

**AN ASSESSMENT OF THE PROVISION AND UTILIZATION OF
STUDENT SERVICES IN GOVERNMENT PREPARATORY
SCHOOLS OF ADDIS ABABA**

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ABBREVIATIONS / ACRONYMS

AA= Addis Ababa

AAU= Addis Ababa University

AIDS= Acquired Immune Deficiency syndrome

CHS=College health service

EMPDA= Educational Material production and Distribution Agency

ESDP= Education Sector Development Program

GCS= Guidance and Counseling Service

HIV= Human Immune Virus

ICT=Information Communication Technology

IER= Institute of Educational Research

MEFA= Ministry of Education and Fine Art

MOE= Ministry of Education

STDs= Sexually Transmitted Diseases

TGE = Transitional Government of Ethiopia

UNESCO=United Nation Education Science and Culture Organization

ABSTRACT

The purpose of the study was to assess the provision and utilization of student services in government preparatory schools of Addis Ababa. It was designed to address the areas of adequacy of the student services, perceptions of the students and student personnel staff on the level of services provided, utilization of the services by students, competence of the student service staff, involvement of students in management and problems encountered in the provision and utilization of the student services.

The study focused only on guidance and counseling, health and medical, library and co-curricular services. To conduct the study, descriptive survey approach was employed and both primary and secondary sources of data were used to gather information. Mainly used data gathering instruments were questionnaires and interview prepared on the basis of the basic questions of the study to be addressed. The study was conducted in ten government preparatory schools taken from ten sub cities of Addis Ababa. The subjects of the study were 325 randomly selected students, and 52 student personnel staff purposively selected based on their position and job assignments. The data were analyzed by using percentages and chi-square test and interpreted accordingly.

The findings of the study generally revealed that none of the student services was adequately provided. The study showed that from ten preparatory schools, only three schools have health and medical services, but the service provided was inadequate. Additionally, the study indicates that co-curricular services such as sport and anti- AIDS were fairly adequate.

Library services such as reading rooms and references were utilized frequently by the students, while guidance and counseling, health and library services (internet and audio-visual), co-curricular services such as music and literature were never utilized by students. Furthermore, as revealed in the study, the student service staff personnel was facing inadequacy and incompetence of service personnel in each service sector, while, the involvement of students in the student service management in the schools was found to be medium.

Similarly, problems related to growth in students enrollment and weakness of school management were found to be the major problems encountered in the management of student services. Hence, it was recommended that necessary intervention should be made by concerned bodies to provide quality services in the schools to standardized and give concern for parallel expansion of student services balancing with the number of students entering to the institutions.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1. Background of the Study

National development is wide- ranging in scope and essentially the result of human effort. The capacity of a nation to develop economically, socially, politically and culturally derives largely from the power to develop and utilize the capabilities of its people. Education is a means to sustain and accelerate overall development of a country and it has a direct effort on industrial productivity and earnings as well. Thus education for change in developing countries has never been as crucial as it is today.

In any educational institutions, the students are the central focus in any educational system as suggested by Simpson and Frost (1993:25). So the overall development of a country will be the responsibility of students.

The primary function of student personnel services and activities is, therefore to provide asset of specialized services which will aid the school and ultimately the student, to accomplish that objective. Therefore, the major objective of education is to help each of these students achieve their maximum potential Melaku (2002:371).

Hussain (1987:43) also made a research on Education in Pakistan and claimed that access to different facilities and services is disappointing. As observed by Butin (2005:13) the shortage of facilities and services could be felt at all levels of African educational system. They conducted that library facilities and books, class room furniture, laboratories, recreational centers, health services, guidance and counseling services, etc, were inadequate in most learning institutions

However, in spite of the supreme demand placed on such facilities and services, researchers reported that there are problems of securing them in sufficient amount in developing countries (Husain and others, 1987:41). For instance, a study conducted in some countries of Asia, Africa, Latin America and Eastern Europe by Reddy (1999:10) showed that the provision of certain facilities and services which students need for the day to day activities within the school environment was inadequate.

Secondary education in Ethiopia has been undergoing curricular changes since the 1994 Education and Training policy proclamation. It has two sub cycles: grade 9 to 10 is general secondary school education and grade 11 to 12 is preparatory secondary education. It has two strands- academic education and technical-vocational education training. The academic strand prepares students for tertiary education level. The freshman program is accommodated in the academic strand. According to ETP, 1994 students who successfully pass the grade 10 leaving examination and are interested in continuing further education join the academic strand. This program has been put in to practice since 1994 E.C. The Education and Training Policy of Ethiopia evaluated the previous government education system program and changed in general and the structure of system in particular. The preparatory school program is one part of the structure aiming to "... enable students to choose subjects or areas of training, which will prepare them adequately for higher education and for the world of work ..." by substituting the University freshman program.

Ogunniyi (1996) denoted that there is nothing wrong in substituting one program for another but a controlled passion to accept anything regarded as new before its relevance is determined is unjustifiable, however how much the new program is successful as the freshman one is something questionable. In other words, though the change or substitution of one program by another is advisable, the problem is how much the clients cope up with the change with necessary inputs (factors militating against successful implementation of a

new program like qualified personnel, appropriate facilities and services for the program and attitude of the clients toward the program. Although this program is new for our country, many countries with different names and structural differences have practiced it. In America : pre-college, preparation for college pre-University; in England :O-level, the 11 plus(11+); in Zimbabwe : “O” level and “A” level programs; are just to indicate few of them, but somehow all of them have the same intent to prepare the elite students for University professional course studies. Even though the inadequacy of student services and facilities in Ethiopia preparatory schools is very pervasive, studies conducted in the area have been scarce and lack depth. As a result, little is known about the nature of management and provision and utilization of student services in government preparatory schools of Addis Ababa. Therefore, this study was conducted to discover the problems from its different angles.

2. Statement of the Problem

The purpose of Education is mainly producing competent, adaptable and responsible human resources that can contribute in changing and transforming the livelihood of nation’s population. Furthermore, the research and studies undertaken by Educational institutions are expected to generate knowledge and search for truth, to provide the society and the economy with relevant solutions that ensure development, that alleviate problems at the grass root level and generally to contribute to poverty reduction . Therefore, as Lummumba (1993:55) argued in order for the educational institutions to achieve their pedagogical objectives and fulfill their mission of contributing to the development of a society, adequate provision of student services is indispensable. However, as currently designed, organized, and managed, they absorb to a large proportion of resources and do not exist in most learning institutions of African countries.

Ethiopia is currently reforming and expanding its Education system by increasing the number of schools with increasing student enrollment capacity (MOE, 1999). The production of high quality, competent and skilled citizens is

vital to create the vibrant socio-economic development of the country. This intern depends up on the facilities and services provided for students in the schools. Similar to other African countries, lack of adequate student services in Ethiopian Educational Institutions seems to be a felt problem.

As noticed in Education Sector Development Program (MOE, 1999) the priority matter to be addressed includes issues such as the expansion of Institutions, Access to education, the improvement of the quality and relevance of education, and strengthen research activities. These activities can not be achieved without an extensive improvement in facilities and provision of better services and instructional materials. As stated by TGE (1994) such plan of action will also require great deal of financial resources.

As MOE, (1999) student involvement continues to rise and create extensive overcrowding. Capacity to keep the two in balance has been lacking due to shortage in financing. Yet, as stated in the Education Sectors Strategy (TGE, 1994), the financing of educational system shall be improved by increasing the government budget allocation for infrastructure, building and provision of materials.

There is no doubt about the expansion of Education in Ethiopia. Despite the expansion, the system is being marred by a number of problems a part of which, perhaps the most crucial and serious issue is lack of adequate facilities including available student services. In relation to this, (MOE, 1991) indicated that learning institutions in Ethiopia still have enormous problems such as basic facilities and services, which students need with in the educational institutions are insufficient.

According to the Education and Training policy of Ethiopia "... to promote the quality, relevance and expansion of education due attention will be given to the supply, distribution and utilization of education materials and Education Statistics Abstract(2009) shows that the average number of sections in

secondary schools(nationwide) are 7.374 and the average pupil-section ratio is 71. If a region wants to order equipment for a group work of ten students in a group, it will need 7 quantities of an item for a section. If there are in average 18 sections in school then the number of quantity will be 126, which is beyond the economic capacity of a region or a Country as stated in ESDP III (2002/2003-2004/2005). This shows that fulfilling the facilities and services needed for all schools in general and preparatory schools in particular is difficult. This tends to enforce schools to work below their capacity and negatively affect the academic achievement of students.

However, how are these services especially student services managed, to what extent and how are these services utilized by students currently? This is what the study is all about. More specifically, problems in the provision and utilization of student services in Government preparatory Schools of Addis Ababa will be discussed in detail. The study will seek answers for the following basic questions.

1. How adequate are secondary school student services as perceived by staff and students?
2. To what extent do students utilize available services?
3. How competent are the staff members in the management and provision of student services?
4. To what extent are students involved in the management of student services?
5. What are the major problems that encounter the provision and utilization of secondary school student services?

3. Objectives of the Study

3.1 General Objective

To assess the provision and utilization of student services in Government Preparatory Schools of Addis Ababa.

3.2 Specific Objectives

The study would design to achieve the following specific objectives:

1. To identify the adequacy of student services in the schools
2. To analyze the extent to which students utilize the available services.
3. To investigate the major problems encountered in the provision and utilization of student services.
4. To investigate the involvement of students in the management of student services in the schools.

4. Significance of the Study

The study was conducted on the management of student services in Government Preparatory Schools of Addis Ababa to identify the major problems encountered. In general terms, this study might not exhaustively provide solution for the problem under consideration however:

1. It may help in scratching the problem by providing a green light for practical action
2. It could enable officials and authorities of schools to gain valuable and recent information about the status of current student services management and utilization in the institution.
3. The study is also expected to pinpoint the major problems in the provision and utilization of student services. Thus, the concerned bodies to alleviate the problems can use the findings.
4. The study would contribute to the literature on the area and open ways for further research since the study on the provision and utilization of student services was not given due attention by the educational researchers.

5. Delimitation

The study was designed to focus on the services being delivered to the students in the regular Government Preparatory Schools of Addis Ababa since most of the services are made available to students. It is true that, student services cover wide range of academic and non-academic activities. However, this study is designed to focus only on guidance and counseling, health and medical services, library services, and co-curricular activities to make it manageable.

6. Limitation of the Study

While conducting the study, the researcher was faced constraints that have influence on the study. Since the standard the student services in secondary schools of Ethiopia is not know well, there was difficulty in the preparation of data gathering instruments in detail, in addition to this, due to the shortage of domestic reference materials related to the study in Ethiopia, the investigator had been forced to depend on foreign sources. Thus, because of these shortcomings, the study by no means claims to be conclusive. It would rather serves as a spring board to study the problems of student services in secondary schools in more detail approach.

7. Operational Definition of Key Terms

Co-curricular Activities: are activities carried out by students together with the academic services under the guidance of the school.

Counseling: is one of the basic services in an organized guidance program involving a person-to-person relationship and providing the individual student with the best opportunity for self-study, decision making, planning and the resolution of personal problems.

Health and Medical Services: are services of physicians, nurses and other health care of students.

Library services: are activities inherent in obtaining, organizing, preparing and serving library materials for use.

Preparatory school: is an institution in which a second cycle secondary education is provided i.e. School in which, grade 11 and 12 students are learned.

Student Services: is the specific services provided for students excluding classroom teaching in the school.

Utilization: is the extent to which student services are used in the school (institution).

8. Organization of the Study

The study consists of five chapters. The first chapter deals with introducing the problem, whereby background and statement of the problem, objectives, significance, delimitation and limitation of the study; definition of key terms and organization of the study are included. Chapter two is left to the theoretical foundation of the study. Chapter three is concerned with research design and methods under which the methods, data sources, sample size and sampling techniques and the instruments are discussed in detail. Chapter four will treat the analysis and interpretation of the data gathered. Finally chapter five will present the summary of major findings, conclusions drawn up on the findings, and possible recommendations.

CHAPTER- TWO

REVIEW OF THE RELATED LITERATURE

This chapter is devoted to treating some important issues related to the provision and Utilization of student services specifically topics related to the importance and specific purpose of student services on quality education, challenges facing educational institutions in provision of student services, the main components of student services, the management and organization of student services, and the involvement of students in the management are highlighted and dealt in this part of the paper.

1. The Importance and Specific Purpose of Student Services on Quality Education

1.1. The Importance of Student Services

Since the prime objective of educational institution is to enhance the economic development of the country and to improve the living conditions of the society, quality education is basic issue to be considered as a current agenda for change in education. Quality is services that bear on its ability to satisfy the given needs. As described by Chandan (1997), quality is meeting the customers' requirements at all times. So that quality is a dynamic state associated with products, services, people, process, and environment that meets or exceeds expectations of the customer (Zahedi, 1995).

Since quality is about satisfying the customer and education certainly has a number of customers beyond the individual student (including employer and society), doing the right thing at all times to meet the learners expectations and to satisfy their needs is reasonable action to be performed in educational institutions including student services play a vital role in quality education.

Scholars agreed that quality education in schools is entirely contingent on the instructional facilities, educational materials and student services provided

through the teaching learning process. As argued by Beeby (1996:11), and Lockheed (1991:46), lack of these facilities and services affect even the curriculum contents and the service delivery system of the institution. According to Lockheed (1991), quality education is highly dependent upon the facilities such as laboratory, library and research services. Therefore, the quality education in general and teaching learning process in particular depends largely not only the availability of materials but also on the adequate provision of facilities and services that enhance satisfactorily intellectual and social experiences (Levine, 1994:208).

In this regard Gorton and others (1988:112) add that adequate provision of student services can be thought of as the pillar of education in developing countries. These scholars agreed that the availability of health and medical, guidance and counseling, library service, accommodation and extra- class activities are imperative for providing a conducive educational atmosphere for students while the role of student services is to create a conducive environment to student learning, it has an indescribable impact on quality education in general and teaching learning process in particular.

Evidently, there are several indispensable conditions for better promotion of educational qualities. Among those components, one, perhaps the most crucial is the provision of quality student services and facilities. As emphasized by various writers, adequate provision of facilities and services both in and out of class rooms has a fundamental role in promoting quality education (Delworth and Handson, 1980:11, and Levine, 1994:208). In light of this UNESCO (1988:23) concluded that, for effective teaching learning process to take place, Class room and out of class facilities and services need to be adequately organized and conducive enough.

Additionally, educational facilities such as the size of classes and libraries, provision of quality student services within any level should have great concern

from a state, because crowded classrooms, libraries and poor Co-curricular activities would have a negative impact on students' academic achievement. In addition to this, facilities and student services such as site of physical structure, an arrangement of computer space, laboratories, asset of special environments and neatness of classrooms, availability of library materials have major contribution in creating conducive environment to success each student in accomplishing the desired outcomes in the institution program (Davis and Loveless, 1998:2).

Thus, in general quality education is greatly affected when its systems encounters inadequate educational materials and facilities, insufficient management and administration, poorly trained teachers and working conditions. Additionally as explained by Mbizela (2004), provision of education with inadequacy of materials, financial and human resources for student services may result in poor quality education.

1.2. Specific Purpose of Student Services

In the organization of a student personnel services program, identifying and determining its purpose is the most crucial step because, as Delworth and Hanson (1980: 236) cited, the success of any student personnel services program has to be judged in terms of how far it achieves the purpose(s) for which it was established.

Authorities in the field of student services have identified a variety of purposes, which they believe a program of a student services should serve. To mention some, Deighton (1971:529) cites the following purposes integrating classroom experience with the realities of the world; interacting socially with students, faculty and other members of the community as a means of developing and exploring new experiences.

According to Blackwell (1986:56), the purpose of student services are to provide out of class services to students and faculty which are designed to facilitate the achievement of the basic objectives of the institutions to develop communal life of students in the academic environment and to improve students ability, to identify appropriate individuals goals to make realistic decisions about these goals and their attainment.

The purposes of student services suggest the program focuses on the creation of conducive environment for teaching- learning through which students and the institutions would be benefited. In addition to giving information on rules and regulation of the institutions to students, these purposes of student services cover wide areas encompassing the moral, physical, intellectual and social development of the students. Moreover, student services program should be able to show students to be self-directing and successful in making and realizing worthwhile plans for themselves in particular for the society in general.

2. Challenges Facing Educational Institutions in the Provision of Student Services

Education in any society is obviously not a free service; on the contrary, it is a specialized costly economic activity. Every investment in education, regardless of the form it takes, is a forward, long run future commitment, and therefore is beset with risk and uncertainty.

The World Bank (1994:2) further reports that the crisis is most acute in the developing world, both because fiscal adjustment have been harsher and because it has been more difficult for developing countries to contain pressure for enrollment expansion, given relatively low enrollment ratios.

As described by Sanyal (1982), the dynamics of development in low income countries have been steady as reflected in advancements in health and

education services and research capabilities. The reason is related to the shortage of capital in low income countries since they do not have the luxury of abundant capital, the demand for additional capital increases markedly as their development proceeds. Some scholars indicated that, low income countries educational institutions operate under adverse: overcrowding, deteriorating physical facilities, insufficient services (such as health, guidance and counseling) and lack of resources for non-salary expenditures such as text books, educational and recreational printed materials, consumable laboratory materials and its maintenance (world bank. 1994).

Most African countries experienced financial constraints may be because of poor economic performance and rapid population growth. This affects the whole system of a nation including the provision of quality education and its facilities and services. To solve this capital from foreign sources for education is understandably suspects. On the other hand, Sanyal (1982), although foreign capital is a base for schooling activities and educational facilities, it is not free of outside influence.

Furthermore, fiscal policy constraints and conditions all have profound effect on programs, services, learning opportunities and activities developed and offered in the student affairs division. All these and other problems in general are results of the shortage of economic and financial sources on what every activity including student service is highly reliant (Barr, 1993:49) thus, as concluded by Okwach, (1988:2) these challenges are not only increasing wastage in education but also affect the quality and relevance of education and the provision of adequate services to the students unless the emphasis is given from the concerned bodies.

Similar to other African countries lack of adequate student services in Ethiopia educational institutions is a felt problem. As noted by MOE (1994), a student services has enormous problems such as a shortage of adequate facilities and student services seriously affecting education in Ethiopia. The inadequacy of

student services is being blamed due to many factors. The most consistent of which has probably been inadequate financial support. In relation to this, Cohen and Brower (1994) described that a student service has often targeted for budget reductions. The lack of financial support is pervasive in Educational institution of Ethiopia and without doubt affected and will continue to affect the institutions not only the provision of student services but also the quality of education.

Yet almost no one denies that student services play an important part in the educational progress. However, the emphasis given from concerned parties including MOE to boost the quality services is much more less than what is expected. Additionally, as described by Oumer (2002), the lack of qualified and experienced professionals is the critical factor that negatively affects the provision of student services in Ethiopian education institutions. In general the provision of student services in Ethiopian educational institutions is being challenged by lack of concern from concerned bodies, lack of fund, inefficient utilization of resources, and lack of students' involvement in the management of student services.

3. Student Services and Its Components

Student services most often refers to non- curricular but formally organized programs, the wide range of informal, recreational or leisure-time activities, student supporting services in which students participate and benefited throughout school life to achieve their academic goals and objectives.

As described by a number of scholars such as Natarajan (1987:57), Arikewuyo (1999:2) and UNESCO (2002:12) the complementary education received from student services has a significant, beneficial and lasting effect on students as much as formal curricular education. In order to that programs for the students may provide the welfare functions: control functions, Co-curricular and extra-curricular functions, and teaching functions (Natarajan, 1987:58).

Nowadays, it is most impossible to find a school that does not list student services at least guidance and counseling service in the catalogs and other official publications as one of the institutions major purposes. However, the definition of what is included in student services differs among institutions. In relation to this, James and Matson, (1971) and UNESCO (2002) have described that the degree to which the wide array of student services and programs is developed in a particular country of institution depends on the demands for and access to education, cultural context and the ability of the infrastructure to provide the student support. For that reason, various scholars have classified students' services as guidance and counseling, health and medical, works and transport, academic affairs, student affairs, sports, library services etc (Arikewuyo, 1999:2, and UNESCO, 2002:25-48).

These various programs, in fact, are not functioning separately. They are set up to serve the various needs of the students all together in a coordinated manner in relation to each other rather than functioning separately. This paper however, is about the following basic components of the student services focusing on their detail objectives in teaching learning process and students' academic achievement throughout the school life, the major student services to be discussed are: guidance and counseling, health and medical, library services and co-curricular activities.

3.1 Guidance and Counseling Service

Guidance and counseling is one part of the service students would be provided. Guidance and counseling is defined as the total activities and services engaged in educational institutions aimed at assessing an individual to make and carry out adequate plans and achieve satisfactory adjustment in all aspects of the daily life (Tolbert as cited in Chibber, 2005:1). Guidance and counseling geared forwards the production of self actualized young women and men who understand themselves and their capacities and whose education would direct

them towards a meaningful and effective existence not only their immediate environment but also in the country as a whole. Counseling provides students with professional and psychological confidentiality and also offered for academic, personal relationship, problems and issues like stress management, motivation, self-esteem, time management, exam skills, relaxation and communication.

The person study conducted by Seleshi (2000) reveals that the major problem of counseling in Ethiopia high schools is its inadequacy. Moreover, the same researcher asserts previewed that ...unlike the attitude and behavior of school principals, attitudes of teachers do not seem to be uniform (Seleshi, 2000) some have positive attitude towards counseling, but some have the opposite of this. According to Chibber (2005:70), counseling is one of the parts and basic techniques of guidance that help to achieve the basic objectives of educational guidance.

In general, educational guidance aims to maximize learning of students. The emphasis of guidance services as described by Chibber (2005:40), is providing assistance for students to achieve the best of their ability in all courses they are involved. Additionally, assessing students in learning new and more effective ways, to cope with stress and disappointments, resolving conflicts, dealing with specific problems and to manage their lives are some of the basic functions of the educational guidance services (Yusuf, 1998, UNESCO, 2002:28-31; and Chibber, 2005:47). Meeting all the stated benefits makes it obligatory for build GSC programs in schools.

Since the life is getting complex day to day and the problems that require expert for help are increasing, the scope of GSC is extremely getting comprehensive.

In light of this, Yusuf (1998) explained that, a big number of students in the educational institutions are in difficult life situations, shy, fear, unable to manage their own affairs, and lacking to know what to do, how to do and when to act are

some of serious problems of students that require well organized GSC from professionals to be provided.

Because, though the provision of GSC in schools cannot be seen as a panacea for all educational ill, it provides at least a way to resolve their difficulties, if not possible, how to love with them.

To the contrary, counseling in general is not universally available throughout the education institutions. It is limited often because of the size of the institution population and the counselors own temperament and preferences. As Seleshi (2000) stated " Because of the shortage of trained personnel, the ministry of education could not assign counselors for all schools. This is particularly true of schools in remote areas of the country. Further more. Most of the counselors are inadequately educated and unable to provide sufficient services for the clients or students (Fentaw, 2001). This scholar further recommended that, all of these shortages and problems should be considered and solved timely in order to strengthen GSC for students.

3.2. Health and Medical Service

Health is defined as a range of state with physical, mental, emotional, spiritual and social components (Webb, 1999). It is a freedom from physical diseases, poor physical condition, social maladjustment and other negative states at a minimum and it means wellness at maximum.

Therefore, health services are diagnostic identifications of health problems and the maintenance of students' physical and mental health through medical services, because students can be involved in all kinds of illness from common cold to serious accidents and STDs including HIV/AIDS.

As described by Whitmore (1985), and Barr (1993:481), providing health services enhances the students' academic achievement by reducing class absence, due to health related problems as a result of health education

provided focusing on prevention of diseases. Hence, Schools need to enhance the provision of health and medical services appropriately. In addition to this, the sexual liberation movement, the popularization of drug and alcohol used on schools, and aggressive new students' activism brought change to the student health agenda (Barr, 1993:481-482). This scholar further discussed that, this new issue demanded new approaches such as drug and alcohol treatment, and education programs, specialized services such as women clinics offering gynecologic and contraceptive services and many others. All of these forces lead to health centers and health service that being provided by the today's schools.

In light of this, Barr (1993) generalize that the issue of providing student health services is a basic question to be answered. They had added that health services needed to be well-structured so as to meet the requirements of the community, must offer the necessary clinical care that coupled with strong programs of prevention and should focused on well being that address the problems of drug and alcohol use, STDS, unwanted pregnancy , nutrition, stress and other related problems of the students. Thus, the result of all these programs can favorably influence retention rates and generally help to create a supportive and caring environment. The awareness of the society about the impacts of physical and mental health on social and public health issues is increasingly rising. This in turn helps the CHS to play a major role in encouraging students to attend these critical issues. It is true that, promoting and enhancing good health and well- being of students, promoting student health education, and willing programs are some of the objectives of health services that may result in academic success of students and enhancing the quality of their life. According to UNESCO (2002:41), the achievement of these specific goals entirely depends on qualified and better health workers to provide a quality health services to offer effective and better health information services in the institution. In addition, available health care's facilities, resources including financial and personnel are necessary required to provide services adequately to registered students in schools.



3.3. Library Service

A library is often called the heart of the school and ranked with library facilities as a vital center of education and research efforts. Most of the facilities and services in educational institutions in the developing world tend to be crucial factors in the 21st century innovation and knowledge based global economy. Libraries are one of the most critical resources that ensure quality and relevance of teaching and learning as well as research. Almost all educational institutions in Ethiopia do not have modern libraries with up-to-date facilities and publications and resources materials for students. The World Bank (2000:47) claimed that the safest investment in educational quality is to make sure that there are enough books and supplies in the library. Without some revitalizing inputs, particularly text books and instrumental materials, almost no learning can be expected to occur. They are largely not equipped with the requisite ICT infrastructure, up to date books and Journals are old editions and generally insufficient in their capacity for the growing student population.

Additionally, Lockheed and et al (1991:45) assumed that the library should not be the collection of unrelated and out dated volumes. Its buildings should have sufficient space, silence and take into account the new development of information and communication technology. Furthermore, as indicated by Terefe (1991) the schools have libraries with well –equipped materials, enough space to hold the stock collections, enough space with neat and sufficient seats to accommodate a large number of students at once. In addition, it is essential to have well- lighted, neat and ventilated reading rooms and well-trained professionals librarians' in the library.

Since libraries are the sources of the research information and researching in a vacuum is unthinkable, scientific information materials and services are very essential for research institutions including schools.

Supporting this James (1992), suggested that, for research available resources such as reference materials for the related literatures, accessible sources of information like computers, libraries, laboratories, pedagogical centers, internet services and other documentation centers are key components of to be fulfilled in educational institutions.

According to Norman and Highan (1980:86), an inadequately staffed library progressively lowers service level as quoted. *“Below a certain point, the fewer the staff, the lesser able they are to meet demands, the less able they are to meet demands, the more demoralized they become, the worse the service, the greater the number of complaints and the more demoralized the staff becomes.”*

The other factors affecting the library are related to the quality of printed materials including textbooks. This is to mean that, library materials should be highly accessible and easily available for use by all members of the schools. The role of planning in library services is also unforgettable factor that affects even the whole process of the library in the institution. Therefore, the library facility and its branches should be well planned. It should provide secure and adequate space, conducive to study and research with suitable environmental conditions for its services, personnel, resources and collections.

The Planning also is required to make its equipments adequate and functional. Additionally preparation, justification and administration of a library budget to use its financial resources efficiently and effectively are some of the basic issues expected from the library administrator to be planned.

3.4. Co-curricular Activities

Co-curricular activities are those which are used to denote activities in which students participate that are not part of the main course of the study at school or which are scheduled at other than required school attendance (Gorton and others, 1988:112). Other terms: inter-curricular, extra-class activities, supper-

curricular activities are often used interchangeably (Mckown, 1976:5, Hall: 13). Though, the different expressions came to be known at different times, for most authorities students activities are integral part of the total instructional program of the school.

Mckown (1976) explains that extracurricular activating are important parameters not only for promoting inclusion outside the class room among students but also for upholding the diverse potentials and talents of children with and without disabilities. Such a tradition needs to be nurtured as easy as possible so that students can develop the habit of using out of school time wisely. However, in practical and theoretical aspect of research, participation of students with special needs is found to be significantly low.

In light of this, Zaudneh (1987:185) states that student activities are activities and events sponsored and organized by the school to entertain, teach or provide opportunities to students for the development of hobbies and abilities usually guided by one or more teachers. This implies that student activities designed and coordinated by the institution to provide students several opportunities through which variety of experiences are acquired. Such activities according to Levine (1994:212) center on several areas including sport clubs. News papers, and other publications, cultural associations, special need club, fine art, music and drama clubs. In respect to the opportunity, students with special needs can have from extra-curricular participation, such as to meet people, career preparation, enjoying schools more and more school improvement. Therefore, schools should encourage the participation of the students (Hansley and colloquies, 1986, Ferry, 2003 cited in Disciullo, 2004). Previous research in the area pointed that the source of the problem is associated with socio-cultural environments, quality of interaction between learners and teachers and availability of facilities, and equipments (Disciullo, 2004). The activities promote school spirit and attendance and provide alternative ways for students to develop their talents with the educational

setting (Gorton and others, 1988). Students' activities could also serve as a means of providing students with the image of the actual life of the society (Zaudneh, 1987:185).

Activities have objectives, and if they have objectives, they need be planned in time and resources. What difference is their objectives being short and long run? Among those activities in the schools are the extracurricular ones. Not surprisingly extracurricular activities are equally important as formal curriculum in school through they differ on the way they are being practices. The education system of most countries of the world combines both curricular and co-curricular objectives which would enable them to shape all rounded citizens. Through extracurricular activities Students will get a chance of fulfilling their aroused interests and feelings in the class room. Extra – curricular programs also develop in students' life-long interests or hobbies in cultural and artistic activities. Hence Chaube (1991) and Watson et al (1982) cited in Setotaw (1998) remarked that students involvement in extracurricular activities is key to good school discipline as long as there are wide choices of activities to serve the interest of larger number of students.

Another observation by Haun (1981) cited in Setotaw (1998) show that extra-curricular activities are important means to bring a change to adapt the exciting situation for different pupils with various personalities. As we look in to the development of extracurricular activities in Ethiopia, evidences shown that it has existed since as far back as modern education began to exist (Setotaw, 1998). During their emergency, the then Ministry of Education and Fine Arts (MEFA) stated in Article 12 of the then policy " student has to be encouraged to participate in school clubs". In other article the role of teachers have been stated in this form " A teacher besides, the normal teaching load should not hesitate to help students through various enriching activities, so that his students develop education level (Article 13, Sitotaw,1998)." Here one thing that needs to be clear is that for teachers to play a role, they have to be acquainted

with skills on how extracurricular activities are planned and organized. During that time, students were highly encouraged to participate in different activities since the educational policy and school regulations state the importance of participation, Thus, "every student shall be a member of a club. Students have to choose clubs according to their interests" (Article 17. Ibid).

Setotaw (1998) Seems to have observed that among the many problems in the development of extra-curricular activities in the country's education program, there were no educational personnel who were fully responsible particularly for co-curricular activities in regional, zonal and school level. The 1994 Education and Training Policy of the country had brought a land mark change that placed the structure of extra- curricular activities in "Physical education and Co-curricular program paned, and the Co-curricular coordinating Committee," which take the responsibility of these activities at regional and school level. Even though the structure has a step mark by itself, schools experience indicates that the activities in some schools are still forgotten.

4. The Management of Student Services

4.1. Organizational Structure of Students Services

The term organization may be defined as "an assemblage of resources particularly of human ones that are arranged and sequenced through technology to achieve an intended out put." Thus, an organization is the result of the grouping of work and the assignment of duties, responsibilities and authority to achieve specific goals (Atchison and Hall in Ayalew, 1991:1).

Organizational structures are the framework for getting work done. As stated by Armstrong (1999:1312), they are used to define and clarify how required activities are set together, who is responsible to whom and for what and the lines of authority. Though, no one correct organizational structure for all student services exists, the essential character of student personnel work

determine the peculiar nature of its administrative structure and organization. However, the decision on the organizational structure depends on such factors as effectiveness, integration with other school factors, clear line of communication and flexibility (Cohen and Brower, 1994:287), and Sanyal, 1995:158).

Accordingly, there are different types of organizational structures to be applied in student personnel services. Some of these are summarized as follows.

The unitary structure: with basic and very clearly defined boundaries.

The devisionalized structure: with discrete units or functions responsible for range of associated activities.

The centralized or decentralized structure: with authority concentrated at the center of developed to a greater or lesser degree to strategic business unit (Delworth and Hanson, 1980:166 and, Armstrong, 1999:138-162). In sum, it is better for student services manage to consider the factors affecting the organizational structure to be applied. These factors as pointed out by Delworth and Hanson (1980:160) may include, the size and scope of the services to provided, the whole organizational structure of the institution, the delivery and competencies of the staff, the number of the students in a particular service and facilitation and resource base to name a few.

4.2. The Competence of Student Service Management

The concept of competence has different meanings. It is always immediately not clear as many forms of competence are being used. According to Heilman, (1994) competence may be predictive, organizational, proven, or adaptive.

Predictive is related with testing the characteristics and attitudes to differentiate superior performance. Organizational refers to aggregates and capacities to create synergy for suitable value and broad applicability for an organization. Proven shows a real and demonstrated ability to carry out successful activity and judged by what people produce, where adaptive is related to with ability to read anew situation to apply appropriately.

Another scholar, defined competence as “ a capacity that exists in a person that leads to behavior that meets the Job demands within the parameters of the organizational environment and that in turn brings about desired results” (Armstrong, 1999:19). Thus, competence is the thing that an individual needs to be able to understand and to perform activities effectively. No matter what the definition is, in assessing the managerial effectiveness, the concept of competent manager is relevant and unquestionable because the production of effective performance is directly contingent on the competencies of a manager.

In light of this, Armstrong (1999:19) argued that managers must have competences and skills that help them perform effectively and, to cope with the nature of their work. Thus, he further discussed that a component manager is expected to be a communicator, result- oriented, customer- oriented, team former, a leader, good planner and organizer, flexible and problem solver, as well as effective, and efficient on what success is dependent, should have right to participate both in the academic and administrative decision making process.

Nonetheless, a number of institutions deny to students' right to participate and largely to determine their own extra- curricular activities. Accordingly, sign and others (1983:342-348) suggested, though the problem of leadership will be better understood if there is participation of students, getting active participation in management of organizations is one of the chronic dilemmas of the educational institutions.

In contrast, Cohen and Brower, (1994:291) argued that, student involvement is one of the planning directions that promote opportunities of students to support the mission and goals of the institution similarly; Matson's description is quoted as follows:

“The best plan for an educational institution is, one that induces participation of students with the various interest groups in management processes (Matson, 1971:280).”

Students' involvement in schools management has a great role to play both for the educational institution and the student of the institution.

In light of this, Kun and Lud (1994:24), Pointed out that participation of students in educational management used to get future leaders, to develop feelings of good will, friendliness, to create civic responsibilities and attitudes of good citizenship, to practice problem solving actions, to develop ideas of right conduct, self- control, cooperative efficiency and fairness.

Hence, the purpose of student involvement in school management generally is to prepare them for democratic citizenship and responsible future leadership. To meet all those objectives, the uniting of students into an organized government structure is essential to represent their interest and convey the opinions in the management of education system.

In relation to this, Natarajan (1987:61) described that meaningful student-government bodies have to organized to “ represent” , “to provide services” and “to communicate” with the responsible parties and the members of the student-government bodies.

Thus, acting as the representatives, the promoting welfare and interests of students, maintaining responsible student government, coordinating the students participation, promoting communication among student body , staff, and the authorities and assisting in maintaining good conduct and proper discipline are some of the principal objectives of student council (Natarajan, 1987: 61-62). So, that, due attention should be given to involvement of the students in each activity and management of school including the student services management to provide effective and efficient services for the clients.

Because it is one of the peculiarities of a student service, program that the client who receives services should also participate in certain phases of administration and development of services.

CHAPTER THREE

RESEARCH DESIGN AND METHOD

This chapter entertains the research method adopted for this study. It also presents sources of data, sample size and sampling techniques, data collecting instruments, pilot test of the questionnaires, procedures of data collection and method of data analysis.

1. Method of the Study

The research method employed in this study was descriptive survey approach aimed at examining and describing the major problems hindering the provision and utilization of student services in the Preparatory Schools of Addis Ababa. Furthermore, descriptive survey approach makes possible explanation of going on processes, effects that are evident, and of trends that are developing on the issue.

Since the purpose of this research is to picture out the current situation on the management and utilization of student services in Government Preparatory Schools of Ethiopia in general and Government Preparatory Schools of Addis Ababa in particular, using descriptive survey method is more appropriate.

2. Sources of Data

Sources of data used for this study were both primary and secondary sources. Primary sources of data were collected from students, members of students' council and student services staff. Secondary sources such as different written documents, related literatures and magazines were reviewed and analyzed to support the information gathered from primary sources.

Sources of information on the current status of student services in the schools were from two groups of respondents who were assumed to have exposure on the management and utilization of student services. The first group of

respondents consisted of Vice Directors, Guidance and Counselors, Librarians, club coordinators, and Health workers. The second group involved students and students' council of the schools.

3. Sample Size and Sampling Techniques

3.1. Sample Size

The population of this study consisted of all students and student personnel staff in Government Preparatory Schools available in each Sub-city of Addis Ababa. From fourteen preparatory schools one Preparatory school was selected randomly from each Sub-city. The total number of regular students in the selected schools was 19,978. The number of students and students' council whom the researcher selected randomly from the different schools were 325 (2%). The student personnel services staff were constitute 15 guidance and counselors, 3 health workers, 14 librarians, and 20 club coordinators, and totally 325 students and 52 student personnel service staffs were included in the sample.

Table 1: Distribution of Sample Population of Student Services Staff

No	Service staff	Sub-city																					
		Arada		A/Kete ma		Gulelle		Yeka		Bole		Lideta		Kolfe		N/lafto		Kirkos		A/kalit		total	
		Minilik II		A/kete		M/alem		wondrad		Bole		L/minch		M/ine m		K/23		A/kirs		D/tulu			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Guidance and counselors	2	-	2	-	1	1	-	1	-	1	1	1	-	1	-	1	1	-	1	-	9	6
2	Health and medical services	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	3
3	Librarians	1	1	1	1	1	-	1	-	-	1	1	-	1	1	-	-	1	1	1	1	8	6
4	Club coordinators	2	-	2	-	-	2	2	-	-	2	2	-	2	-	2	-	-	2	-	2	12	8
	Total	5	2	5	1	2	3	3	1	-	5	4	1	4	1	3	-	2	4	2	4	30	22

Table 2: Distribution of the Sample Size of Students

Name of School	Grade								Total
	11				12				
	M	%	F	%	M	%	F	%	
Minillik II	628	51.06	602	48.94	566	50.54	554	49.46	2350
Addis Ketema	631	55.16	513	48.84	650	52.00	600	48.00	2394
Medhanealem	599	44.27	754	55.73	782	51.41	739	48.59	2874
Wondirad	441	55.61	352	44.39	401	52.21	367	47.79	1561
Bole	878	50.17	872	49.83	900	48.99	937	51.01	3558
Limat Minch	315	48.46	335	51.54	334	42.93	444	57.07	1428
Millinium	340	49.20	351	50.80	249	50.30	246	49.70	1186
Higher 23	400	53.33	350	46.67	450	60.00	300	40.00	1500
Abiot Kirs	520	55.91	410	44.09	448	50.34	442	49.66	1820
Derartu Tulu	344	51.34	326	48.66	364	59.87	244	40.13	1278
Total	5096	51.16	4865	48.84	5144	51.35	4873	48.65	19978

Thus, the total sample size for the study was 377 respondents. The researcher believes that the number of sample designed would represent the population of the study and it is assumed to be manageable for the research operations.

3.2. Sampling Techniques

To select the samples of the study, different techniques were employed. In selecting one school from each Sub-city and sample students, random sampling technique were applied with the assumption that it could help to avoid bias. In order to get detailed information about the issue purposive sampling method were employed.

For their position and involvement in the management of student services, all of the student personnel service staff and vice directors of the schools were included in the study by using purposive sampling method.

4. Data Collecting Instruments

Data from the sample were collected using questionnaire, interview, document analysis and observation. Since questionnaire enables to gather information

from large population, it was employed here as the main instrument to obtain descriptive detail on the provision and utilization of student services from the staff of student personnel services, members of students' council and the sample students of the schools. It was designed involving both close ended questions followed by open ended questions.

Interview was conducted for guidance and counselors and Vice Directors of the schools. This was not only because they were few in number, but also their important position in describing the current status on the management and utilization as well as provision of student services in the schools. Observation was used as a main supportive method to gather information about the activities performing in each student personnel service of the schools to promote the provision and utilization of the services. Document analysis was a method of data collection that is concerned with the classification, quantification and comparison of the content of documents and their communication (Koul, 1996:412). Given the fact, since this study has to go back some years to analyze documents, this method of data collection seems the most appropriate so that using document analysis, information about plans, policies, managerial problems, rules and procedures of the services were gathered.

5. Pilot Test of the Questionnaires

It was essential that the questionnaire drafted for the study was subjected to a try out. Therefore, a pilot study with the objective of testing and improving the questionnaire was conducted. Based on the feedback obtained, some vague questions were modified and replaced to avoid ambiguity in filling in the questionnaires. Finally the questionnaires were refined and got ready for administration.

6. Procedures of Data Collection

The questionnaire, interview, observation and document analysis were the tools used in collecting data. The questionnaire was prepared in English. All the respondents were made their responses on the English version of the questionnaire. The questionnaires were distributed to the respondents by the researcher, with the help of some colleagues and vice directors of the schools. The researcher was given sufficient orientation on how to distribute and collect the questionnaires and other related issues for his assistants in to maximize the return rate of the questionnaires. The interview, observation and document analysis were held at the work places (schools) by the researcher himself.

7. Methods of Data Analysis

Based on the nature of the basic questions and the data collected through different instruments, the following statistical techniques were engaged to analyze various characteristics of the sample population. In order to determine whether the students and student services staff differ in their perceptions about the extent of provision and utilization of student services, the chi-square test and simple percentage were used. In all cases, the differences in perception between the students and student services staff were tested at 0.05 level of statistical significance. Students' involvement in the management of services was computed by using percentages. Additionally, percentages were used to identify the major problems encountered in the provision and utilization of the student services in the schools.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This Chapter deals with the presentation and analysis of data collected from the sample student services staff and students of the ten Government preparatory schools taken from the ten sub cities in Addis Ababa. The chapter consists of two major parts i.e., part one, presents the characteristics of the sample population (respondents) involved in the study and part two Deals with the analysis of data.

1. Characteristics of Respondents

A Total of 377 questionnaires were distributed to the staff and students. There were 52 for the staff of student personnel services and 325 for students. Out of these questionnaires, a total of 373 were correctly filled in and returned. From these 321 (98.77%) of the questionnaires were from students and 52 (100%) of the questionnaires were from student services staff, i.e., 15 (28.85%) from guidance and counselors, 3 (5.77%) from health workers, 14 (26.92%) from librarians and 20 (38.46%) from club coordinators . Additionally Interview was conducted for some selected student services staff to get fruit full information for the success of the study.

Table -3: Profile of Student Personnel Staff

No	Item	Respondents									
		Guidance and counselors		Health workers		Librarians		Club coordinators		Total	
		No	%	No	%	No	%	No	%	No	%
1	Sex										
	a. Male	9	60	-	-	6	42.86	12	60	27	51.92
	b. Female	6	40	3	100	8	57.14	8	40	25	48.08
	Total	15	100	3	100	14	100	20	100	52	100
2	Age (in years)										
	a. < 20	-	-	-	-	1	7.14	-	-	1	1.92
	b. 20-35	14	93.33	3	100	11	78.57	18	90	46	88.46
	c. 36-45	1	6.67	-	-	2	14.29	2	10	5	9.62
	d. > 45	-	-	-	-	-	-	-	-	-	-
	Total	15	100	3	100	14	100	20	100	52	100
3	Qualification										
	a. < Diploma	-	-	-	-	-	-	-	-	-	-
	b. Diploma	-	-	3	100	14	100	-	-	17	32.69
	c. 1 st Degree	15	100	-	-	-	-	20	100	35	67.31
	d. 2 nd Degree & above	-	-	-	-	-	-	-	-	-	-
	Total	15	100	3	100	14	100	20	100	52	100
4	Experience										
	a. < 2 years	5	33.33	-	-	1	7.14	-	-	6	11.54
	b. 2-5 years	9	60	2	66.67	7	50	4	20	22	42.31
	c. 6-10 years	-	-	1	33.33	3	21.43	10	50	14	26.92
	d. 11-20 years	-	-	-	-	2	14.29	5	25	7	13.46
	e. 21-30 years	-	-	-	-	1	7.14	1	5	2	3.85
	f. > 30 years	1	6.67	-	-	-	-	-	-	1	1.92
	Total	15	100	3	100	14	100	20	100	52	100

It was mentioned earlier that out of 52 student personnel service staff sample respondents, 100 percent of them filled in and returned the questionnaires. As can be observed from table 3 of item one, 60 percent of guidance and counselors and club co-coordinators are males and 40 percent of them are females. In the same item all of the health workers are females. This reveals

that there is no men's involvement in the health services and appreciable involvement of women's in this service. Moreover, 57.14 percent of the librarians are females. This may also indicate that the participation of women would be better than men.

Regarding respondents' age, the majority (93.33 percent) of guidance and counselors, and all (100 percent) of health workers, 78.5 percent librarians and 90 percent of club coordinators are in the age group of 20-35. In general the majority (88.46 percent) of the respondents are in the age group of 20-35. This may show that the majority of the respondents are youngster who can stay stronger on their duty since working in student personnel service requires physical and mental strength.

As seen in table 3 of item3, all (100 percent) of the guidance, and counselors and club coordinators have first degree. All (100 percent) of health workers and librarians are diploma (college level) holders.

Concerning respondents experience (Service year) of item 4 of table 3, 60 percent of guidance and counselors, 66.67 percent Heath workers and 50 percent of the librarians have a total service year (experience) ranging from 2-5 years. On the other hand 50 percent of the club coordinators have experience ranging from 6-10 years. It would, therefore, be possible to infer that as the majority of the staff personnel have an experience of below 10 years.

Table -4: Student Respondents by sex and age

No	Item	Respondents					
		Grade -11		Grade -12		Total	
		No	%	No	%	No	%
1	Sex						
	a. Male	77	50.99	90	52.94	167	52.02
	b. Female	74	49.01	80	47.06	154	47.98
	Total	151	100	170	100	321	100
2	Age in years						
	a. < 16 years	-	-	-	-	-	-
	b. 16-19 years	151	100	149	87.65	300	93.46
	c. 20-23 years	-	-	21	12.35	21	6.54
	d. >23 years	-	-	-	-	-	-
	Total	151	100	170	100	321	100

As seen in table 4, item 1, 52.02 percent of the respondents from both grades in a sample schools were males. Female students' representation in this study was 47.98 percent. The participation of female students was almost proportional to male students.

As far as the respondents' age was concerned, all of grade-11 students were in the age range of 16-19 years. On the other hand, 87.65 percent of grade-12 students were in the age group of 16-19 and only 12.35 percent of them were in the age range of 20-23 years. In general 93.46 percent of both grade students were in the age range of 16-19 years. This could be the right age level that might predominantly observe in this particular level of preparatory education.

2. Data Analysis

Table -5: The Status of Guidance and Counseling Services

No	Item	Respondents			
		Staff		Students	
		No	%	No	%
1	Whether guidance and counseling service is available				
	a. Yes	52	100	285	88.79
	b. No	-	-	36	11.21
	Total	52	100	321	100
2	Proportionality of the number of counselors				
	a. Proportional	11	21.15	48	16.84
	b. Not proportional	41	78.85	237	83.16
	Total	52	100	285	100
3	Adequacy of guidance and counseling service				
	a. Very High	1	1.92	4	1.40
	b. High	9	17.31	16	5.62
	c. Medium	11	21.15	71	24.91
	d. Low	25	48.08	139	48.77
	e. Very Low	6	11.54	55	19.30
	Total	52	100	285	100
4	Reason for Low or Very Low adequacy of services				
	a. Shortage of professionals	10	58.82	83	65.87
	b. Lack of awareness on the part of the clients	17	100	115	91.27
	c. Inconveniency of the office	6	35.29	45	35.71
	d. Lack of concern on the part of higher officials	15	88.24	99	78.57
	Total **				

** Do not add up 100 percent due to provision of more than one response

Table 5 depicts the responses on the status of guidance and counseling services in the schools. Accordingly, in the first item of the table, respondents were asked about the

availability of guidance and counseling services the availability of guidance and counseling services. As indicated, all of the staff and the majority (88.79%) of the students agreed that there was guidance and counseling service provision in the schools. However, very few were response there was no provision of guidance and counseling service.

Item two in the same table was about sufficiency (proportionality) of the number of the guidance and counselors in schools guidance and counseling services. As depicted in the table, 41(78.85%) of the staff and 237 (83.16%) of the students reported that the number of guidance and counselors was not proportional with the number of counselees (students) in the schools, on the other hand 11 (21.15%) of the staff and 48 (16.84%) of the students were replied the number of counselors and students was proportional. As described by Collins (1969:52-57), the number of counselors is better to be proportional with the number of counselees. As further stated by Collins, the counselor-counselee ratio should not be greater than 1:300. If the ratio is greater than the given number, then, counseling becomes just a lick and promise. This was also revealed in interview with some concerned bodies as one of the major problem facing the guidance and counseling services. In reality, there are 15 guidance and counselors for students in the ten schools with counselor- counselee ratio is 1:1332. This indicated that the counselor – counselee was not proportional and has a negative impact on the quality of education. Therefore, it is possible to deduce that concerned bodies should give attention to solve this major problem.

Item three was about the service provided by the office of guidance and counseling. The majority 31(59.62%) of the staff and 194 (68.07%) of the students argued that the services of guidance and counseling services in their school was low and very low. And 21.15 percent of the staff and 24.91 percent of the students replied the guidance and counseling service to be medium. From this one can conclude that great consideration is in need to emphasized on enhancing its effectiveness since guidance and

counseling service has a great role to play in academic achievements of students.

The respondents in the table 5 of item four were asked to specify the reason why the extent of guidance and counseling is low or very low. As shown in the all of the staff and 91.27 percent of student respondents confirmed that “lack of awareness on the part of the client” and 88.24 percent of the staff and 78.57 percent of the students reported “lack of concern on the part of higher officials.” as a major problems that hinder the effective provision of guidance and counseling service. On the other hand, 58.82 percent of the staff and 65.87 percent of the students indicated “shortage of professionals.” was critical problem affecting the guidance and counseling service.

Table- 6: Provision of Health and Medical Services

No	Item	Respondents			
		Staff		Students	
		No	%	No	%
1	Whether health and medical services are available	13	25	86	26.79
	a. Yes	39	75	235	73.21
	b. No				
	Total	52	100	321	100
2	Adequacy of contribution of health and medical services				
	a. Very high	-	-	2	2.33
	b. High	-	-	7	8.14
	c. Medium	3	23.08	18	20.93
	d. Low	4	30.77	23	26.74
	e. Very low	6	46.15	36	41.86
	Total	13	100	86	100
3	Major problems of the health and medical services	9	69.23	41	54.65
	a. Inadequacy of qualified health workers	8	61.54	47	47.67
		3	23.08	42	48.84
	b. Lack of professional competence	13	100	60	69.77
	c. Lack of interest in health workers	12	92.31	55	65.95
	d. Lack of appropriate health facilities	12	92.31	51	65.95
	e. Lack of adequate medicine				
	f. Lack of budget				
	Total**				

** Do not add up 100 percent due to provision of more than one response

As shown in table 6, item one, the majority 39 (75%) of the staff and 235 (73.21%) the students agreed that there was not health and medical service provision in the schools and few, 13(25%) of the staff and 86 (26.79%) of the students replied there was provision of health and medical service in the schools. In light of this Wiltshire (1992), the existence of health services in any educational institution is an obligatory to boost the physical, emotional and environmental health of the students which in turn helps to reduce the student's failure to complete their studies. In reality from the ten preparatory schools selected as sample by the researcher only three schools have health

services. The rest seven have not. Therefore it is possible to conclude that there were not provision of health and medical service in the government preparatory schools of Addis Ababa and also concerned bodies were not work hard on this area of service in the school.

With regard to the extent of contribution of health and medical services to the health care of students, item two of the same table, from those schools that have the health services 4 (30.77%) and 6 (46.15%) of the staff and 23 (26.74%) and 36 (41.86%) of the students rated its contribution to be low and very low respectively. However, the rest respondents reacted negatively. From the given responses, it is fair to say that, the health and medical services in the schools has great effect on the health care of students and efforts have to be made to enhance its contribution to higher level.

In the third item of the table, the respondents were asked to identify the major problems affecting the health and medical service. All of the staff and 69.77 percent of the students decided that “Lack of appropriate health facilities”, 92.31% of the staff and 65.95% of the students replied the “Lack of adequate medicine and budget” as the major problems hindering health and medical services for providing quality services for students.

On the other hand, 69.23% of the staff and 54.65% of the students prioritized that “inadequacy of qualified health workers” as the main problem facing the health and medical services. Possibly it can be conclude that much attention was not given by the concerned bodies of the schools to facilitate the services.

Other problems cited by the respondents were “Lack of professional competence” by 61.54% of the staff and 47.67% of the students and “Lack of interest in health workers ” by 23.08 percent of the staff and 48.84% of students. Thus, the responses from both groups of the study implied that there was lack of attention given to employ qualified and experienced health service workers and allocate fairly adequate budget for the service. Furthermore since health related works are highly contingent upon the internal interest of the workers, it is better to develop and motivate health service workers through

continuous follow up, and providing incentives as well as rewards for those well doing groups.

Table -7: Extent of Efforts Made by Health Service Workers to help Students

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Manner of handling patients	5	38.46	9	10.47
	a. Good	3	23.08	34	39.53
	b. Fair	5	38.46	43	50.00
	c. Poor				
	Total	13	100	86	100
2	Understanding the patient problem	3	23.08	16	18.61
	a. Good	4	30.77	22	25.58
	b. Fair	6	46.15	48	55.81
	c. Poor				
	Total	13	100	86	100
3	Prescribing appropriate medicine	2	15.39	10	11.63
	a. Good	1	7.69	28	32.56
	b. Fair	10	76.92	48	55.81
	c. Poor				
	Total	13	100	86	100
4	Referral to appropriate concern bodies	4	30.77	5	5.82
	a. Good	1	7.69	19	22.09
	b. Fair	8	61.54	62	72.09
	c. Poor				
	Total	13	100	86	100
5	Confidentiality	4	30.77	12	13.95
	a. Good	3	23.08	47	54.65
	b. Fair	6	46.15	27	31.40
	c. Poor				
	Total	13	100	86	100

As implied in table 7 item one, 38.46 percent of the staff and 50 percent of the students replied that, the manner of health service workers in handling patients was to be found poor and 23.08 percent of the staff and 39.53 percent of the

students responded to be fair. Generally the responses showed that, handling of patients by health workers in the schools was poor. This finding is disagreed with the idea of Oumer (2002) stated that, ethics from professionals of health workers is mandatory for effective provision of health and medical services.

Item two in the some table depicted that 46.15 percent of the staff and the majority, 55.81 percent of the respondents' reported the health workers ability to understand the problems of patients to be found poor, and 30.77 percent of the staff and 25.58 percent of the respondents argued that health service workers fairly understand the problems of the patients.

Similarly, in item three of the same table, the majority (76.92 and 55.81percents) of the respondents' replied that, the workers in the schools were poorly capable to prescribe an appropriate medicine to the patients.

Item four of the table also showed that, the most (61.54% and72.09%) of the respondents agreed on referral services of the health workers to be found poor. From this, it is possible to presume that the majority of the heath service workers in the schools were with inadequate professional competence to understand patient's problems, prescribe an appropriate medicine and to refer patients to appropriately concern community resources.

On the other hand, as indicated in item five of the table, 46.15 and 54.65 percents of the respondents believed the confidentiality of the health service workers to be found fair and 23.08 and 13.95 percents of them rated to be good while, 31.40 percent of the respondents rated negatively to be found poor.

Based on the responses, heath service workers in the schools were fairly confidential, which makes students to inform about the health nature of their problems honestly when talking with the health service workers. This finding also suits with the idea of Barr(1993) suggested that, the issue of confidentiality is the heart of the relationship between the health centers and the students that they serve since the nature of problems for which many students are treated necessitates a strong sense of trust between students and health centers.

Table-8: Provision of Library Services and Co-curricular Activities

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1	Library Service				
	The extent of usage of Library by students				
	a. Frequently	21	40.39	122	38.00
	b. Sometimes	27	51.92	155	48.29
	c. Rarely	3	5.77	23	7.17
	d. Not at all	1	1.92	21	6.54
	Total	52	100	321	100
2	Co-Curricular Activities				
2.1	Availability of co-curricular services	48	92.31	268	83.49
	a. Yes	4	7.69	53	16.51
	b. No				
	Total	52	100	321	100
2.2	If the answer for item 1 is “yes” which activity is better				
	a. Sport	39	81.25	176	65.67
	b. Music	9	18.75	66	24.63
	c. Literature	6	12.50	57	21.27
	d. Anti AIDS	34	70.83	114	42.54
	Total				
2.3	Involvement of Students in the activities	36	75.00	187	69.78
	a. Yes	11	25.00	81	30.22
	b. No				
	Total	48	100	268	100
2.4	If the answer for item number 3 is “No” the possible reason(s)				
	a. Less concern on the part of the school administration	9	81.82	53	65.43
	b. Less concern on the part of student personnel service unit	6	54.55	35	43.21
	c. Lack of awareness	11	100	66	81.48
	d. Lack of interest of students	6	54.55	46	56.79
	Total**				

* Do not add up 100 percent due to provision of more than one response.

Table 8, Item 1, was about the views of respondents on the provision of library services. 51.92 percent of the staff and 48.29 percent of the students replied that students used the library service sometimes and 40.39 percent of the staff and 38 percent of the students responded that students used the library frequently. From this one can conclude that the provision of library services in the school is somewhat medium.

Concerning the availability of Co-curricular services in the schools as seen in item 2.1 of table 8, the majority of the staff and students respondents, i.e. 92.31 percent of the staff and 83.49 percent of the students indicated that there were activities to provide co-curricular services in their institutions.

Participants were also asked to indicate co-curricular activities that show a relatively good performance. As shown in item 2.2 of the same table, 81.25 percent of the staff and 65.67 percent of the student respondents chose sport as the major co-curricular activity which shows a relatively better activity. Following sport, anti AIDS was chosen by 70.83 percent of the staff and 42.54 percent of students. From the data it can be observed that sport and Anti-AIDS were Co-curricular activities predominantly functioning in preparatory schools of Addis Ababa.

Furthermore respondents were requested to indicate whether or not students were involved in the activities. In the data in item 2.3 of table eight, the majority of the staff and the student respondents' i.e. 75 percent of the staff and 69.78 percent of student respondents indicated that students were involved in the Co-curricular activities. The rest respondents (25 percent of the staff and 30.22 percent of students responded negatively with the involvement of the activities in the schools.

Item 2.4 of table eight depicted that the major reason that were mentioned by respondents for non involvement of in Co-curricular activities. As can be observed from the data in the table, "lack of awareness" about the use of co-curricular activities in the schools was the principal reason for the low involvement of students in the co-curricular activities, as reported by 100 percent of the staff and 81.48 percent of the student respondents. The second

reason cited by 81.82 percent of the staff and 65.43 percent of students was less concern on the part of the school administration. Moreover, the responses of the staff and the students revealed that “lack of interest of students” and “less concern on the part of student personnel unit” were the other reason that contributes to the non involvement of students in the schools co-curricular activities. This finding supports the observation of Gorton and others (1988) who have noted that the primary reason for non involvement of students in student activities includes lack of student interest, lack of awareness, and less concern on the part of school administration.

Table -9: Views on the Adequacy of Student Services

No	Service	Response	Respondents				df	x ² value	
			Staff		Students			Table	Calculated
			No	%	No	%			
1.	Guidance and Counseling	a. Adequate	11	21.15	36	11	3	7.82	65.57
		b. Fairly adequate	16	30.77	78	24.30			
		c. Inadequate	22	42.31	124	38.63			
		d. Not available	3	5.77	83	25.86			
		Total	52	100	321	100			
2	Health and Medical	a. Adequate	1	1.92	8	2.49	3	7.82	3.79
		b. Fairly adequate	6	11.54	25	7.79			
		c. Inadequate	15	28.85	69	21.50			
		d. Not available	30	57.70	219	68.22			
		Total	52	100	321	100			
3	Library: 3.1. Reading rooms	a. Adequate	19	36.54	117	36.45	3	7.82	30.40
		b. Fairly adequate	16	30.77	61	19.00			
		c. Inadequate	14	26.92	80	24.92			
		d. Not available	3	5.77	63	19.63			
		Total	52	100	321	100			
	3.2. Internet access	a. Adequate	3	5.77	29	9.03	3	7.82	1.13
		b. Fairly adequate	10	19.23	53	16.51			
		c. Inadequate	24	46.15	153	47.67			
		d. Not available	15	28.85	86	26.79			
		Total	52	100	321	100			
	3.3. References	a. Adequate	5	9.61	72	22.43	3	7.82	13.43
		b. Fairly adequate	19	36.54	80	24.92			
		c. Inadequate	25	48.68	97	30.22			
		d. Not available	3	5.77	72	22.43			
		Total	52	100	321	100			
	3.4. Free Computer	a. Adequate	5	9.61	34	10.59	3	7.82	1.39
		b. Fairly adequate	6	11.54	37	11.53			
		c. Inadequate	22	42.31	91	28.35			
		d. Not available	19	36.54	159	49.53			
		Total	52	100	321	100			
	3.5. Audio-visual	a. Adequate	1	1.92	13	4.05	3	7.82	5.22
		b. Fairly adequate	-	-	10	3.11			
		c. Inadequate	11	21.15	58	18.07			
		d. Not available	40	76.92	240	74.77			
		Total	52	100	321	100			

As illustrated in table 9, respondents were asked to rate their views on the adequacy of student services in the schools. As shown in item one of the table, 42.31 percent of the staff and 38.63 percent of the students, reacted that the provision of guidance and counseling services to be inadequate. On the other hand 5.77% of the staff and 25.86 percent of the students thought that the guidance and counseling service did not exist at all. This reveals that the guidance and counseling service in the schools was much less than what is expected to be.

The chi-square test ($\chi^2=65.57$, $p<0.05$) also lack a statistically significant similarities between the staff and the students in the perceptions of the two study groups about the adequacy of the guidance and counseling services. It would be therefore, perceptible from the findings that the schools have a challenging job to perform so as to provide guidance and counseling services to students adequately and to boost its effectiveness in teaching- learning process. This study also shares the recommendations suggested by oumer (2002) that most of the students were deprived of guidance and counseling services that should be provided to them by the institutions throughout the schools life helping in making direction of actions and solving their problems.

With reference to the adequacy of health and medical services in the same table, item two, 28.85 percent of the staff and 21.50 percent of the students reported that there was inadequate provision of health and medical services in the schools, However, 57.70 percent of the staff and 68.22 percent of the students perceived that there was no adequate supply of health and medical service in the schools.

The chi-square test ($\chi^2=3.79$, $P<0.05$) also shown that, there are no statistically significant differences (variations) in the perceptions among the respondents in the level of health and medical services.

Regarding to the adequacy of library services from item 3.1 to 3.5 in general presented that there was inadequacy of the service providing facilities in the libraries of the schools. As described by Williams (2004), Library is considered as the heart of any educational institutions. Since educational institutions are

the center of research and academic issues, research in a vacuum without library facilities is impossible to achieve its goals.

Concerning library service in table 9, item 3.1, 36.54% of the staff and 36.45% the students were agreed that there were adequate reading rooms and 26.92% of the staff and 24.92% the students reported that there were inadequate reading rooms in the schools.

The chi-square test ($\chi^2=30.39$, $p<0.05$) also shown that there was statistically significant difference in the perceptions among the respondents.

Similarly, item 3.2 of the table, the majority, 46.15 percent of the staff and 47.67 percent of the students presented that internet service in the libraries was in adequately available. But 28.85% of the staff and 26.79% of the students thought that provision of internet services in the libraries was not available at all. The responses show that there should be a great effort to introduce students with recent innovative information and communication technologies.

The chi-square test ($X^2=1.13$, $p<0.05$) also shown statistically significance similarity between the perceptions of the two groups that is the staff and the students.

In relation to adequacy of recent reference materials, the majority of respondents (48.08%) of the staff and 30.22 percent of students in item 3.3 stated that most of the libraries in their schools were with a problem of shortage of recent reference materials for their studies.

The chi-square test ($\chi^2=13.43$, $p<0.05$), depicts there was statistically significance variation between the perceptions of the staff and students.

According to table 9, item 3.4, the majority of the staff i.e., 42.31 percent of and 28.35 percent of the students thought that the provision of computer services in the school libraries was inadequate. Surprisingly, 36.54 percent of the staff and 49.53 percent of the students reported that the libraries do not have a free computer services for students.

The chi-square test ($\chi^2=1.39$, $p<0.05$) also assured that there was no a significant variation among the perceptions of the respondents. This shows that even if it is costly to have a computer for each student, efforts should be made to create conducive learning facility.

Regarding the audiovisual services adequacy, in item 3.5 of the table, 76.92 percent of the staff and 74.77 percent of students agreed that there was no audiovisual service in the libraries at all. To the contrary, 21.15% of the staff and 18.07 percent of the students reported that, the audiovisual services in the libraries were found to be inadequate.

The variation of the responses was also indicated in chi-square test ($X^2=5.22$, $p<0.05$) which revealed that there was no statically significance difference between the perceptions of the two study groups. Concerning this issue results from observation indicated that there was almost no audiovisual services in all schools. Therefore, efforts should be made to improve the services and make the libraries more attractive, research and academic centers.

Table 10 - Adequacy of Student Services

No	Service	Response	Respondents				df	x ² value	
			Staff		Students			Table	Calculated
			No	%	No	%			
1.	Co-curricular activities 1.1. Sport	a. Adequate	23	44.23	128	39.88	3	7.82	64.16
		b. Fairly adequate	19	36.54	87	27.10			
		b. Inadequate	6	11.54	52	16.20			
		c. Not available	4	7.69	54	16.82			
		Total	52	100	321	100			
	1.2. Music	a. Adequate	10	19.23	46	14.37	3	7.82	43.53
		b. Fairly adequate	8	15.38	70	21.88			
		c. Inadequate	16	30.77	77	24.66			
		d. Not available	18	34.62	128	39.69			
		Total	52	100	321	100			
	1.3. Literature	a. Adequate	7	13.46	40	12.50	3	7.82	70.44
		b. Fairly adequate	9	17.31	53	16.56			
		c. Inadequate	16	30.77	97	30.31			
		d. Not available	20	38.46	131	40.63			
		Total	52	100	321	100			
	1.4. Anti AIDS	a. Adequate	16	30.77	92	28.75	3	7.82	40.18
		b. Fairly adequate	23	44.23	135	41.88			
		c. Inadequate	8	15.38	44	13.75			
		d. Not available	5	9.62	50	15.62			
		Total	52	100	321	100			

Table 10 treats the adequacy level of co-curricular activities which are sport, music, literature and anti AIDS.

Accordingly, in item 1.1 of table 10, 44.23 percent of the staff and 39.88 percent of students identified that sport services were adequate. On the other hand 36.54 percent of staff and 27.10 percent of the staff reported that sport services were fairly adequate and the remaining respondents concluded that sport activities were inadequate or not present at all.

The variation of the responses of the staff members from students may attribute to their exposure and experience to sport activities (services). A chi-

square test for this item also clearly shows that there was a significant variation among the respondents ($\chi^2 = 64.16$, $p < 0.05$).

As to item 1.2, though the calculated chi-square ($\chi^2 = 43.53$, $p < 0.05$) indicated that there was significant difference between the two groups of respondents, the majority of the staff and students (i.e. 34.62 percent and 39.69 percent respectively) believed that music services were not present at all in the schools. On the other hand, 30.77 percent of the staff and 24.66 percent of the students responded music services were inadequate. The possible explanation for this difference could be that either the students are not speaking their minds or the staff members may not have adequate exposure to music services in their institution.

Staff responses (38.46 percent) and those of students responses (40.63 percent) to item 1.3 of table 10 revealed that literature service in preparatory schools of Addis Ababa is not present at all. On the other hand, while 30.77 percent of the staff and 30.31 percent of students indicated the service to be inadequate. The rest respondents said literature service is to be adequate or fairly adequate. The chi-square test ($\chi^2 = 70.44$, $p < 0.05$) also reveals that there was statistically significant difference in the perception of the two groups of respondents.

Concerning the adequate extent of anti-AIDS services (item 1.4 of table 10), 44.23 percent of the staff and 41.88 of students replied fairly adequate. Besides, as the data indicate 30.77 percent of the staff and 28.75 percent of students found anti -AIDS services to be adequate. The rest percent of participants reported anti-AIDS services to be inadequate or not exist at all. Therefore, one can justify those anti-AIDS services in preparatory schools of Addis Ababa appeared to be fairly adequate. The chi-square test ($\chi^2 = 40.18$, $p < 0.05$) shows statistically significant difference in the perception of the two groups.

Table -11: Utilization of Student Services

No	Services	Response	Respondents	
			Students	
			No	%
1.	Guidance and Counseling	a. Frequently	66	20.56
		b. Sometimes	106	33.02
		c. Never	149	46.42
		Total	321	100
2	Health and Medical	a. Frequently	26	8.10
		b. Sometimes	50	15.58
		c. Never	245	76.32
		Total	321	100
3	Library: 3.1. Reading rooms	a. Frequently	198	61.68
		b. Sometimes	56	17.45
		c. Never	67	20.87
		Total	321	100
	3.2. Internet access	a. Frequently	47	14.64
		b. Sometimes	82	25.55
		c. Never	192	59.81
		Total	321	100
	3.3. References	a. Frequently	188	58.57
		b. Sometimes	62	19.31
		c. Never	71	22.12
		Total	321	100
	3.4. Free Computer	a. Frequently	33	10.28
		b. Sometimes	79	24.61
		c. Never	209	65.11
		Total	321	100
	3.5. Audio-visual	a. Frequently	6	1.87
		b. Sometimes	46	14.33
		c. Never	269	83.80
		Total	321	100

In table 11 student respondents were asked to rate that, to what extent they utilized the student services provided by the schools throughout the school life. Responses in the first item described that most, 46.42 percent of the students pointed out that they never used the guidance and counseling services. This

might be because of the fact that the capacity of the counseling service providing professionals was not yet developed. On the other hand, 33.02 percent of the students were reported that they utilized sometimes the service of guidance and counseling. This shows the schools did not give concern for guidance and counseling services in preparatory schools of Addis Ababa.

Concerning item two of table 11, the majority, 76.32 percent of the respondents reported that they never used the health and medical services. From this, one can understand that there is not provision of health and medical services; this is due to shortage of health and medical centers in the schools. Similarly, according to the observation made by the researcher, out of the ten samples preparatory schools only three schools have health and medical services. So the school administrators and higher officials give attention for this crucial service. As shown in the same table, items 3.1 to 3.5, some of the library services were utilized by the students frequently (reading rooms and references). Some others (internet access, free computers and audiovisual services) were not utilized by the students at all. This was based on the responses shown by figures in table 11. This might not be because of lack of interest from student, rather due to shortage of facilities in the libraries of the schools. As described by Oumer (2002), the utilization of the services may be strongly affected by inadequacy of the given services. So that, the result of this finding seems to complement with the justifications indicated in table 11 shown as the chronic problems related with inadequacy of the library services and its facilities, like: internet access, computer and audiovisual services.

Table -12: Utilization of Co-Curricular Activities

No	Services	Response	Respondents	
			Students	
			No	No
1.	Co-curricular activities 1.1. Sport	a. Frequently	94	29.28
		b. Sometimes	167	52.03
		c. Never	60	18.69
		Total	321	100
	1.2. Music	a. Frequently	38	11.84
		b. Sometimes	54	16.82
		c. Never	229	71.34
		Total	321	100
	1.3. Literature	a. Frequently	26	8.10
		b. Sometimes	55	17.13
		c. Never	240	74.77
		Total	321	100
	1.4. Anti AIDS	a. Frequently	72	22.43
		b. Sometimes	191	59.50
		c. Never	58	18.07
		Total	321	100

Table 12 depicts responses on the utilization of co-curricular services such as sport, music, literature, and anti-AIDS. The findings in item 1.1 in table 12 indicate that, only 29.28 percent of the student respondents reported the students utilized sport services frequently in their institutions. On the other hand, 52.03 percent of the students reported that sport services utilized sometimes by students. 18.69 percent of the respondents replied that students never utilized sport services in their institutions. Thus, according to the majority of the respondents, it would be perceptible that sport services have been utilized sometimes by students.

Regarding the utilization of music services in item 1.2 of table 12, the majority (71.34 percent) of the respondents replied that students never used music services at all.

As presented in the same table of item 1.3, most of the student respondents i.e., 74.77 percent of them reported that students never used literature service at all. From the above two items in table 12, one can conclude that music and

literature services in the school is weak. Therefore, concerned bodies give attention to solve the problem concerning these services.

In the last item of table 12 the respondents were asked to reply about the utilization of anti-AIDS service. As seen in the table, the majority (59.50 percent) of the respondents replied that students used the service sometimes. 22.43 percent and 18.07 percent of the respondents reported that students utilized frequently and never used at all respectively. Therefore, the extent of utilization of anti-AIDS service is average in the government preparatory schools of Addis Ababa. Based on the result in table 12, the utilization of the co- curricular activities in the government preparatory schools of Addis Ababa is weaker.

Table -13: Adequacy and Competence of Student Services Staff

No	Items	Respondents	
		Staff	
		No	%
1.	Training related to your current duty		
	a. Yes	21	40.38
	b. No	31	59.62
	Total	52	100
2	Number of student service workers in each service sector is		
	a. Adequate	7	13.46
	b. Fairly adequate	15	28.85
	c. Inadequate	30	57.69
	Total	52	100
3	Workload in your duty		
	a. Yes	32	61.54
	b. No	20	38.46
	Total	52	100
4	If your answer, for item 3 is yes, the possible reason(s)		
	a. Lack of clear guidelines	25	89.29
	b. Inadequate provision of finance	15	53.57
	c. Lack of authority	7	25.00
	d. Lack of support from staff	18	64.29
	e. In availability of supportive staff	11	39.29
	Total **		

** Do not add up 100 percent due to provision of more than one response

Table 13 is about views of respondents on adequacy and competence of student services personnel in the government preparatory schools of Addis Ababa. As can be observed in item one of the table, the respondents were asked to reply about their training on the current duties. As indicated in the table, the majority, 59.62 percent of the respondents reacted negatively and 40.38 percent of them agreed that they have training related with their current duty. This reveals that efforts should be made to encourage and promote student services personnel, which intern may resulted in motivated, interested student service worker to enhance quality of the service provision.

In the second item of the table the majority of the respondents i.e., 57.69 percent of the staff supposed that there was shortage of human resources to provide student services in the government preparatory schools of Addis Ababa. Similarly, the result from interview strengthened that the shortage of student service workers was a continual problem to be solved in the schools.

On the other hand, 28.69 percent of the staff believed that the number of student service personnel was fairly adequate. So that, it is safe to conclude as student services provision in the preparatory schools was running with shortage of workers and negatively affecting its quality. Thus, it requires a critical concern to have an action plan of hiring the necessary student service personnel.

Respondents were also requested to explain whether their responsibility is greater than the work to be done (workload in their duty). The data in item three indicated that, it was 61.54 percent of the respondents who found their responsibility is greater than the work to be done i.e. there was workload in their duties. While 38.46 percent of the respondents reacted negatively i.e. there was no workload on their duties.

When asked to specify their reasons for indicating their responsibility is greater than the work to be done, 89.29 percent of the respondents have cited “lack of clear guidelines”, 64.29 percent of the them cited “lack of support from staff” and 53.57 percent of also cited “inadequate provision of finance”. Thus, from

the responses of the majority of the respondents, it would be possible to infer that lack of clear guidelines, lack of support from staff and inadequate provision of finance were the main reasons for the failure to discharge their responsibility and lessen their workload.

Table: 14. The Student Council and Its Involvement in the Management of Student Services

No	Item	Respondents			
		Staff		Students	
		No	%	No	%
1.	The degree of students involvement in student service management				
	a. Very high	1	1.92	11	3.43
	b. High	6	11.54	55	17.13
	c. Medium	26	50.00	149	46.42
	d. Low	16	30.77	57	17.76
	e. Very low	3	5.77	49	15.26
	Total	52	100	321	100
2	Purpose (s) of having student council in the school				
	a. To involve in the management service				
	b. To protect the interest of students	39	75.00	178	55.45
	c. To enable students participation in nation affairs in organized manner	40	76.92	218	67.91
	d. To coordinate the students participation	36	69.23	134	41.74
	e. To promote the communication among students body, students staff personnel and principals	48	92.31	275	85.67
		50	96.15	287	89.41
	Total**				
3	The committees in which students are involved				
	a. Student service and discipline committee				
	b. Departments committee	49	94.23	268	83.50
	c. School management committee	30	57.69	177	55.14
	d. School improvement committee	33	63.46	235	63.86
		46	88.46	205	73.21
	Total**				

** Do not add up 100 percent due to provision of more than one response

Regarding the extent of students involvement in student services management, item one in table 14 revealed that the majority of students, (46.42 percent) and an average of the staff (50 percent) reported that the students involvement in school management to be medium. Here, although it was indicated that the students' involvement in school management were considered to be an average, it would be equally important to notice that the increase in the number of students might be accompanied by more and more problems. Therefore, the existing average extent of students' involvement in this service may no longer be adequate if the institutions are to address to their ultimate mission in this respect.

Pertaining to the purpose of students council, table 14, item two, shows that most of the respondents i.e., 96.15 percent of the staff and 89.41 percent of the students prioritized the "promoting the communication among the students body, students personnel staff and principals of the school" as the critical purpose of having students council in schools. Similarly, 92.31 percent of the staff and 85.67 percent the student participants noted that the main purpose of students council was "coordinating students participation". On the other hand, 76.92 percent of the staff and 67.91 percent of students identified the "protecting the interest of students" as a major purpose of students council in the schools. In addition 75 percent of the staff and 55.45 percent of the students cited "involving in school management service" as the main purpose of the students council in the school.

As far as item three of the same table, 94.23 percent of the staff and 83.50 percent of students suggested that, it is better for the students to have representatives " in student services and discipline committee". Others, i.e., 86.46 percent of the staff and 73.21 percent of students prioritized that students should have representing bodies in "the school improvement committee". On the other hand, 63.46 percent of the staff and 63.86 percent of students agreed that there should be students' representative "in school management committee". Thus, participation of the students' council in each of

the above committees is believed to be essential as indicated by the respondents. This issue was also emphasized by the students' council and accepted by the concerned bodies of the school to have representatives in each committee in the schools since the committees are for the sake of the betterment of students' interest and benefits. So it is concluded that students' council involvement in different committees has a great role for both academic achievement and democratization of the modern school management.

To sum up, "student service management is entirely dependent up on students involvement and students are trying to participate in the management". In reality, as obtained responses in the above table indicated, students' involvement in the school services management was less than what is expected to be. Thus challenging efforts need to be made from different angles to make the management of student services participatory.

Table -15: Problems Encountered in the provision of Student Services

No	Items	Respondents			
		Staff		Students	
		No	%	No	%
1.	Major problem (s) facing the provision and utilization of student services				
	a. Inadequate financial provision	33	63.46	225	70.09
	b. Insufficient utilization of available resources	37	71.92	275	85.67
	c. High management turnover	25	48.08	66	20.56
	d. Lack of qualified and experienced professionals	27	51.92	197	61.37
	e. Weakness of management in the school	46	88.46	288	89.72
	f. Growth in students enrollment	51	98.08	297	92.52
	Total **				

** Do not add up 100 percent due to provision of more than one response

Table 15 portrays the major problems that encountered in the provision and utilization of the students services to be prioritized by the participants of the

study. As can be seen in the table, 98.08 percent of the staff and 92.52 percent of students pointed out “growth in student enrolment” as a chronic set back affecting the provision and utilization of student services. This idea was also strengthened by interview with concerned bodies of the student personnel staff services in the schools. The second major problem cited by 88.46 percent the staff and 89.72 percent of students is “weakness of management in the schools”. Following this “Insufficient utilization of available resources” and “Inadequate financial provision” as the major problems in the provision and utilization of student personnel services in Addis Ababa preparatory schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the paper deals with the summary of the major findings of the study, the conclusion reached at, and the recommendations forwarded on the basis of the findings.

1. Summary Of Major Findings

The overall purpose of the study was to assess the provision and utilization of student services in government preparatory schools of Addis Ababa. In order to achieve the specific objectives, the study was attempted to answer the following basic questions:

1. How adequate are secondary school student services as perceived by staff and students?
2. To what extent do students utilize available services?
3. How competent are the staff members in the management and provision of student services?
4. To what extent are students involved in the management of student services?
5. What are the major problems that encounter the provision and utilization of secondary school student services?

To address the raised research questions, relevant literatures were prepared to collect the data from the sample respondents of the student services staff and students. In addition to the questionnaires, interview, observation and document analysis were designed to collect recent information from the concerned bodies of student services management in the institutions.

The questionnaires, after having been evaluated and checked by the advisor, were pilot tested in order to avoid irrelevant and ambiguous items. Based on comments secured, necessary corrections and modifications were made before distribution.

The study was conducted in ten government preparatory schools from the ten sub cities of Addis Ababa. The sample of the study were 325 students randomly selected from each school and 52 student personnel staff selected using purposive sampling techniques on the basis of their positions and job assignments. The data gathered using questionnaires from the respondents were analyzed using simple percentages and chi-square test.

Based on the results of the analysis made, the following major findings are obtained.

1. The study shows that student services such as guidance and counseling, library service and co-curricular services such as sport, music, literature and anti-AIDS were available, but health and medical service was not present in most schools. That is only three preparatory schools of Addis Ababa had health and medical service.
2. Guidance and counseling service in government preparatory schools of Addis Ababa was inadequate. The service is affected by a number of serious problems, such as lack of qualified and experienced professionals and lack of concern from concerned bodies which in service provided.
3. There was no health and medical service in all preparatory schools of Addis Ababa. Only three schools have this service, but the service provided in these schools was inadequate due to various problems like lack of health facilities, and shortage of medicines, which affect the effectiveness of the services.
4. The results from the findings indicated that, library facilities such as references, internet access, computer services and audiovisual services were generally inadequate.
5. Responses from most of the staff and students revealed that provision of co-curricular activities such as sport and anti-AIDS were fairly adequate. In contrast the provision of music and literature services were inadequate.

6. As revealed in the study, library services such as reading rooms and references were utilized frequently, while co-curricular services such as sport and anti-AIDS were utilized sometimes. To the contrary, guidance and counseling, health and medical services, library services such as internet access, computer services and audio-visual services and co-curricular services such as music and literature were never utilized by the students in government preparatory schools of Addis Ababa.
7. The result of the study revealed that student service workers in each service sector were assumed to be inadequate and most of these currently working in student services have no special training related with their current duties. The majority of the respondents reported that there is work load on their duty. This is due to lack of clear guideline, lack of support from staff and inadequate provision of finance in the schools.
8. The findings also indicated that the involvement of students in the student service management was rated to be medium as argued by 50 percent of the staff and 46.42 percent of the student respondents. Similarly, the majority of the respondents cited promoting the communication among the student bodies, student personnel staff and principals, and coordinating the students participation to be the main purposes of having students council in the schools, while, the student service and discipline committee and school improvement committee were suggested by the majority of the respondents that students should have representing bodies in the school management.
9. As revealed in the findings, the majority, i.e., 98.08 percent of the staff and 92.52 percent of the students indicated growth in student enrolment, while, 88.46 percent of the students pointed out weakness of the school management as a crucial problem encountered the provision and utilization of student services in the institutions.

2. Conclusions

The study reveals that, despite the relative growth of student enrollment in the preparatory schools of Addis Ababa, none of the student services being provided by the institution was found to be adequate. As a result, students were not in a better condition to utilize the services frequently. This in turn may negatively affect the academic achievement of a student.

- Though, the library is considered as an essential service and could be regarded as the heart of educational institutions, as shown in the study none of its facilities was found to be adequate. From this it is possible to conclude that, it is difficult for a student in the institutions to have supporting sources and recent information from books, periodicals, journals, research reports, etc. Those are helpful for his or her course. This in turn may have a negative impact on the academic achievements of a student in general and quality of education in particular. According to the results of the findings, students services personnel assigned for each student service sector were found to be not only inadequate but also incompetent to carry out their current duties. Thus, providing quality student services without adequate and competent student service staff could be difficult and might be resulted in inefficient utilization of resources which may lead to wasteful and disorganized student services management.
- Effective leadership is said to be the one that gives emphasis to collaborative decision making, involving students in planning and management in the process of creating capable serving forces. As the study revealed, student services management in the schools under study was participatory. That is, the involvement of students in the management of the schools services was considered to be medium by the majority of respondents. From this one can understand that an attempt may be made to improve the involvement of students in school service management.

To sum up, “student service management was entirely dependent up on students involvement and students were trying to participate in the management” in reality, as obtained responses in the table indicated, students involvement in the school services management was less than what is expected to be. Thus challenging efforts need to be made from different angles to make the management of student services participatory.

3. Recommendations

On the basis of the findings obtained and conclusions drawn, the following suggestions are forwarded.

- Since achieving educational objectives in schools without the provision of certain basic student services that students need for the day to day activities within the schools is difficult, it is better for the schools to establish standards on the provision of adequate available student services.
- Despite the decline in the provision of student services and facilities, it is evident that students enrolment rate in preparatory schools is rapidly increasing, thus, it is better to pay attention for the expansion of the student services provision in the institution in commensurate to the number of the students joining the school. Furthermore, the school administration and higher officials pay less attention for the student services provision aspects and this may result in unconcerned, irresponsible and misusing of the services. It is perceived to a single student service manager’s duty. But, it requires a collaborative effort of the concerned bodies. Therefore, MOE, Addis Ababa Education Bureau, The Sub Cities Education Offices and The Schools Administrations should work jointly in order to provide student services both adequately and effectively.
- Library facilities and technologies i.e. reference books; internet access, computer, etc have a profound effect on academic achievements of a student. However, their inadequacy has a negative impact on the quality of education in the institutions. Thus, to alleviate the problem, it is better for the institution to give a great consideration to establish internal sources

the institution to give a great consideration to establish internal sources and create ways for internal income generation which may help to allocate more funds so as to supply the necessary inputs of the library services.

- Provision of quality student services is entirely dependent up on trained, qualified and competent serving force among other things. Because the student service staff are the pillar of the service provision process. However, the study revealed that, the service providing workers in the institutions were inadequate and incompetent. Therefore, to address the problems the concerned bodies have to prepare workshops, seminars and training programs where in experienced personnel share their rich experiences with less experienced and less qualified ones. It is better to have staff development programs such as in-service training programs continuously to refresh and advance the capacity of the staff personnel.
- The student services management should run as participatory body that accommodates students and the student services staff involvement and work hard to harmonize the relationship between the management and students though continuous evaluation and discussion. As shown in the study, the involvement of students in the management of student services is found to be medium. Hence, it would be seen vital for the schools to expand greater effort in strengthening students' council and realizing the role of students' participation in the school management. Thus, concerned bodies should make an attempt in improving the relationship between the students and the schools management which plays a great role in democratization of the school administration.
- One of the problems in the provision and utilization of student services was lack of qualified and experienced staff personnel. It is, therefore, recommended that the school administration together with the student service units need to take necessary measure to harmonize the staff and academic qualifications as well as experience in respective student personnel units through re-examining field specialization in staff

development scheme as well as setting priorities of student personnel service staff recruitment.

Finally, the researcher recommends a more detail and comprehensive investigation in the same area so as to further strengthen the findings of this study. Because, the main task in this small survey is not to conclude rather it is a mere attempt to explore.

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APPENDICES

Part II: Student Services

Instruction: Please indicate your answer by putting a check Mark (✓) or by writing a word or statement where it is necessary in the space provided.

1. Guidance and Counseling

1.1. Does the school provide guidance and counseling service?

Yes ☐ No ☐

1.2. If your answer for item **1.1** is "**No**", suggest your possible reason(s)

1.3. The number of guidance and counselor in relation to the number of students in the school is

Proportional ☐ Not Proportional ☐ Not sure ☐

1.4. How do you rate the services provided by the office of guidance and counseling in your school?

Very high ☐ High ☐ Medium ☐
Low ☐ Very Low ☐

1.5. If your answer for item **1.4** is "**Low**" or "**very Low**", what do you think is the reason? (**More than one answer is possible**)

A. Shortage of Professional ☐

B. Lack of awareness on the part of the client ☐

C. Inconveniency of the office ☐

D. Lack of concern on the part of the higher officials ☐

E. Others (please specify)

2. Health and Medical Services

2.1. Is there clinic in your school?

Yes ☐ No ☐

2.2. If there is clinic, to what extent does it help to the health care of the students?

Very high ☐ High ☐ Medium ☐
Low ☐ Very Low ☐

2.3. Please rate the efforts made by health service workers to help students with regard to:

	Good	Fair	Poor
A. Manner of handling patients	☐	☐	☐
B. Understanding the Patients problem	☐	☐	☐
C. Prescribing the right medicine	☐	☐	☐
D. Referral appropriately to concerned bodies	☐	☐	☐
E. Confidentiality	☐	☐	☐

2.4. What major problems do you think are commonly facing the school health and medical service? **(More than one answer is possible)**

- A. Inadequacy of qualified health workers ☐
- B. Lack of professional competence in health workers ☐
- C. Lack of interest in heath worker ☐
- D. Lack of appropriate health facilities ☐
- E. Lack of adequate medicine ☐
- F. Lack of budge ☐
- G. Others (Please specify)

3. Library Services

3.1. How often do students use library?

Frequently ☐

Sometimes ☐

Rarely ☐

Not at all ☐

3.2. If your response for item **3.1** is **not at all**, what factors hinder you to use the library more?

4. Co-curricular Activities

4.1. Is there any co-curricular activity in your school?

a) Yes ☐

b) No ☐

4.2. If your answer to item **4.1** is **"yes"** which divisions show a relatively better activity?

a) Sport ☐

c) Literature ☐

b) Music ☐

d) Anti- AIDS ☐

e) Other (specify)

4.3. Are students actively involved in the co-curricular activities?

a) Yes ☐

b) No ☐

4.4. If your answer to item 4.3 is “No”, what is the possible reason? (You may give more than one answer)

- a) Less concern on the part of the school administration ☐
- b) Less concern on the part of the student personnel service unit ☐
- c) Lack of awareness ☐
- d) Students do not have interest ☐
- e) If other please specify

Part III: Adequacy of Student Services

Instruction: Please put a check mark (✓) in the column which most closely matches your responses by using the following rating scales.

Key: 4= Adequate 2= Inadequate
3= Fairly adequate 1 =Not available at all

How adequate are the following services in your school?

No	Services	Rating scales			
		4	3	2	1
1	Guidance and counseling				
2	Health and Medical				
3	Library				
	a) Reading room				
	b) Internet				
	c) References				
	d) Free computer				
	e) Audio visual				
4	Co-curricular activities				
	a) Sport				
	b) Music				
	c) Literature				
	d) Anti-AIDS				

Instruction: Indicate your feeling about the following statements by putting the mark (✓) or by writing a word or statement on the given space.

-
-
-
-
-
-

-
-
-
-
-
-

Part V. Students' Involvement in School Services Management

1. To what extent students involve in the management of student services in your school?

Very high ☐ High ☐ Medium ☐ Low ☐ very low ☐

2. If your answer for item **1** is "**low or very low**", what is (are) the possible reason(s)?

3. What do you think is the main purpose of having student council in the school?

(Please mark (✓) all that apply)

- a) To involve in the management services ☐
- b) To protect the Interests of Students ☐
- c) To enable students participate in nation
affairs in organized manner ☐
- d) To coordinate the students participation ☐
- e) To promote the communication among students
body, students staff personnel and principals ☐

4. On which of the following committee do you think that students should have representation in the school management (please mark (✓) more than once)

- a) Student service and discipline committee ☐
- b) Academic and promotion committee ☐
- c) School management committee ☐
- d) School improvement committee ☐

Part VI. Problems and Recommendations

1. What are the major problems facing the provision and utilization of student services in your school? (Please mark (✓) more than once)

- a) Inadequate financial provision ☐
- b) Insufficient utilization of available resources ☐
- c) Lack of qualified and experienced professionals ☐
- d) High management turnover ☐
- e) Weakness of management in the school ☐
- f) Growth in students enrollment ☐
- g) Others (if any)

2. What do you recommend to improve the provision and utilization of student services in your school?

Thank you

APPENDIX - B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Questionnaire on the Assessment of Student Services in
Government Preparatory Schools of Addis Ababa
(To be filled by Students)

Dear Respondents:

The purpose of this questionnaire is to collect relevant information about the current situation of student services in government preparatory schools of Addis Ababa. The information you provide would be very crucial for the success of the study. Therefore, you are kindly requested to respond for each of the items honestly and carefully.

Thank you for your kind cooperation

Part I: Background Information

Instruction: Please read the following items and indicate your answer by putting a check mark (✓) or by writing a word or statement where it is necessary in the space provided.

1. Name of student city _____
2. Name of School _____
3. Sex Male ☐ Female ☐
4. Age < 16 ☐ 16-19 ☐
 20-23 ☐ >23 ☐
5. Grade Level
 Grade 11 ☐ Grade 12 ☐

Part II: Student Services

Instruction: Please indicate your answer by putting a check Mark (✓) or by writing a word or statement where it is necessary in the space provided.

1. Guidance and Counseling

1.1. Does the school provide guidance and counseling service?

Yes ☐ No ☐

1.2. If your answer for item **1.1** is “**No**”, suggest your possible reason(s)

1.3. The number of guidance and counselor in relation to the number of students in the school is

Proportional ☐ Not Proportional ☐ Not sure ☐

1.4. Please rate the services provided by the office of guidance and counseling in your school?

Very high ☐ High ☐ Medium ☐
Low ☐ Very Low ☐

1.5. If your answer for item **1.4** is “**Low**” or “**very Low**”, what do you think is the reason? (**More than one answer is possible**)

- A. Shortage of Professional☐
- B. Lack of awareness on the part of the client☐
- C. Inconveniency of the office☐
- D. Lack of concern on the part of the higher officials☐

E. Others (please specify)

2. Health and Medical Services

2.1. Is there clinic in your school?

Yes ☐ No ☐

2.2. If there is clinic, to what extent does it help to the health care of the students?

Very high ☐ High ☐ Medium ☐
Low ☐ Very Low ☐

2.3. Please rate the efforts made by health service workers to help students with regard to:

	Good	Fair	Poor
A. Manner of handling patients	☐	☐	☐
B. Understanding the Patients problem	☐	☐	☐
C. Prescribing the right medicine	☐	☐	☐
D. Referral appropriately to concerned bodies	☐	☐	☐
E. Confidentiality	☐	☐	☐

2.4. What major problems do you think are commonly facing the school health and medical service? **(More than one answer is possible)**

- A. Inadequacy of qualified health workers ☐
- B. Lack of professional competence in health workers ☐
- C. Lack of interest in health worker ☐
- D. Lack of appropriate health facilities ☐
- E. Lack of adequate medicine ☐
- F. Lack of budge ☐

G. Others (Please specify)

3. Library Services

3.1. How often do students use library?

Frequently ☐

Sometimes ☐

Rarely ☐

Not at all ☐

3.2. If your response for item **3.1** is **not at all**, what factors hinder you to use the library more?

4. Co-curricular Activities

4.1. Is there any co-curricular activity in your school?

a) Yes ☐

b) No ☐

4.2. If your answer to item **4.1** is **"yes"** which divisions show a relatively better activity?

a) Sport ☐

c) Literature ☐

b) Music ☐

d) Anti- AIDS ☐

e) Other (specify)

4.3. Are students actively involved in the co-curricular activities?

a) Yes ☐

b) No ☐

4.4. If your answer to item **4.3** is “**No**”, what is the possible reason? (**You may give more than one answer**)

- a) Less concern on the part of the school administration ☐
- b) Less concern on the part of the student personnel service unit ☐
- c) Lack of awareness ☐
- d) Students do not have interest ☐
- e) If other please specify ☐

Part III: Adequacy of Student Services

Instruction: Please put a check mark (✓) in the column which most closely matches your responses by using the following rating scales.

Key: 4= Adequate 2= Inadequate

3= Fairly adequate 1 =Not available at all

How adequate are the following services in your school?

No	Services	Rating scales			
		4	3	2	1
1	Guidance and counseling				
2	Health and Medical				
3	Library				
	a) Reading room				
	b) Internet				
	c) References				
	d) Free computer				
	e) Audio visual				
4	Co-curricular activities				
	a) Sport				
	b) Music				
	c) Literature				
	d) Anti-AIDS				

Part IV: Utilization of Services

Instruction: Please put a check mark (✓) in the column which most closely matches your response by using the following rating scales.

Frequently =4

Sometimes=3

Rarely =2

Not at all =1

To what extent do you use the following services in your school?

No	Services	Rating scales			
		4	3	2	1
1	Guidance and counseling				
2	Health and Medical				
3	Library				
	a) Reading room				
	b) Internet				
	c) References				
	d) Free computer				
	e) Audio visual				
4	Co-curricular activities				
	a) Sport				
	b) Music				
	c) Literature				
	d) Anti-AIDS				

Part V. Students' Involvement in School Services Management

1. To what extent students involve in the management of student services in your school?

Very high ☐ High ☐ Medium ☐ Low ☐ very low ☐

2. If your answer for item is "**low or very low**", what is (are) the possible reason(s)?

3. What do you think is the main purpose of having student council in the school?

(Please mark (✓) all that apply)

- a) To involve in the management services ☐
- b) To protect the Interests of Students ☐
- c) To enable students participate in nation affairs in organized manner ☐
- d) To coordinate the students participation ☐
- e) To promote the communication among students body, students staff personnel and principals ☐

4. On which of the following committee do you think that students should have representation in the school management (please mark (✓) more than once)

- a) Student service and discipline committee ☐
- b) Academic and promotion committee ☐
- c) School management committee ☐
- d) School improvement committee ☐

Part VI. Problems and Recommendations

1. What are the major problems facing the provision and utilization of student services in your school? (Please mark (✓) more than once)

- a) Inadequate financial provision ☐
- b) Insufficient utilization of available resources ☐
- c) Lack of qualified and experienced professionals ☐
- d) High management turnover ☐
- e) Weakness of management in the school ☐
- f) Growth in students enrollment ☐
- g) Others (if any) _____

2. What do you recommend to improve the provision and utilization of student services in your school?

Thank you

APPENDIX - C

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE SYUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
GUIDED INTERVIEW FOR SOME SELECTED STUDENT
PERSSONEL SERVICE STAFF**

Dear Respondents:

The purpose of this interview is to collect data that can serve as inputs to a thesis titled as “An Assessment of the Provision and Utilization of Student Services in Government Preparatory Schools of Addis Ababa” and to recommend the reliable solutions for problems faced student services. The aim of the research is to identify the major problems that encounter in the provision and utilization of student services.

Thank you for your cooperation

1. What do you think about the adequacy of the following services in your school?

a. Guidance and Counseling

b. Health and Medical

c. Library Service

d. Co-Curricular Activity

2. Do you think that all of the students utilized by students equally? Why?

3. Do you think that student service workers are competent, qualified and trained enough to carry out their duties?

4. How do you rate the following service management in your school?

5. What do you think the responsibility of having student council in your school?

6. What do you think is the role of student participation in student service management?

7. What major problems are facing the student services management in your school?

8. What do you recommend to improve the provision and utilization of student services in school?

