clubs. 60.22% agreed that the counselors always accepted students. 60.76% agreed that the counselors encouraged the students to do their best in the schools. 51.36% agreed that the counselors helped the students to know how to study. But the practices of the students regarding item 9 is less. Only 34.72 % agreed that their parents were satisfied with the professional support the students got from the counselors.

The degree of freedom for all items is 2. The chi-square critical value of each item at 0.05 level of significance is 5.99. The chi square observed value of each item exceeds the chi square critical value of each item. Therefore, the students, observation of the counselors' activities are significant.

This shows that the parents' attitude towards the counseling services and the assistance given to students to learn according to their own interests and ability need more endeavors to improve the counseling services.

As indicated in Table 5, 94.58% agreed that they knew that counseling services are rendered in their schools. 59.49% agreed that they consulted the counselors when they faced problems.

4.1.1.2. Students' Responses to the Problems of Counseling Services.

TABLE 6. Students' Attitude towards the Problems of the Counselors' Activities (N=553)

| Item No | Item | Number of Responses | | | | | | X ² |
|---------|--|---------------------|-------|---------------|-------|--------------|-------|----------------|
| | | Agree (3) | | Undecided (2) | | Disagree (1) | | |
| | | F | % | F | % | F | % | |
| 2 | Students who visit a counselor are not happy | 91 | 16.46 | 111 | 20.07 | 351 | 63.47 | 227.13* |
| 3 | A counselor has no interest and motivation in his/her duty | 119 | 21.52 | 70 | 12.66 | 364 | 65.82 | 269.19* |
| 4 | The counselor is punishing students | 149 | 26.94 | 116 | 20.98 | 288 | 52.08 | 90.41* |
| 5 | The counselor does not have good relationship with students, directors and teachers | 82 | 14.83 | 87 | 15.73 | 384 | 69.44 | 324.49* |
| 8 | There are no differences between the advice given by the parents and the professional help given by the school counselors. | 194 | 35.08 | 114 | 20.61 | 245 | 44.30 | 47.31* |
| 9 | The practices of counseling services have to be improved | 407 | 74.00 | 59 | 10.67 | 87 | 15.73 | 405.59* |
| 10 | The directors and teachers do not support the counselor. | 101 | 18.26 | 131 | 23.69 | 321 | 58.05 | 154.43* |

* P < 0.05

As shown in Table 6, 63.47 % agreed that students who visited the counselors were happy. 65.82 % reported that counselors had manifested interests and motivations in their duties. 69.44% stated that the counselors had good relationship with students, directors, and teachers. 58.05% stated that the directors and teachers supported the counselors. 52.08% stated that counselors were not punishing students. 44.30% said that there were differences between the advice given by the parents and the professional help

given by the school counselors. 74% agreed that the practices of counseling services have to be improved.

Therefore, students' responses given to items 2,3,4,5 and 10 indicate relatively high performances. But in items 8 and 9, lower performances are indicated. In particular, the response given to item 8 does not clearly show whether the advice given by the parents and the professional help given by the school counselors are different or not.

The degree of freedom for all items is 2. The chi-square critical value of each item at 0.05 level of significance is 5.99. The chi-square observed value of each item exceeds the chi-square critical value of each item. Therefore the students' attitude towards the problems of the counselors' activities is significant.

This shows that:

- students who visited the counselors are happy.
- counselors have interests and motivations in their duties.
- Counselors have good relationship with students, teachers and directors.

TABLE 7. Students' Problems of Counseling Services (N=553)

| Item No | Item | Number of Responses | | | | | | X ² |
|---------|--|---------------------|-------|---------------|-------|--------------|-------|----------------|
| | | Agree (3) | | Undecided (2) | | Disagree (1) | | |
| | | F | % | F | % | F | % | |
| 1 | I am not satisfied with the school counselor's activities. | 54 | 9.76 | 23 | 4.16 | 476 | 86.08 | 694.87* |
| 6 | I did not get the opportunity to discuss with the counselor. | 244 | 44.12 | 63 | 11.39 | 246 | 44.48 | 119.81* |
| 7 | I am not satisfied with my school work. | 82 | 14.83 | 31 | 5.61 | 440 | 79.57 | 538.97* |

* P < 0.05

As indicated in Table 7, 86.08% said that they were satisfied with the counselors' activities. The students' responses of item 1 do not contradict the responses of item 9 of table 6 because the practices of counseling services are not only restricted to the counselors. The directors, the students, the teacher and other concerned bodies also indirectly participate in the activities of counseling services. 79.57% reported that they were satisfied with the school counselors' activities. 44.12% stated that they lacked the opportunity to discuss personal and educational problems with counselors while 44.48% said that they got the opportunity to discuss their problems with the counselors. This shows that the responses given to item 6 does not clearly show whether they got the opportunity to discuss with the counselors or not.

The degree of freedom for items 1, 6 and 7 is 2. The chi square critical value of each item at 0.05 level of significance is 5.99. The chi-square observed of each item exceeds the chi-square critical value of each item. Therefore, students' problems of counseling services are significant. This shows that:

- students were satisfied with the school counselors' activities.
- students were also satisfied with their school works.

4.1.1.3. Results of Open-ended Questionnaires Distributed to Students.

The open-ended questionnaires which were distributed to students comprised of two items. The students tried to respond to the items as follows:

For the item stated, "What are the major counseling problems in your school?" 53.89 % reported that the counselors could not efficiently manage the large number of students. 28.93% reported that adequate orientation on the importance of counseling services was not given to them. 14.83% said that they did not know the problems of counseling services. But, 2.35% did not answer on the item. This shows that the orientation given to students did not enable them to understand the major practices and problems of counseling services.

For the item stated, "In your opinion, how could these problems be resolved?" 58.59% stated that the number of counselors should be increased. 34.18% stated that intensive orientation could help the students to know the activities of counseling services. But eight per cent did not answer on the item.

4.1.2. Analysis and presentation of Counselors' Questionnaire Responses.

4.1.2.1. Counselors' Responses to the Practices of Counseling Services

TABLE 8. Counselors' Observation of the Practices of Counseling Services (N=21).

| Item No | Item | | | | | | | | | x ² |
|---------|---|-------------|-------|---------------|-------|----------------|-------|---------------|-------|----------------|
| | | Usually (4) | | Sometimes (3) | | Not at all (2) | | Undecided (1) | | |
| | | F | % | F | % | F | % | F | % | |
| 1 | Students use the counseling services. | 10 | 47.62 | 10 | 47.62 | 0 | 0 | 1 | 4.76 | 17.29 * |
| 2 | Teachers refer students to the counselors | 2 | 9.52 | 9 | 42.86 | 6 | 28.57 | 4 | 19.05 | 5.10 |
| 3 | The school community supports the counseling services | 3 | 14.29 | 10 | 47.62 | 3 | 14.29 | 5 | 23.81 | 6.24 |
| 4 | The activities of the counseling services are well disseminated | 7 | 33.33 | 6 | 28.57 | 5 | 23.81 | 3 | 14.29 | 1.67 |
| 11 | Teachers are happy with me because I advise them to give guidance services to students. | 4 | 19.05 | 15 | 71.43 | 1 | 4.76 | 1 | 4.76 | 25.29 * |

* P < 0.05

As reflected in Table 8, 95.24% (usually plus sometimes) stated that students used the counseling services when they faced certain problems. 52.28% (usually plus sometimes) reported that teachers referred students facing personal and academic problems to them. 61.91% (usually plus sometimes) stated that the school community supported the counseling services. 61.90% (usually plus sometimes) stated that the activities of the counseling services were well disseminated. 71.43% stated that teachers were sometimes happy with them because they advised them to give guidance services to their students.

The df for all items is 3. The chi square critical value of each item at 0.05 level of significance is 7.81. The chi-square observed value of items 1 and 11 exceeds the chi square critical value of these items. In this case, the counselors'

observation of the practices of counseling services is significant. The chi-square critical value of items 2,3 and 4 exceeds the chi square observed value of these items. Therefore, counselors' observation of the practices of counseling services is not significant.

TABLE 9. Counselors' Practices of Counseling Services (N=21)

| Item No | Item | Number of Responses | | | | | | | | x ² |
|---------|--|---------------------|-------|---------------|-------|----------------|------|---------------|-------|----------------|
| | | Usually (4) | | Sometimes (3) | | Not at all (2) | | Undecided (1) | | |
| | | F | % | F | % | F | % | F | % | |
| 5 | I am happy in my profession and in helping students. | 13 | 61.90 | 3 | 14.29 | 2 | 9.52 | 3 | 14.29 | 15.38* |
| 6 | I am involved in research activities. | 9 | 42.86 | 11 | 52.38 | 0 | 0 | 1 | 4.76 | 17.67* |
| 7 | I give both group and individual counseling | 14 | 66.67 | 6 | 28.57 | 1 | 4.76 | 0 | 0 | 23.38* |
| 8 | I give orientation | 13 | 61.90 | 7 | 33.33 | 0 | 0 | 1 | 4.76 | 20.71* |
| 9 | I prepare different programs | 6 | 28.57 | 12 | 57.14 | 1 | 4.76 | 2 | 9.52 | 14.23* |
| 10 | I give handouts to teachers on evaluation techniques | 1 | 4.76 | 15 | 71.43 | 2 | 9.52 | 3 | 14.29 | 24.52* |

* P < 0.05

As indicated in Table 9, 61.90% reported that they were commonly happy in their profession. They were also interested in helping students. 95.24% (usually plus sometimes) stated that they were involved in research activities. 66.67% said that they commonly gave both group and individual counseling. Only one counselor claimed that he did not give both group and individual counseling. This shows that his/her role in the school as a counselor is doubtful. 61.90% stated that they commonly gave orientation on the importance of counseling services to students, teachers, parents and administrators. 57.14% stated that

they sometimes prepared different programs to attract the attention of students, teachers and the school community to use the counseling services. 76.19% stated that they gave handouts to teachers on evaluation techniques. The df for all items is 3. The chi-square critical value of each item at 0.05 level of significance is 7.81. The chi-square observed value of each item exceeds the chi square critical value of each item. Therefore, the counselors' practices of counseling services are significant.

4.1.2.2. Counselors' Responses to the Problems of Counseling Services

TABLE 10. Counselors' Observation of the Problems of Counseling Services

(N=21)

| Item No | Item | Number of Responses | | | | | | | | x ² |
|---------|---|---------------------|-------|---------------|-------|----------------|-------|---------------|-------|----------------|
| | | Usually (4) | | Sometimes (3) | | Not at all (2) | | Undecided (1) | | |
| | | F | % | F | % | F | % | F | % | |
| 1 | Students, teachers and other school community members do not know the role of counseling services | 1 | 4.76 | 14 | 66.67 | 0 | 0 | 6 | 28.57 | 23.38 * |
| 2 | The school director does not support the counseling services | 1 | 4.76 | 4 | 19.05 | 0 | 0 | 16 | 76.19 | 31.00 * |
| 3 | There are no facilities to render the counseling services | 1 | 4.76 | 15 | 71.43 | 1 | 4.76 | 4 | 19.05 | 25.28 * |
| 4 | There are no professional centers to refer students for better treatment | 7 | 33.33 | 5 | 23.81 | 2 | 9.52 | 7 | 33.33 | 3.19 |
| 6 | Students fear to come to my office | 1 | 4.76 | 10 | 47.62 | 3 | 14.29 | 7 | 33.33 | 12.14 * |
| 9 | The school authorities lack awareness of counseling services | 4 | 19.05 | 12 | 57.14 | 1 | 4.76 | 4 | 19.05 | 12.71 * |

* P<0.05

As shown in Table 10, 71.43% (usually plus sometimes) stated that students, teachers and other school community members did not know the role of counseling services. 76.19% stated that they did not decide to give their witnesses whether the school directors supported the counseling services or not. 71.19% said that there were no necessary facilities to render the counseling services in their schools. 57.14% reported that there were no professional centers to refer students with difficult problems for better treatment. 52.38 % believed that students feared to come to their offices when they faced certain problems. 76.19% stated that the school authorities lacked the necessary awareness of the counseling services. This shows that giving orientation on the role of counseling services to the school community is still very essential.

The df is 3. The chi-square critical value of each item at 0.05 level of significance is 7.81. The chi-square observed value of items 1,2,3,6 and 9 exceeds the chi-square critical value of each item. Therefore, the counselors' observation of the problems of counseling services is significant.

But the chi-square critical value exceeds the chi-square observed value of item 4. In this case the counselors' observation of the problems of counseling services is not significant.

TABLE 11. Counselors' Problems of Counseling Services (N=21)

| Item No | Item | Number of Responses | | | | | | | | x ² |
|---------|--|---------------------|-------|---------------|-------|----------------|-------|----------------|-------|----------------|
| | | Usually(4) | | Some times(3) | | Not at all (2) | | Un decided (1) | | |
| | | F | % | F | % | F | % | F | % | |
| 5 | I joined the counseling profession without my interest. | 4 | 19.05 | 3 | 14.29 | 1 | 4.76 | 13 | 61.90 | 16.14* |
| 7 | The training I received on counseling does not help me | 3 | 14.29 | 13 | 61.90 | 2 | 9.52 | 3 | 14.29 | 15.38* |
| 8 | I am engaged in routine activities | 4 | 19.05 | 9 | 42.86 | 1 | 4.76 | 7 | 33.33 | 7.00 |
| 10 | I am not well acquainted with the techniques of counseling | 5 | 23.81 | 9 | 42.86 | 3 | 14.29 | 4 | 19.05 | 3.95 |
| 11 | I have an ambition to change my profession | 4 | 19.05 | 11 | 52.38 | 1 | 4.76 | 5 | 23.81 | 10.05* |

* P<0.05

As attested in Table 11, 61.90% did not decide whether they joined the counseling profession without their interests or not. This shows that the majority of the counselors were not open to tell whether they joined the counseling profession without their interests or not. 76.19% (usually plus sometimes) stated that the trainings they received on counseling did not efficiently help them to solve some problems. 61.91% reported that they were engaged in routine activities instead of consulting students' problems. 66.67% stated that they felt that they were not well acquainted with the necessary techniques of counseling. 71.43% stated that they had ambitions to change their professions to other occupations which are not related to education.

The degree of freedom for all items is 3. The chi-square critical value of each item at 0.05 level of significance is 7.81. The chi-square observed value of items 5, 7 and 11 exceeds the critical value of these items. Therefore, the counselors' problems of counseling services are significant. But the chi-square critical value of items 8 and 10 exceeds the observed value of these items. This shows that the counselors' problems of counseling services are not significant.

4.1.2.3. Counselors' Responses to the Open ended Items.

There were four open-ended items in the questionnaire that were distributed to the counselors. 21(100%) of them reacted to the questionnaire.

For the item stated, "What are the major practical activities of the counseling services in your school?"

The counselors (100%) reported that they gave guidance and counseling services to students. Ninety per cent said that they planned and conducted research to improve the teaching learning process. Sixty seven per cent of the counselors reported that:

- they coordinated and facilitated co- curricular activities.
- they analyzed the students' examination results.
- they helped students with psychological problems like anxiety, frustration, confusion, shyness, inferiority complex and worries.

Forty eight per cent stated that:

- they helped students to improve their learning skills such as preparation for tests and examination and study methods.
- they helped students who had social problems like poor relation with their parents, teachers and the society.
- they made rapport with the clients and listened to them carefully and helped them to solve their problems.

For the item stated, "What are the major problems that you encountered in counseling services in your school?"

The counselors (100%) said that they lacked vertical relationship with the Education Bureau and the Ministry of Education. Ninety five per cent stated that:

- the unmanageable large number of students made the counseling services difficult.
- they did not get short and long term trainings.
- they were forced to focus on routine administrative work rather than giving professional counseling services.
- they lacked proper facilities to perform counseling services.
- the school community did not cooperate with them because of lack of awareness.

Seventy five per cent stated that they lacked private offices. Fifty seven per cent stated that they lacked contemporary information about counseling and no

access to internet facilities in the schools. Fourteen per cent stated that there was absence of secured environment for girls when coming to school and going back to their homes.

For the item stated, "In your opinion, how do you resolve the problems you encountered?" (In terms of priority)

Fifty two per cent said that they encouraged students to express their problems to the counselors and to the school authority. Forty eight per cent stated that most of the problems did not get solution. Forty three per cent reported that they tried to be friendly with the staff members. Ten per cent stated that:

- they tried to create awareness of the counseling services to the school community.
- registered the students (girls) who faced the unsecured environment and discussed their problems with their parents and with themselves.

For the item stated, "What are the prospects of counseling services in your school?"

Ninety per cent stated that:

- the counseling services should have vertical relationship with the head office.
- the Education Bureau and the Ministry of Education should offer in service trainings, refreshment courses and long term trainings to them.

- the schools should provide the counseling offices with necessary materials which could be helpful for the enhancement of the performance of the counseling services.

Seventy six per cent agreed that:

- the Ministry of Education and the Addis Ababa City Administration Education Bureau should distribute materials on guidance and counseling to the secondary schools so as to create awareness on the field.
- the Ministry of Education should give special attention to the guidance and counseling services. It should also include the concept of counseling services in the education policy.
- Nineteen per cent agreed that there should be counselors' association both locally and internationally. Ten per cent reported that the site of the counseling offices should be conducive for the provision of the counseling services.

Five per cent stated that:

- up-to-date information regarding scientific achievements in psychology and counseling should be accessible to the counselors so that they could be able to enhance the activities of their profession
- the school counselors' union should be created. They said this might help them to discuss issues related to the practices of counseling services.

4.1.3. Analysis and Presentation of Teachers' Questionnaire Responses

4.1.3.1. Teachers' Responses to the Practices of Counseling Services.

TABLE 12. Teachers' Practices of Counseling Services (N=154)

| Item No | Item | Response Number | | | | | | | | | | X | SD | CV |
|---------|--|--------------------|------|-----------|------|---------------|------|--------------|------|-----------------------|-----|------|------|-------|
| | | Strongly Agree (5) | | Agree (4) | | Undecided (3) | | Disagree (2) | | Strongly Disagree (1) | | | | |
| | | F | % | F | % | F | % | F | % | F | % | | | |
| 1 | I refer students to the counselor | 50 | 32.5 | 74 | 48.1 | 19 | 12.3 | 6 | 3.9 | 5 | 3.2 | 4.03 | .95 | 23.57 |
| 2 | The counselor helps students | 55 | 35.7 | 73 | 47.4 | 21 | 13.6 | 2 | 1.3 | 3 | 1.9 | 4.14 | .84 | 20.29 |
| 3 | The existence of counseling services helps | 84 | 54.5 | 54 | 35.1 | 11 | 7.1 | 4 | 2.6 | 1 | 0.6 | 4.40 | .79 | 17.95 |
| 4 | The counselor prepared written materials | 24 | 15.6 | 59 | 38.3 | 40 | 26.0 | 21 | 13.6 | 10 | 6.5 | 3.43 | 1.11 | 32.36 |
| 5 | I respect the school counselor | 47 | 30.5 | 79 | 51.3 | 18 | 11.7 | 8 | 5.2 | 2 | 1.3 | 4.05 | .87 | 21.48 |
| 6 | The counselor has good relationship | 62 | 40.3 | 50 | 32.5 | 26 | 16.9 | 10 | 6.5 | 6 | 3.9 | 3.99 | 1.09 | 27.32 |
| 7 | The school authority accepts the school counselor. | 32 | 20.8 | 68 | 44.2 | 35 | 22.7 | 15 | 9.7 | 4 | 2.6 | 3.71 | .99 | 26.68 |
| 8 | I am involved in counseling activities | 23 | 14.9 | 75 | 48.7 | 30 | 19.5 | 15 | 9.7 | 11 | 7.1 | 3.55 | 1.09 | 30.70 |
| 9 | Teachers esteem the school counselor. | 21 | 13.6 | 72 | 46.8 | 42 | 27.3 | 12 | 7.8 | 7 | 4.5 | 3.57 | .98 | 27.45 |
| 10 | The school counselor shows personal creativity | 31 | 20.1 | 64 | 41.6 | 42 | 27.3 | 14 | 9.1 | 3 | 1.9 | 3.69 | .96 | 26.02 |

As shown in Table 12, the responses of items 1, 2, 3, 5 show agreements over 80% (i.e., strongly agree plus agree). Items 7, 8, 9 and 10 show agreement over 60% and item 4 shows agreement of 53.9%. Item 6 shows agreement of 72.8. The mean rating of all items is more than the expected average (i.e., 3). The mean rating of items 2 and 3 is more than the rating value of agree (i.e., 4). The mean rating of items 4,6 ,7, 9 and 10 is below the rating value of agree(i.e., 4). Except item 4 others are closer to the rating value of agree (i.e., 4). There is low variability of responses shown in all items.

This shows that:

- the counselors helped the students having personal or academic problems.
- the existence of counseling services in the schools helped the teaching learning process.
- the school counselors prepared written materials on issues like drug abuse, alcoholism, study methods and posted them on the schools' bulletin boards for students.
- the school counselors had good relationship with teachers, directors, other school community members and parents.
- the school authority accepted the school counselors for their efforts in resolving students' problems.
- teachers esteemed the school counselors for their efforts in resolving students' problems and they cooperated in referring cases to them.
- the school counselors were found to make efforts to show personal creativity in handling cases.

The mean value of the three items is about 4. For item one, the mean value is 4.03, for item 3, the mean value is 4.05, for item 8, the mean value is 3.55. In general the mean rating of the three items is more than the expected average (i.e.3). There is a low variability response shown in all items.

This shows that:

- teachers referred students having personal or academic problems to the counselors.

- teachers respected the school counselors for their efforts in resolving students' problems.
- teachers were involved indirectly in counseling activities.

4.1.3.2. Teachers' Responses to the Problems of Counseling Services

(N=154)

TABLE 13. Teachers' Perception of the Problems of Counseling Services.

| Item No | Item | Response Categories | | | | | | | | | | \bar{X} | SD | CV |
|---------|--|---------------------|------|-----------|------|---------------|------|--------------|------|-----------------------|------|-----------|------|-------|
| | | Strongly Agree (5) | | Agree (4) | | Undecided (3) | | Disagree (2) | | Strongly Disagree (1) | | | | |
| | | F | % | F | % | F | % | F | % | F | % | | | |
| 1 | The counselor has negative attitude | 1 | .6 | 7 | 4.5 | 27 | 17.5 | 41 | 26.6 | 78 | 50.6 | 1.78 | .94 | 52.81 |
| 2 | The counselor is disappointed | 5 | 3.2 | 24 | 15.6 | 46 | 29.9 | 37 | 24.0 | 42 | 27.3 | 2.44 | 1.14 | 46.72 |
| 3 | No adequate facilities | 51 | 33.1 | 56 | 36.4 | 23 | 14.9 | 17 | 11.0 | 7 | 4.5 | 3.82 | 1.14 | 29.84 |
| 4 | The counselors acts as a disciplinarian | 31 | 20.1 | 66 | 42.9 | 24 | 15.6 | 15 | 9.7 | 18 | 11.7 | 3.50 | 1.25 | 35.71 |
| 5 | The counselor seemed to be not fully occupied | 14 | 9.1 | 34 | 22.1 | 32 | 20.8 | 40 | 26.0 | 34 | 22.1 | 2.10 | 1.28 | 47.41 |
| 6 | The counselors gives priority for administrative works | 21 | 13.6 | 48 | 31.2 | 36 | 23.4 | 30 | 19.5 | 19 | 12.3 | 3.14 | 1.24 | 39.49 |
| 7 | Students hesitate to visit the counselors' office | 17 | 11.0 | 42 | 27.3 | 41 | 26.6 | 28 | 18.2 | 26 | 19.9 | 2.97 | 1.26 | 42.42 |
| 8 | The counselor has no adequate training | 11 | 7.1 | 10 | 6.5 | 36 | 23.4 | 47 | 30.5 | 50 | 32.5 | 2.25 | 1.19 | 52.89 |
| 9 | The large number of students makes the counseling services difficult | 43 | 27.9 | 43 | 27.9 | 27 | 17.5 | 24 | 15.6 | 17 | 11.0 | 3.46 | 1.34 | 38.73 |

As indicated in Table 13, items 3,4 and 9 are supported to be the major problems to hinder the counseling services. Most of the respondents were in agreement on these items for the existence of problems. 69.5% showed an

agreement (strongly agree plus agree) for item 3. For item 4, 63% showed an agreement (i.e., strongly agree plus agree). For item nine 55.8% (strongly agree plus agree) showed an agreement.

This shows that:

- there were no adequate facilities which could help to strengthen the counseling services in the schools.
- large number of students in the schools made the counseling services difficult.

The mean value of items 3 & 4 is about 4. The mean value of item 3 is 3.82. The mean value of item 4 is 3.50. The mean value of item 9 is 3.46 and the mean value of item 6 is 3.14. The mean rating value of these items is more than the expected average (i.e.3). Items 1, 2 and 8 are not supported to be the major problems to impede counseling services as most of the respondents showed high value for their disagreement which is indicated by the rating scales disagree plus strongly disagree. This shows that:

- the counselors did not have negative attitude towards professional counseling services.
- the school counselors were not disappointed when some difficulties encountered them.

Responses to item 5,6 and 7 (strongly agree plus agree) that showed 31.2%, 44.8% and 38.3% agreement respectively were not satisfactory to support the

expected problems. The rating scales(disagree plus strongly disagree) of items 5,6 and 7 which showed 48.1%, 31.8% and 35% disagreement respectively and also were not satisfactory to reject the expected problems. Moreover, there are low variability of responses for all items except items 1 and 8. The variability of the responses of item 1 and 8 is 52.81 and 52.89 respectively.

4.1.3.3. Teachers' Responses to the Open ended Items.

There were four open-ended items distributed to the teachers. They reacted to the questionnaires as follows:

For the item stated, "In your opinion, what are the major practical activities of counseling services offered in your school?"

Seventy eight per cent of the teachers reported that:

- the counselors created good relationship with teachers, students, parents and school administrators.
- students who faced psychological, social and educational problems were helped.
- the counselors resolved the conflict created among students and teachers.
- different clubs were organized and their activities had been strengthened.
- students were guided and helped to know the study methods.

Forty five per cent stated that:

- research was conducted on educational, psychological and social areas.

- different written materials which could help to protect the students from drug abuse, alcoholism and misbehavior were prepared.

For the item stated, "What are the major problems encountered by the school counselor?"

Seventy five per cent said that:

- the counselors lacked proper facilities and private offices.
- the counselors lacked financial and material resources.
- the counselors lacked reference books on counseling.

Fifty six per cent reported that:

- the large number of students made the practices of counseling services difficult.
- counselors were occupied by routine administrative works rather than giving effective counseling services. This could affect the counselors efforts to solve students' problems.
- the school authorities and other school community members did not accept the counseling services as a helping profession.

Forty two per cent stated that:

- students hesitated and even were afraid of visiting the counselors' offices. Those who consulted the counselors on their cases were not open to express their problems.

- the school counselors did not give priority for their jobs. They did not plan and manage their programs to do their counseling activities.
- the school authorities gave less attention to the counseling services.
- the counselors had poor communication with teachers. The teachers also did not refer students to the counselors.

For the item stated, “How could the problems encountered by the counselors be resolved?”

seventy two per cent stated that:

- by giving orientation to the teachers, students and other school community members on the objective and the role of counseling services.
- by giving orientation to the school authorities to enable them develop positive attitude towards the counseling services.
- by discussing with the school authorities ways and means to provide the counselors with the necessary facilities, budget and private offices.
- most of the problems did not get solution.

Thirty five per cent reported that by discussing with the school authorities to minimize the involvement of the counselors in the administrative routine activities.

For the item stated, “What are the prospects of counseling services in your school?”

Seventy nine per cent stated that:

- if the counseling services were accepted by the schools, schools' community members, the Education Bureau and the MOE, the services will have a bright futurity as they are associated with academic, social, emotional and psychological development of the coming generation.
- the counselors should be professionally skilled by getting short and long term trainings.
- if the counselors properly practice their duties and are supported by the school authorities, the counseling services will promote the teaching learning process.
- the school authorities should buy counseling books and keep them in the libraries so that the counselors could be able to get adequate knowledge on their counseling profession.

Forty five per cent said that:

- the counselors should be dedicated and committed themselves to practice their counseling services and be exemplary in performing their duties.
- the counselors' number should be proportional to the students' number.
- moral and material incentives should be given to the counselors for their outstanding activities.

Twenty three per cent said that the counselors should give some training to teachers on how to handle the students' behavior.

4.1.4. The Result of Interview Responses

4.1.4.1. Counselors' Interview Responses

The interview guidelines were nine unstructured items designed for the counselors. Hundred per cent of them reacted to the items as follows:

For the item stated, "What are the major practical activities of the counseling services?"

Hundred per cent of the counselors stated that the major practical activities of the counseling services are:

- accomplish the duties and responsibilities of guidance counselors stated in the school directive.
- guide and counsel students who face problems related to educational, social, psychological and economic problems.
- counsel and guide students to enable them to make the right decision whenever they face problems.
- assist students to plan their study programs.

Seventy one per cent stated that the major activities of the counselors are conducting research. Forty three per cent stated that they:

- help students with adjustment problems
- help students improve their learning skills

Twenty four per cent stated that they:

- help the handicapped students to be competitive in their school activities.
- enable students to be self-confident, resourceful and productive citizens.

Fourteen per cent stated that they gave orientation to school girls on assertiveness. Ten per cent stated that they gave gender sensitive counseling.

For the item stated, "What kind of problems did you face in practicing counseling services?"

Hundred per cent of the counselors stated that the problems the counselors faced in practicing the counseling services were:

- there was no vertical professional line to contact the head office.
- they had inadequate knowledge on counseling techniques, theories and principles.
- the school authorities forced them to do routine administrative activities rather than performing counseling related activities.
- the unmanageable large number of students made the counseling services difficult.
- lack of awareness on the side of students, teachers and the school authorities.
- lack of reference materials prepared on counseling and kept in the school libraries.

Seventy six per cent stated that they lacked privacy in their offices to give proper counseling services.

Twenty nine per cent stated that:

- there is lack of support from the teaching staff. Teachers did not cooperate to refer students to them.

Fourteen per cent stated that:

- they lacked office facilities.
- students feared to come to their offices.

Ten per cent stated that:

- some students were disinterested in attending their regular classes.
- Students who came to the counselors' offices wanted to get immediate solutions within one session to their problems. Lack of patience from the students.

Five per cent stated that:

- there are disciplinary problems of students. Some students used drugs (chat) and alcohol.
- the clientele sometimes disappeared. They do not respect the appointment.

For the item stated, "How could you resolve the problems you encountered?"

Five per cent stated that they oriented the school community on the objective and the importance of school counseling services. Fifty seven per cent stated that they did not get satisfactory solutions for the problems. Sixty two per cent stated that they discussed with the school authorities:

- the problem of office facilities.
- the need for private offices.
- the unmanageable large number of students.
- the load of administrative routine activities.
- the need for long and short term trainings.
- their vertical relation to the head office.

For the item stated, "What are the prospects (positive future expectation) of counseling services?"

All of the counselors (hundred per cent) stated that:

- budget should be allocated for the counseling services.
- counselor student ratio should be minimized by increasing the counselors' number.
- short and long term trainings should be arranged for the counselors.
- private offices and office facilities should be provided for the counselors.
- counselors should not be forced to be engaged in administrative routine activities.

Ninety per cent stated that reference books on guidance and counseling should be supplied as much as possible. Eighty six per cent stated that responsible bodies should organize the counseling referral centers. Forty eight per cent stated that there should be a clear policy on the counseling profession. Twenty nine per cent stated that the counseling training should focus mainly on practical application of the counseling services instead of loading with theoretical aspects. Ten per cent stated that:

- they should be capacitated with new technologies like internet facilities.
- the counselors job description should be reformed.

For the item stated "Do school authorities cooperate with you?"

Twenty four per cent stated that the school authorities did not cooperate with them. The reasons they gave for this were:

- the school authorities lacked awareness of the need for counseling services
- the school administrators forced them to do more of the administrative routine activities

For the item stated, "Do you have job description?"

Ninety one per cent stated that they had job description and their job description is related to their counseling training

For the item stated, "Do you have action plan?"

All of the counselors (hundred per cent) stated that they had action plan.

For the item stated, "To whom do you refer unsolvable students' problems?"

Fifteen per cent stated that they referred to the health centers. Thirty per cent stated that they referred to no body. Twenty per cent stated that they referred to the school directors. Five per cent stated that they referred:

- to the school curriculum committee.
- to the Addis Ababa University psychology Department.

For the item stated "Are the courses you received adequate enough to enhance your professional counseling practices?"

Seventy-five per cent stated that the courses they received were not adequate to enhance their professional counseling services. The reasons they gave for this were:

- some courses offered to them were not given by senior instructors.

- they did not get adequate knowledge of counseling techniques.

Ninety per cent stated that the three courses they took on counseling lacked practical activities and they were more of theoretically oriented courses.

Hundred per cent stated that the in-service trainings, refreshment courses workshops, seminars and long term trainings which could help to capacitate them to practice counseling services were not delivered to them. Forty three per cent stated that as they were Sociology graduates, they need further trainings on counseling and other psychology courses.

4.1.4.2. Directors' Interview Responses of Counseling Services.

The interview guidelines were four open-ended items designed for the directors.

13 (100%) of them reacted to the interviews as follows:

For the item stated, "What are the major practical activities of the counseling services?"

Seventy seven per cent stated that counselors:

- give orientation to students on study methods and initiating students to plan and use their time properly.
- find out the problems of the students and give solution to the problems.

Fifteen per cent stated that Counselors:

- a) assess the psychological problems of the school community and to counsel students who come from broken homes.
- b) give individual and group counseling.

For the item stated, "What kinds of problems are encountered in the activities of the counseling services?"

Hundred per cent reported that the counselors did not get short and long term trainings which could help them to enhance their activities. Ninety per cent stated that the counselors lacked reference books on guidance and counseling. Thirty eight per cent stated that:

- the counselors were loaded with routine administrative activities.
- the counselors lacked support from the authorized bodies.
- some students were not open to tell their problems to the counselors.
- there were difficult office conditions for individual counseling.
- the teachers did not cooperate with the counselors.

For the item stated, "As a school director, how could you resolve these problems?"

Seventy seven per cent stated that:

- by making the counselors conduct group counseling at classroom level.
- by initiating the counselors to reorient the students on the importance of the counseling services.
- by making the counselors concentrate on performing counseling activities instead of loading them with administrative routine activities.

Thirty eight per cent stated that by convincing the teachers to cooperate with the school counselors. Eight per cent stated that by providing reference materials on counseling as much as possible.

For the item stated, "What are the prospects (Positive future expectation) of counseling services?"

Seventy seven per cent stated that the counselors should get short and long term trainings. Forty six per cent stated that proper moral and material incentives should be given to the counselors. Thirty eight per cent stated that:

- the counselors should get private offices in order to give effective counseling services.
- budget should be allocated for the activities of the counseling services.

Eight per cent stated that reference materials on guidance and counseling should be available in the school libraries

4.1.5. The Result of Focus Group Discussions

The focus group discussion guides were six open-ended items designed for the purpose. Seventy eight focus group discussion members reacted to them. From each focus group separate responses were collected both by recording their responses in tape recorded form and in an extensive write up. Their joint and the commonly agreed responses of the thirteen group members are now presented as follows:

For the item stated, "What are the major counseling activities?"

The points raised during the discussion regarding this item were as follows:

- giving orientation to students on study methods, psychological problems, social and educational problems.
- conducting research on preparation and administration of tests.
- giving professional help to the school managers.
- giving orientation to teachers on how to handle students' behaviour.
- performing the duties and responsibilities of counselor's job description set in 1995 by the Ministry of Education.
- organizing clubs and strengthening their activities.
- writing information on psychological problems and study methods and posting them on the schools' bulletin boards so that the students could be able to read the message. The messages were transmitted to students through the schools' mini media.

For the item stated, "What are the major problems encountered by the school counselor?"

The discussion result was as follows:

- the counselors did not get short and long term trainings.
- the counselors did not conduct significant research activities related to drop out, disciplinary and other psychological, social and educational problems.

- there were no reference materials in the school libraries which could help to strengthen the counselors' efficiency.
- the school community members did not cooperate with counselors because of lack of awareness.
- there were unmanageable large number of students to practice the activities of counseling services.
- students did not make proper use of the counseling services because of lack of awareness. Some students even did not know where the counselors' offices were. Those who visited the counselors' offices did not openly tell their problems to the counselors.
- the counselors lacked budget to render effective counseling services.
- the counselors did not have standardized tests to efficiently practice the counseling services.
- there were no professionally trained authorities who had the counseling knowledge to evaluate the practices, problems and prospects of counseling services.
- the counselors did not give adequate orientation on the concept, principles, objective and the role of counseling services to the school community and even did not thoroughly study the students' problems.

For the item stated, "How could these problems be resolved?"

They raised some points related to the stated item as follows:

- most of the problems were not resolved.
- the counselors should have shown better efforts in giving intensive orientation to parents and to the school community members. They should have also conducted significant research on different topics related to the practices, problems and prospect of counseling services where they had conducive working conditions.
- the school authorities should have allocated budget to the activities of counseling services
- the school authorities should have asked the responsible bodies to increase the counselors' number.
- they should have even organized counseling clubs in the schools which could help to disseminate information on the role of counseling services.

For the item stated, "What are the prospects of counseling services?"

The responses given were:

- the counseling services should be updated by giving short and long term trainings to the counselors.
- the counselors' number should be increased in order to give adequate counseling services.
- in order to achieve great successes, the schools, the Education Bureau and the Ministry of Education should give emphasis to the counseling services

- the counselors' should work with the students' council and the school teachers' association to strengthen the activities of the counseling services.
- the school authorities should show willingness to strengthen the counseling services by providing the counselors with the necessary facilities, allocating budget to the counseling services and buying reference materials which could help to strengthen the counseling services.

For the item stated, "Does the school community know the objective of the counseling services? the groups said, the schools' community members did not thoroughly know the objective of the counseling services.

For the item stated, "Does the school community cooperate with the counsellor in practising counseling services?"

The result of the group discussion indicates that the schools' community members did not fully cooperate with the counselors in practising the counseling services. In general, the responses given by the focus group were elaborate and constructive. They presented a lot of constructive ideas that could enhance the counseling services undertaken in secondary schools.

4.2. Discussion

In this section the major findings /results of the practices, problems and prospects of counseling services are discussed in line with the basic research questions raised. The basic research questions are:

4.2.1. What kind of counseling services are undertaken in secondary schools?

4.2.2. What are the major problems that impede counseling practices in secondary schools?

4.2.3. What is the attitude of those concerned such as students, counselors, teachers, school directors and significant others towards the counseling services offered in secondary schools and the way the problems encountered are resolved?

4.2.1. Practices of Counseling Services

Responses of all subjects: students, counselors, teachers, directors and parents gathered through questionnaires, interview guidelines and focus group discussion revealed that the counseling services are practiced in secondary schools by counselors. Teachers, students, directors and other school community members also participated in the activities of the counseling services.

The findings/results reveal that the counselors:

- coordinated and facilitated co-curricular activities.
- analysed the students' examination results
- helped students to improve their learning skills such as preparation for tests and examination.

- created good relationship with teachers, students, parents and school administrators.
- counsel and guide students to enable them to make the right decision whenever they face problems,
- assist students to plan their study programs.
- enable students to be self confident, resourceful and productive citizens.

The findings/results reveal that the counselors' encouragement of students in their school works, their acceptance of students and the assistance given to students on personal and academic problems seem a promising practices of counseling services.

The results of this study agree with the works of Haregewoin and Yusuf (1994); counsellor's job description set by the MoE (1995) and revealing that the counselors offered individual and group counseling, studied the students' examination results, organized clubs to help students develop a sense of responsibility and effective citizenship.

The focus group discussion results indicate that school counselors did not conduct significant research activities related to drop outs, disciplinary and other psychological, social and educational problems.

There is a need of counselors endeavours to conduct significant research in the area of practices, problems and prospects of counseling services. The focus group discussion results also reveal that the counselors did not give adequate orientation on the concepts, principles, objective and the role of counseling services to the school community members whereas giving intensive orientation on the role, objective and importance of counseling services is believed to enhance their awareness of counseling services.

As stated by Stone & Shertzer (1980), when counselors put into effect the obligations and responsibilities of their positions, they are said to be performing their roles. The results of this study agree with this idea and show that professional assistances have been given to:

- students who had psychological problems like anxiety, frustration , confusion, shyness, inferiority complex, worries and adjustment problems,
- students who needed to improve their learning skills such as preparation for tests and examination,
- students who had social problems like poor relation with their parents, teachers and other school community members,
- the handicapped students to be competitive in their school activities,

- students to be self confident and be productive citizens, seem satisfactory.

The findings of the study also reveal that the counselors wrote information on psychological problems and study methods and posted them on the schools' bulletin boards so that students could benefit by reading the message.

4.2.2. Problems of Counseling Services.

The findings reveal that problems of counseling services are:

- the unmanageable large number of students made the counseling services difficult.
- the counselors lacked proper facilities to perform counseling services.
- the school community did not cooperate with the counselors because of lack of awareness.
- the counselors were occupied by routine administrative works rather than giving effective counseling services.
- the counselors lacked vertical professional line to contact the head office.
- the counselors lacked budget to render effective counseling services.

The results of the study also show that the practices and problems of counseling services have to be improved. The reason given for this is that the activities of the counseling services have been carried out not only by the school counselors but also the significant others such as teachers, students, parents and other school community members participated in the counseling activities without fully understanding the objective, principle and the role of counseling services . The orientation given to the school community members and parents on the role, objective and principles of counseling services was also inadequate.

Because of lack of awareness, some students hesitated to visit the counselors' offices. Those who consulted the counselors on their cases were not open enough to thoroughly express their problems to the counselors.

The counselors did not conduct significant research activities in their schools because of the different problems such as lack of:

- office facilities
- budget
- support from the school authorities and they were also occupied by routine administrative works.

As indicated by Bell (1996), the provision of counseling services depend on the resource available. Similarly Arsenian and Mckenzie (1954) acknowledge that in order to make the counseling services effective, it must be adequately staffed and possess the physical facilities necessary for good counseling services. Warnath (1956) on the other hand, indicates that the counselors' training/skill may alert the counselors to underlying cause of vocational confusion. Unlike the views of the cited authors, the results of this study indicate that the counselors could not efficiently manage the large number of students. The counselors' number is not proportional to the students' number. The counselors lacked proper facilities which could help them to render good counseling services in their schools. The trainings the counselors received on counseling did not efficiently help them to solve students' problems. Some counseling courses offered to them at the undergraduate level were not given by senior instructors. As the counselors said, the counseling courses they took were more of theoretically oriented and lacked adequate practices. Some of the counselors claimed that they have inadequate knowledge on the counseling theories, techniques and principles to react on the students' problems. There are no professional counseling centres to refer students who have difficult problems for better treatment. The counselors did not get adequate short term trainings, seminars and workshops and

also did not get long term trainings which could help them to enhance their professional capacity to practice counseling services.

Downing(1968) indicates that counseling is a process by which concerted attention is given by both counsellor and counselee to the problems and concerns of student in a setting of privacy, warmth, mutual acceptance and confidentiality. Unlike the views of this writer, in some schools, the counselors lacked private offices to give proper counseling services. In 2 (15.38%) secondary schools, as the researcher observed, they share one narrow office for three counselors. In 5 (38.46%) secondary schools they share one office for two counselors.

The study findings indicate that counselors lacked contemporary information about counseling as they have no access to internet facilities in their schools. They also lacked reference materials on counseling in their school libraries. They lacked standardized tests to solve students' problems. They lacked vertical relation-ship with the Addis Ababa City Administration Education Bureau and the MoE. On top of this counselors were forced to focus on routine administrative works rather than giving professional counseling services. There were no professionally

trained authorities who had proper counseling training to evaluate the quality of practices, problems and prospects of counseling services.

There are no counseling referral centres in Addis Ababa City Administration. Most of the secondary school counselors are confused where to refer students having problems of different nature. The counsellor's job description did not mention the counseling referral centres. The MoE and the Addis Ababa Education Bureau did not give emphasis to form and organize counseling referral centers in the city.

The secondary school directors did not give proper support to the counseling services. They did not even encourage and support the counsellor's to conduct significant research on psychological, educational and social problems of the students. Some sociology graduates who have been assigned to the "counseling job" in the secondary schools did not take any course on counseling.

4.2.3. Attitude towards the Counseling Services and the Way

Problems are Resolved.

The attitude of students, teachers, counselors, directors and parents and the way problems are resolved are discussed in this sub section.

The results of this study indicate that students agreed that the counselors helped the students who faced personal, psychological and social problems. They were satisfied with the counselors' activities. The improvement of the counseling services and the intensive orientation to be given to students on the principles, objective and the role of counseling services are more needed.

The findings show that the counselors encouraged the students to openly express their problems to them. The counselors' consultations with the schools' authorities on the problems encountered by them regarding office facilities, private offices, load of routine administrative activities, their short and long term trainings, and their vertical relation with the head office were not fruitful.

From the directors' interview responses, it has been realized that most of the directors seemed to understand the essences of the practices, problems and prospects of counseling services. The directors at their level are expected to give proper and practicable solutions for the problems encountered the counseling services.

The findings also indicate that teachers agreed that the existence of counseling services in the schools helped the teaching learning process.

The school counselors:

- prepared written materials on issues like drug abuse, alcoholism, study methods and posted them on the schools' bulletin boards for students.
- had created positive relationship with teachers, directors, other school community members and parents.

The suggestions given by different respondents of this study generally indicate that:

- intensive orientation should be given to students, teachers, school directors, other school community members and parents. This could help to enhance the activities of the counseling services.
- some sociology graduates who have been assigned to "the counseling job" in the secondary schools should be given counseling courses. This could help to promote the efficiency of counseling services.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The objective of this study is to delineate practices, Problems and prospects of counselling services in secondary schools of Addis Ababa City Administration.

The study involves a randomly selected students from grades 9-12 and reachers of the selected secondary schools in 2003/2004 academic year. The parents and all the counsellors and the principals of the selected secondary schools had participated in the study.

In the study, attempts have been made to provide answers to the following basic research questions:

- What kinds of counselling services are undertaken in secondary schools?
- What kinds of problems impede counselling practices in secondary schools?
- What is the attitude of those concerned such as students, counsellors, teachers, school directors and others towards the counselling services offered in secondary schools?
- What will be the future prospects of counselling services in secondary schools?

In order to deal with these basic research questions, the related literature was reviewed. With the help of unstructured questionnaires, interview guide lines and the focus group discussion, the practices, problems and prospects of counselling services in secondary schools were assessed. Based on the data obtained through questionnaires, interviews and focus group discussion, the findings were analysed and the discussion was made in relation to the existing literature. Based on the analysis, the following major findings were obtained:

- the counsellors offered both individual and group counselling.
- The counsellors helped the handicapped students to be competitive in their school activities.
- the counsellors wrote information on psychological problems and study methods and posted them on the school's bulletin boards so that students could be able to read the message. They also conveyed the message to the schools' community members through schools' mini medica.
- the orientation given to the schools community members and to the parents on the role, objective, principles and concepts of counselling services was inadequate.
- the counsellors lacked contemporary information about counselling and access to internet facilities in their schools.
- the counsellors lacked standardized tests to solve students' problems.
- there are no professionally trained authorities who have proper counselling training to evaluate the practices, problems and prospects of counselling services.

- the counsellors have ambitions to change their job to other occupations which are not related to education.
- the counsellors did not organize counselling clubs which could help to disseminate the role of counselling services.
- the counsellors should be given proper moral and material incentives for their outstanding activities.
- New technologies like internet facilities and up-to-date information regarding scientific achievement in psychology and counselling should be accessible in the secondary schools for the enhancement of the activities of counselling services.

5.2. Conclusions

Based on the findings the following conclusions are made:

- the counselors offered both individual and group counseling.
- the counselors helped the handicapped students to be competitive in their school activities.
- the counselors wrote information on psychological problems and study methods and posted them on the schools' bulletin boards so that students could be able to read the message.
- the orientation given to the school community members and to the parents on the role, objective, principles and concepts of counseling services was inadequate.

- the counselors lacked contemporary information about counseling and access to internet facilities in their schools.
- the counselors lacked standardized tests to solve students' problems.
- there are no professionally trained authorities who have proper counseling training to evaluate the practices, problems and prospects of counseling services.
- the counselors have ambitions to change their job to other occupations which are not related to education.
- the counselors show positive relationship with students, teachers, directors and other school community members.
- the counselors coordinated and facilitated co-curricular activities.
- the counselors helped students to improve their learning skills.
- some counselors are not dedicated to give intensive orientation to the secondary schools' community members and to the parents.
- the sociology majors who act as counselors did not take any course on counseling.
- there are no counseling referral centres in Addis Ababa City Administration.
- the counseling services do not have vertical relationship with the head office (either with the Addis Ababa City Administration Education Bureau or with the MoE).

- the secondary school directors did not encourage the counselors to conduct significant research on psychological, educational and social students' problems.
- counselors do not have adequate knowledge on standardized tests and they never use them.
- counselors are not acquainted with the necessary basic techniques of counseling to react on the students' problems because they have only taken few courses related to counseling services in their training.
- most of the secondary schools did not have reference books on guidance and counseling.

5.3. Recommendations

Based on the findings, the following short and long term recommendations are given:

5.3.1. Short Term Recommendations

- in order to enhance the practices of counseling services, the secondary school counselors should give intensive orientation on the concept, objective and the role of counseling services and also on students' discipline and the schools' rules and regulations to the students, teachers, other school community members and to the parents.

- the secondary school authorities should provide the counselors with private offices and fulfil office facilities in order to effectively practice counseling services.
- the secondary school authorities in collaboration with the Addis Ababa Education Bureau should as much as possible introduce the counselors with the computers and internet facilities in order to help them for analysing and interpretation of data.

5.3.2. Long Term Recommendations

- In the training of school counselors, the AAU psychology Department should:
 - give more practicum courses in the field of counseling to its students.
 - Offer more counseling courses for all education and sociology majors because school counselors are also assigned from among this group.
 - offer standardized tests such as interest, personality and aptitude test courses for psychology majors in order to capacitate them to solve students' and clients' problems.
- The MoE should:
 - form and organize the counseling services' office in the Ministry for vertical and horizontal administrative relationship with the school counseling offices because the counseling office in the Ministry might get

the chance to convince the Ministry officials to add the concept of counseling services in the Education Policy.

- include the concepts, objective, and the role of counseling services in the Education Policy. The Education Policy (1994) does not include the concepts, objective and the role of counseling services. If the Education Policy includes and be clear on the counseling profession, the quality of the counseling services will improve and the secondary school adolescents who seek help from the counseling services will get better help.
- offer in service training, organize workshops and conferences to promote counseling services.

➤ The Addis Ababa Education Bureau should:

- form and organize the counseling services' office in the education bureau.
- distribute counseling reference books to the secondary schools.
- allocate budget for the activities of the secondary schools' counseling services.
- sponsor the counselors for short and long term training.

➤ The school authorities should :

- not force the counselors to focus more on irrelevant routine administrative works

➤ School counselors should :

- do more comprehensive research on the role of counseling services in the schools specially where problems such as drugs, HIV/AIDS and academic problems could be handled in the future.
- investigate and do further research on how the counseling services are to be effective and how the students are helped by the services.

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APPENDICES

Appendix A

ADDIS ABAB UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Department of Educational Psychology

Questionnaire to be filled by Students**Objective**

The objective of this questionnaire is to assess practices, problems and prospects of counseling services in some selected secondary schools of Addis Ababa. Your responses are important as you are the user of the counseling services.

Therefore, you are kindly requested to fill in this questionnaire. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Thank You!

Part 1: Personal Data

Note: Writing your name is not necessary

1.1. Grade _____

1.2. Sex _____

1.3. Age _____

1.4. Name of the School _____

1.5. 1996 E.C. First Semester Cumulative Grade Point Average. (C.G.P.A.)

Part II

Instruction: Put an "X" in the column that best describes the given statement

Agree = 3, undecided = 2, Disagree = 1

I. Practices

| No | Statements | Response categories | | |
|----|--|---------------------|-----------------------|------------------|
| | | Agree (3) | Unde- cided (2) | Disag- ree(1) |
| 1 | The counseling services are rendered in our school. | | | |
| 2 | I observed that our school counselor helps students on personal and academic problems. | | | |
| 3 | When I face a problem, I consult the school counselor | | | |
| 4 | Our school counselor gives orientation to students on academic and vocational issues. | | | |
| 5 | Our school counselor motivates students to participate in different clubs and to use their potentialities. | | | |
| 6 | Our school counselor always accepts students warmly. | | | |
| 7 | The counselor encourages me to do my best in the school | | | |
| 8 | The counselor helps me to know the study methods. | | | |
| 9 | My Parents are satisfied with the professional support I get from the school counselor. | | | |
| 10 | The school counselor helps me to learn according to my own interests and ability. | | | |

II. Problems.

| No | Statements | Response categories | | |
|----|--|---------------------|--------------------|------------------|
| | | Agree (3) | Unde- cided (2) | Disag- ree(1) |
| 1 | I am not satisfied with the school counselor's activities | | | |
| 2 | I observed that students who visit a counselor are not happy. | | | |
| 3 | I do not believe that our school counselor has interest and motivation in his/her duty | | | |
| 4 | Our school counselor is punishing students. | | | |
| 5 | Our school counselor does not have good relationship with students, directors and teachers. | | | |
| 6 | I did not get the opportunity to discuss personal and educational problems with a counselor. | | | |
| 7 | I am not satisfied with my school work | | | |

| No | Statements | Response categories | | |
|----|--|---------------------|--------------------|------------------|
| | | Agree (3) | Unde- cided (2) | Disag- ree(1) |
| 8 | There are no differences between the advice given by my parents and the professional help given to me by the school counselor. | | | |
| 9 | I believe that the practices of the school counseling services have to be improved. | | | |
| 10 | I observed that the directors and teachers do not support the school counselor. | | | |

Part III: Open –ended Questions

Instruction: Please give your opinion to the following questions:

1. What are the major counseling problems in your school?

2. In your opinion, how could these problems be resolved?

Appendix B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Department of Educational Psychology

Questionnaire to be Filled by Counselors

Objective.

The objective of this questionnaire is to assess practices, problems and prospects of counseling services in some selected secondary schools of Addis Ababa. Your active participation and comments are important as you are the practitioner of counseling services.

Therefore, you are sincerely requested to fill in this questionnaire. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome. The researcher kindly expresses his thanks in advance for devoting your time and energy to complete this questionnaire.

Thank You!

Part I: Personal Data

Note: Please, do not write your name.

1. Sex _____
2. Age _____
3. Level of Education _____

4. Major _____
5. Minor _____
6. Service years _____
7. Teaching load _____
8. Subject you teach _____
9. Name of the school _____

Part II

Instruction: Based on the extent to which an item explains the behaviour, choose one of the options and write "✓" in the column of your choice.

I. Practices

| No | Item | Response Categories | | | |
|----|--|---------------------|----------------------|-------------------|--------------------|
| | | Usua- lly(4) | Some times (3) | Not at all(2) | Undec- ided (1) |
| 1 | Students use the counseling services when they face certain problems. | | | | |
| 2 | Teachers refer students facing personal and academic problems to the counselor's office. | | | | |
| 3 | The school community supports the counseling services. | | | | |
| 4 | The activities of the counseling services are well disseminated among the users. | | | | |
| 5 | I am happy in my profession. I am also interested in helping students coming to my office. | | | | |
| 6 | I am involved in research activities. | | | | |
| 7 | I give both group and individual counseling. | | | | |
| 8 | I give orientation on the importance of counseling services to the students, teachers, parents and administrators. | | | | |

| No | Item | Response Categories | | | |
|-----------|--|----------------------------|-------------------------------|---------------------------|----------------------------|
| | | Usua- lly(4) | Some times (3) | Not at all(2) | Undec- ided (1) |
| 9 | I prepare different programs to attract the attention of students, teachers and other school community members to use the counseling services. | | | | |
| 10 | I give handouts to teachers on evaluation techniques | | | | |
| 11 | Teachers are happy with me because I advise them to give guidance services to their students. | | | | |

II. Problems

| No | Item | Response Categories | | | |
|-----------|---|----------------------------|--------------------------------|----------------------------|--------------------------------|
| | | Usua- lly (4) | Somet imes (3) | Not at all (2) | Undec- ided (1) |
| 1 | Students, teachers and other school community members do not know the role of counseling services | | | | |
| 2 | The school director does not support the counseling services. | | | | |
| 3 | There are no necessary facilities to render the counseling services in the school. | | | | |
| 4 | There are no professional centers to refer students with difficult problems for better treatment. | | | | |
| 5 | I joined the counseling profession without my interest. | | | | |
| 6 | Students fear to come to my office when they face certain problems. | | | | |
| 7 | The training I received on counseling does not efficiently help me to solve some problems. | | | | |
| 8 | I am engaged in routine activities instead of consulting students' problems | | | | |

| No | Item | Response Categories | | | |
|----|--|---------------------|-----------------------|--------------------|-----------------------|
| | | Usua- lly (4) | Somet imes (3) | Not at all (2) | Undec- ided (1) |
| 9 | The school authorities lack the necessary awareness of the counseling services. | | | | |
| 10 | I feel that I am not well acquainted with the necessary techniques of counseling | | | | |
| 11 | I have an ambition to change my profession to other occupations which are not related to education | | | | |

Part III Open ended Questions

Instruction: Please give your view on the following questions.

1. What are the major practical activities of counseling services in your school?

2. What are the major problems that you encountered in counseling services in your school?

3. In your opinion, how do you resolve the problems you encountered (in terms of priority)

4. What are the prospects (future positive expectation) of counseling services in your schools?

Appendix C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Department Of Educational Psychology

Questionnaire to be Filled by Teachers.

Objective

The objective of this questionnaire is to assess practices, problems and prospects of counseling services in some selected secondary schools of Addis Ababa. Your direct participation and comments are important as you have a close professional contact with students and know their needs and problems. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research out come.

Therefore, you are kindly requested to fill in the questionnaire honestly and responsibly. The researcher sincerely expresses his thanks in advance for devoting your time and energy to complete this questionnaire.

Thank You!

Part I : Personal Data

Note: Writing your name is not necessary

(1) Sex _____ (2) Age _____ (3) Years of service _____

(4) Grade you teach _____

(5) Subject you teach _____

(6) Your major subject(specialization) _____

(7) Name of the school _____

Part II

Instruction: Statement regarding practices and problems related to the counseling service are listed below. Therefore, you are sincerely requested to rate how you feel about the statements on a five point scale as follows:

1. If you strongly agree with the statement give 5
2. If you agree give 4
3. If you are unable to decide give 3
4. If you disagree give 2
5. If you strongly disagree give 1

I. Counseling Activities

| No | Statements | Strongly Agree (5) | Agree (4) | Undecided (3) | Disagree (2) | Strongly Disagree (1) |
|----|---|--------------------|-----------|---------------|--------------|-----------------------|
| 1 | I refer students having personal or academic problems to the counselor | | | | | |
| 2 | The counselor helps students having personal or academic problems | | | | | |
| 3 | The existence of counseling services in the school has helped the teaching learning process. | | | | | |
| 4 | The school counselor prepares written materials on issues like drug abuse, alcoholism, study methods, etc., for students and posts them on the school bulletin board. | | | | | |
| 5 | I respect the school counselor for his/her efforts in resolving students' problems. | | | | | |
| 6 | The school counselor has good relationship with teachers, directors, other school community members and parents. | | | | | |

| No | Statements | Strongly Agree (5) | Agree (4) | Undecided (3) | Disagree (2) | Strongly Disagree (1) |
|----|---|--------------------|-----------|---------------|--------------|-----------------------|
| 7 | The school authority accepts the school counselor in his/her effort in resolving students' problems. | | | | | |
| 8 | I am involved indirectly in counseling activities | | | | | |
| 9 | Teachers esteem the school counselor for his/her effort in resolving students' problems and they cooperate in referring cases to him/her. | | | | | |
| 10 | The school counselor is found to make efforts to show personal creativity in handling cases. | | | | | |

II. Problems.

| No | Statements | Strongly Agree (5) | Agree (4) | Undecided (3) | Disagree (2) | Strongly Disagree (1) |
|----|---|--------------------|-----------|---------------|--------------|-----------------------|
| 1 | The school counselor has negative attitude towards his/her professional counseling activities. | | | | | |
| 2 | The school counselor is disappointed when some difficulties encounter him/ her. | | | | | |
| 3 | There are no adequate facilities which can help to strengthen the counseling services in the school. | | | | | |
| 4 | The school counselor acts as a disciplinarian | | | | | |
| 5 | The school counselor seemed to be not fully occupied. | | | | | |
| 6 | The school counselor gives priority for routine administrative works rather than giving progressive professional counseling related duties. | | | | | |
| 7 | Students hesitate to visit the counselor's office and consulting him/her on their cases. | | | | | |

| No | Statements | Strongly Agree (5) | Agree (4) | Undecided (3) | Disagree (2) | Strongly Disagree (1) |
|----|--|--------------------|-----------|---------------|--------------|-----------------------|
| 8 | The school counselor does not have adequate training to handle students' problems of different nature. | | | | | |
| 9 | The large number of students in the school makes counseling services difficult. | | | | | |

Part III Open-ended Questions.

Instruction: Please write your opinion for the following questions in the space provided.

- In your opinion, what are the major practical activities of counseling services offered in your school?

- What kind of major problems encountered the school counselor?

- How could these problems be resolved?

- What are the prospects of counseling services in your school?

Appendix D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Department Of Educational Psychology

Unstructured Interview:

For the School Counselors.

Objective.

The main objective of this instrument is to collect relevant information from school counselors on practices, problems, and prospects of counseling services in some selected secondary schools of Addis Ababa. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Therefore, you are kindly requested to give your genuine responses on practices, problems and prospects of counseling services. The researcher sincerely expresses his thanks in advance for devoting your time and energy to respond to this interview.

Thank You!

1. What are the major practical activities of counseling services?

2. What kind of problems did you face in practicing counseling services?

3. How could you resolve these problems?

4. What are the prospects (positive future expectation) of counseling services?

5. Do school authorities cooperate with you?

6. Do you have job description?

7. Do you have action plan?

8. To whom do you refer unsolvable students' problems?

9. Are the courses you received adequate enough to enhance your professional counseling practices?

Appendix E

ADDIS ABABA UNIVERSITY
SCHOOL OF GRAUDATE STUDIES
Department Of Educational Psychology

Unstructured Interview:
For the School Directors

Objective

The main objective of this instrument is to collect relevant information from the school directors on practices, Problems and prospects of counseling services in some selected secondary schools of Addis Ababa. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research out come.

Therefore, you are kindly requested to give your authentic responses on practices, problems and prospects of counseling services. The researcher sincerely expresses his thanks for devoting your time and energy to respond to this interview.

Thank You!

Part I: Personal Data

1.1. Age _____

1.2. Sex _____

1.3. Level of Education _____

1.4. Major _____

1.5. Minor _____

1.6. Years of service _____

1.7. Years of service in this school _____

Part III

1. What are the major practical activities of the counseling services?

2. What kind of problems encountered in the activities of counseling services?

3. As a school director how could you resolve these problems?

4. What are the prospects (positive future expectation) of counseling service?

Appendix F

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Department of Educational Psychology**

Focus Group Discussion

Objective

The Objective of the focus group discussion is to collect relevant information on practices, problems and prospects of counseling services. The task of the group members in the focus group discussion is to focus collectively on questions posed by the researcher and actively participate the discussion. All your comments and ideas will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Therefore, you are kindly requested to give your genuine ideas on practices, problems and prospects of counseling services.

Thank You!

Focus Group Discussion

1. What are the major counseling activities?

2. What are the major problems encountered by the school counselor?

3. How could these problems be resolved?

4. What are the prospects (positive future expectation) of counseling services?

5. Does the school community know the objective of counseling services?

6. Does the school community cooperate with the counselor in practicing the counseling services?

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ክፍል

የትምህርት ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም

የትምህርት ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም

የትምህርት ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም

የትምህርት ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም ስ.ት. ስም

ክፍል ሁለት

መመሪያ፣ ከተሠጡት ሶስት አማራጮች መካከል ለተሠጠው ዐረፍተ ነገር ይስማማል የምትለውን/ደውን ሃሳብ በዚህ (✓) ምልክት አሳይ/ዩ።

እስማማለሁ = 3፣ አልተወሰነም = 2 አልስማማም = 1

I. ክንውኖች

| ተራ ቁጥር | ዐረፍተ ነገር | የመልሶቹ ገጽታ (ረድፍ) | | |
|--------|---|-----------------|-------------|------------|
| | | እስማማለሁ (3) | አልተወሰነም (2) | አልስማማም (1) |
| 1 | በትምህርት ቤታችን ውስጥ የካውንስለንግ አገልግሎት ይሰጣል። | | | |
| 2 | የትምህርት ቤታችን ካውንስለር የትምህርትና የግል ችግሮችን በሚመለከቱ ጉዳዮች ላይ ተማሪዎችን ሲረዱ አይቼ አለሁ። | | | |
| 3 | ችግር ሲያጋጥመኝ የትምህርት ቤቱ ካውንስለርን አማክራለሁ። | | | |
| 4 | የትምህርት ቤታችን ካውንስለር ለተማሪዎች መግለጫ (orientation) ይሠጣል። | | | |
| 5 | የትምህርት ቤታችን ካውንስለር ተማሪዎች በተለያዩ ክበቦች እንዲሳተፉና በችሎታቸው እንዲጠቀሙ ያበረታታቸዋል። | | | |
| 6 | የትምህርት ቤታችን ካውንስለር ተማሪዎችን ሁልጊዜ ተቀብለው ያስተናግዳሉ። | | | |
| 7 | ካውንስለሩ በትምህርት ውጤታማ እንዲሆን ያበረታታል። | | | |
| 8 | ካውንስለሩ የጥናት ዘዴዎችን እንዳውቅ ይረዳኛል። | | | |
| 9 | ወላጆቼ ካውንስለሩ በሚያደርጉልኝ የሙያ ድጋፍ ደስተኞች ናቸው። | | | |
| 10 | የትምህርት ቤቱ ካውንስለር በችሎታዬና በፍላጎቴ መሠረት እንድማር ይረዳኛል። | | | |

II. ችግሮች

| ተራ ቁጥር | ዐረፍተ ነገር | የመልሶቹ ገጽታ (ረድፍ) | | |
|--------|---|-----------------|-------------|------------|
| | | እስማማለሁ (3) | አልተወሰነም (2) | አልስማማም (1) |
| 1 | የትምህርት ቤታችን ካውንስለር ሥራ አያረካኝም (አያስደስተኝም) | | | |
| 2 | ካውንስለሩን የሚያማክሩ ተማሪዎች ደስተኞች አይደሉም። | | | |

| ተራ ቁጥር | ዐረፍተ ነገር | የመልሶቹ ገጽታ (ረድፍ) | | |
|--------|--|-----------------|-------------|------------|
| | | እስማማለሁ (3) | አልተወሰነም (2) | አልስማማም (1) |
| 3 | የትምህርት ቤታችን ካውንስለር ለሥራው ተነሣሽነትና ፍላጎት አላቸው የሚል እምነት የለኝም | | | |
| 4 | የትምህርት ቤታችን ካውንስለር ተማሪዎችን ይቀጣሉ። | | | |
| 5 | የትምህርት ቤታችን ካውንስለር ከተማሪዎች፣ ከመምህራንና ከርዕሰ መምህራን ጋር ጥሩ ግንኙነት የላቸውም። | | | |
| 6 | ከካውንስለሩ ጋር በትምህርትና በግል ችግሮች ላይ ለመወያየት ዕድል አላገኘሁም። | | | |
| 7 | በትምህርቴ ደስተኛ አይደለሁም። | | | |
| 8 | ከወላጆች የሚሰጠኝ ምክርና ከካውንስለሩ የሚሰጠኝ የሙያ ድጋፍ ልዩነት የላቸውም። | | | |
| 9 | የትምህርት ቤቱ ካውንሰሊንግ አገልግሎት መሻሻል አለበት። | | | |
| 10 | ዲሬክተሮቹና መምህራን ለትምህርት ቤቱ ካውንስለር ድጋፍ እንደማያደርጉ አይቼአለሁ። | | | |

ክፍል ሦስት፣ ክፍት ጥያቄዎች

መመሪያ ፣ የሚከተሉትን ጥያቄዎች ካነብክ/ሽ/ በኋላ ተገቢ መልስ እንድትሰጡ(ጥ)

1. በት/ቤታችሁ ውስጥ የታዩ ዋናዎና የካውንሰሊንግ አገልግሎት ችግሮች ምንድናቸው?

2. በራስዎ አስተያየት እነዚህ ችግሮች እንዴት ይፈታሉ?

Appendix H

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት መርሃግብር
የትምህርት ሳይኮሎጂ ክፍል

በምህርት ቤት ካውንሰለሮች የሚሞላ መጠይቅ

ዓላማ

የዚህ መጠይቅ ዓላማ በአዲስ አበባ በሚገኙ ለናሙና በተመረጡ የ2ኛ ደረጃ ትምህርት ቤቶች ውስጥ በካውንሰሊንግ አገልግሎት ክንውኖች ችግሮችና የወደፊት አቅጣጫ ላይ ጥናትና ምርምር ለማካሄድ ሃሳብ ለመሰብሰብ ነው። እርስዎም የካውንሰሊንግ አገልግሎት ሥራን የሚያከናውኑ በመሆንዎ የሚሰጡት ሃሳቦች ለጥናቱ ጠቃሚ ናቸው።

ስለዚህ ለመጠይቁ እውነተኛ ሃሳብ ለመስጠት ላጠፉት ጊዜና ጉልበት አጥኚው በቅድሚያ ምስጋናውን ያቀርባል። የሚሰጡ ሃሳቦችም በጥንቃቄና በሚስጥር ይጠበቃሉ። ለጥናቱ ውጤትም ኃላፊነት የለብዎትም።

አመሰግናለሁ!

ማሳሰቢያ፣ ስምዎን መጻፍ አያስፈልግም

ክፍል አንድ፣ የግል መረጃ

1. ፆታ _____
2. ዕድሜ _____
3. የትምህርት ደረጃ _____
4. በዋናነት የተመረቁበት ትምህርት _____
5. በከፊል ዋናነት የተመረቁበት ትምህርት _____
6. የአገልግሎት ዘመን _____
7. በሳምንት የሚያስተምሩት ክፍል ጊዜ ብዛት _____
8. የሚያስተምሩት የትምህርት ዓይነት _____
9. የትምህርት ቤቱ ስም _____

ክፍል ሁለት

መመሪያ፣ ለተሠጠው ዓረፍተ ነገር ይበልጥ ይስማማል የሚሉትን አማራጭ በተሠጠው

ሠንጠረዥ ውስጥ በ "✓" ምልክት ያሳይ።

I. ክንውኖች

| ተራ ቁጥር | ዐረፍተ ነገር | የመልሶቹ ገጽታ (ረድፍ) | | | |
|--------|---|-----------------|-----------|----------|-------------|
| | | ሁልጊዜ (4) | አንዳንዴ (3) | በፍጹም (2) | አልተወሰነም (1) |
| 1 | ተማሪዎች አንዳንድ ችግር ሲያጋጥማቸው በካውንስሊንግ አገልግሎት ይጠቀማሉ። | | | | |
| 2 | መምህራን የትምህርትና የግል ችግር ያለባቸውን ተማሪዎች ወደ ካውንስሊንግ ቢሮ ይልካሉ። | | | | |
| 3 | የትምህርት ቤቱ ማህበረሰብ የካውንስሊንግ አገልግሎትን ይደግፋል | | | | |
| 4 | የካውንስሊንግ አገልግሎት ተግባራት በተጠቃሚዎች ዘንድ በሚገባ ግንዛቤ አግኝቷል። | | | | |
| 5 | በሥራዬ ደስተኛ ነኝ። ወደ ቢሮዬ የሚመጡ ተማሪዎችንም ለመርዳት ፍላጎት አለኝ። | | | | |
| 6 | በጥናትና ምርምር እሳተፋለሁ። | | | | |
| 7 | የቡድን ካውንስሊንግ አገልግሎትና የግል ካውንስሊንግ አገልግሎትን እሠጣለሁ። | | | | |
| 8 | የካውንስሊንግ አገልግሎት ጠቃሚነትና አስፈላጊነትን ለማስተዋወቅ ለተማሪዎች፣ ለመምህራን፣ ለወላጆችና ለትምህርት ቤቱ አስተዳደር መግለጫ (orientation) እሠጣለሁ። | | | | |
| 9 | የተማሪዎችን የመምህራንና የትምህርት ቤቱን ማህበረሰብ ዕይታ ለመሳብና የካውንስሊንግ አገልግሎት ተጠቃሚ ለማድረግ የተለያዩ ኘሮግራሞችን አዘጋጃለሁ። | | | | |
| 10 | በምዘና ዘዴዎች ላይ ጽሑፍ አዘጋጅቼ ለመምህራን እሠጣለሁ። | | | | |
| 11 | መምህራን የጋይዳንስ አገልግሎትን ለተማሪዎቻቸው እንዲሠጡ ስለምመክራቸው ይደሰቱብኛል። | | | | |

II. ችግሮች

| ተራ ቁጥር | ዐረፍተ ነገር | የመልሶቹ ገጽታ (ረድፍ) | | | |
|--------|---|-----------------|-----------|----------|-------------|
| | | ሁልጊዜ (4) | አንዳንዴ (3) | በፍጹም (2) | አልተወሰነም (1) |
| 1 | ተማሪዎች፣ መምህራንና ሌሎች የትምህርት ቤቱ ማህበረሰብ የካውንስሊንግ አገልግሎትን ሚና አያውቁም። | | | | |
| 2 | የትምህርት ቤቱ ድረክተር የካውንስሊንግ አገልግሎትን አይደግፉም። | | | | |
| 3 | የካውንስሊንግ አገልግሎትን ለመስጠት የሚረዱ አስፈላጊ መሣሪያዎችና ሁኔታዎች የሉም። | | | | |
| 4 | ልዩ ችግር ያለባቸው ተማሪዎች የሚመሩበት የሙያ ማዕከላት የሉም | | | | |
| 5 | በካውንስሊንግ አገልግሎት ሥራ ውስጥ የገበሁት ያለፍላጎቴ ነው ። | | | | |
| 6 | አንዳንድ ችግር የሚያጋጥማቸው ተማሪዎች ወደ ቢሮዬ መምጣትን ይፈራሉ። | | | | |
| 7 | በካውንስሊንግ ላይ የወሰድኩት ሥልጠና አንዳንድ ችግሮችን በብቃት እንድፈታ አላገዘኝም። | | | | |
| 8 | ከተማሪዎች ችግሮች ይልቅ የተለመዱ ሥራዎችን እሠራለሁ። | | | | |
| 9 | የትምህርት ባለሥልጣናት በካውንስሊንግ አገልግሎት ላይ ግንዛቤ የላቸውም | | | | |
| 10 | አስፈላጊ የካውንስሊንግ ሙያ ዕጥረት እንዳለብኝ ይሠማኛል። | | | | |
| 11 | ከትምህርት ሥራ ውጪ ሌላ ሥራ እንዲኖረኝ እመኛለሁ። | | | | |

ክፍል ሶስት :

መመሪያ: የሚከተሉትን ጥያቄዎች ካነበቡ በኋላ ተገቢ መልስ እንዲሰጡ ይጠየቃሉ።

1. በትምህርት ቤታችሁ ውስጥ ዋና ዋና የካውንስሊንግ አገልግሎት ክንውኖችን ይግለጹ

2. በትምህርት ቤታችሁ ውስጥ የካውንስሊንግ አገልግሎትን ለማከናወን ያጋጠሙዎት ዋና ዋና ችግሮች ምንድናቸው?

3. ያጋጠሙዎትን ችግሮች እንዴት ፈቱላቸው ?

4.በትምህርት ቤታችሁ ውስጥ የወደፊት የካውንስሊንግ አገልግሎት አቅጣጫዎች ምንድናቸው?

- (1) ጾታ፡ _____ (2) ጾታ _____ (3) የአገልግሎት ዘመን _____
- (4) የሚያስተምሩት የክፍል ጾጋ
- (5) ተጋቢዎች ተኩራት ማረጋገጫ
- (6) በቀናት የሚሰጡት ተቃራኒ የሆኑት ጾጋዎች
- (7) የተሰጠው ጾጋ፡ _____

ክፍል ጾታ፡ _____

የሚያስተምሩት

የሚያስተምሩት

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።
 የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።
 የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።
 የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።
 የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።
 የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

የሚያስተምሩት ስራዎች ለማረጋገጥ ይህን ደብዳቤ ይሙሩ።

Appendix I

| ተራ ቁጥር | ሃሳብ | ሙሉ በሙሉ የሚሰማሙበትን ሃሳብ (5) | የሚሰማሙበትን ሃሳብ (4) | ለመወሰን ያስችገረዎትን (3) | የማይሰማሙበትን (2) | ሙሉ በሙሉ የማይሰማሙበትን (1) |
|--------|--|-------------------------|------------------|--------------------|---------------|----------------------|
| 6 | የትምህርት ቤቱ ካውንስለር ከካውንስሊንግ ተመሳሳይ ሙያ ሥራ ይልቅ ለተለመዱ አስተዳደራዊ ሥራዎች ቅድሚያን ይሰጣሉ። | | | | | |
| 7 | ተማሪዎች ወደካውንስለሩ ቢሮ ሄደው ችግሮቻቸውን ለማወያየት ፈቃደኛ አይደሉም። | | | | | |
| 8 | የትምህርተ ቤቱ ካውንስለር ልዩ የተማሪዎች ችግሮችን ለማስተናገድ በቂ ሥልጠና የላቸውም። | | | | | |
| 9 | ከፍተኛ የተማሪዎች ቁጥር የካውንስሊንግ አገልግሎት ሥራን አስችጋሪ አድርጎታል። | | | | | |

ክፍል ሶስት፣ ክፍት ጥያቄዎች

መመሪያ፣ በተሠጠው ባዶ ቦታ ላይ ለሚከተሉት ጥያቄዎች ሀሳብዎን ይግለጹ።

1. በእርስዎ አስተሳሰብ በትምህርት ቤታችሁ ውስጥ የሚሰጠው የካውንስሊንግ አገልግሎት ዋና ዋና ተግባራት ምንድናቸው?

2. የትምህርት ቤቱ ካውንስለርን ያጋጠሙ ዋና ዋና ችግሮች ምንድናቸው ?

3. እነዚህን ችግሮች እንዴት ተፈቱአቸው?

4. በትምህርት ቤታችሁ ውስጥ የካውንስሊንግ አገልግሎት ሁኔታ (አቅጣጫ) ምን ይመስልዎታል?

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት መርሃግብር
የትምህርት ሳይኮሎጂ ክፍል

ለትምህርት ቤት ካውንስለሮች የቀረበ ቃለመጠይቅ

ዓላማ

የዚህ ቃለመጠይቅ ዓላማ በአዲስ አበባ በሚገኙና ለናሙና በተመረጡ የ2ኛ ደረጃ ትምህርት ቤቶች ውስጥ ስላለው የካውንስሊንግ አገልግሎት ክንውኖች፣ ችግሮችና የወደፊት አቅጣጫ ላይ ጥናትና ምርምር ለማካሄድ የሚረዳ ሃሳብ ለመሰብሰብ ነው።

ለቃለመጠይቁ የሚሰጡ ምላሾች ለጥናቱ ጠቃሚ ናቸው። የሚሰበሰቡ ሃሳቦችም በጥንቃቄና በሚስጥር ይጠበቃሉ። ለጥናቱ ውጤትም ኃላፊነት የለብዎትም። ስለሆነም በተቻለዎ ሁሉ ለቃለመጠይቁ ተገቢ ሃሳብ ለመስጠት በመተባበር ላጠፉት ጊዜና ጉልበት አጥኚው በቅድሚያ ምስጋናውን ያቀርባል።

አመሰግናለሁ!

1. ዋናዋና የካውንስሊንግ አገልግሎት ክንውኖች ምንድናቸው?

2. የካውንስሊንግ አገልግሎቱን ለማከናወን ያጋጠሙ ዋና ዋና ችግሮች ምንድናቸው?

3. ችግሮቹን እንዴት ፈቱአቸው?

4. ለወደፊቱ የካውንስሊንግ አገልግሎት አቅጣጫዎች ምንድናቸው?

5. የትምህርት ቤቱ ባለሥልጣናት በሥራ ይተባበሩዎታል?

6. የሥራ ድርሻ አለዎት ?

7. የሥራ ዕቅድ አለዎት?

8. ከችሎታዎ በላይ የሆኑ የተማሪዎች ችግሮችን ወዴት ይመራሉ ?

9. እርስዎ የወሰዱት ኮርሶች የካውንስሊንግ አገልግሎትን ለማከናወን በቂ ናቸውን?

Appendix K

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት መርሃግብር
የትምህርት ሳይኮሎጂ ክፍል

ለትምህርት ቤት ዲሬክተሮች የቀረበ ቃለ መጠይቅ

ዓላማ

የዚህ ቃለ መጠይቅ ዓላማ በአዲስ አበባ በሚገኙ ለናሙና በተመረጡ የሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በካውንስሊንግ አገልግሎት ክንውኖች፣ ችግሮችና የወደፊት አቅጣጫ ላይ ጥናትና ምርምር ለማካሄድ የሚረዳ ሃሳብ ለመሰብሰብ ነው። የሚሰጡት ሃሳቦች በቅንቃቄና በሚስጥር ይጠበቃሉ። ለጥናቱ ውጤትም ኃላፊነት የለብዎትም።

ስለዚህ በካውንስሊንግ አገልግሎት ክንውኖች ችግሮችና የወደፊት አቅጣጫ ላይ እውነተኛ ሃሳብ እንዲሠጡ በትህትና ይጠየቃሉ። ቃለመጠይቁን ለመመለስ ሳጠፋት ጊዜና ጉልበት አጥኚው በቅድሚያ ምስጋናውን የቀርባል።

አመሰግናለሁ!

ክፍል አንድ፣ የግል ሁኔታ

- 1.1. ዕድሜ _____
- 1.2. ፆታ : _____
- 1.3. የትምህርት ደረጃ _____
- 1.4. በዋናነት የሠለጠኑበት ትምህርት _____
- 1.5. በከፊል ዋናነት የሠለጠኑበት ትምህርት _____
- 1.6. ጠቅላላ የአገልግሎት ዘመን _____
- 1.7. በዚህ ትምህርት ቤት ያለዎት የአገልግሎት ዘመን _____