

**THE PRACTICE, NEED, AND ATTITUDE REGARDING COUNSELLING SERVICES IN HIGHER
EDUCATIONAL INSTITUTIONS: THE CASE OF MIZAN-TEPI UNIVERSITY**

SCHOOL OF PSYCHOLOGY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

ADDIS ABABA UNIVERSITY



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**A THESIS SUBMITTED TO SCHOOL OF PSYCHOLOGY, COLLEGE OF EDUCATION
AND BEHAVIOURAL STUDIES, ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN COUNSELLING PSYCHOLOGY**

**MAY, 2018
ADDIS ABABA, ETHIOPIA**

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Approval of the Board of Examiners

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ABSTRACT

The purpose of the study was to assess the practices, needs, and attitudes about guidance and counselling services at higher educational institutions, particularly, the case of Mizan- Tepi University (MTU) Guidance and Counselling Centre examining the implication for restructuring guidance and counselling services in the university. To accomplish the purpose of the present study, four groups of data sources were taken. These populations were 400 students, 5 MTU administrators, 1 counsellor, and various documents. Data were collected via questionnaire, focus group discussion, and document review. Both quantitative and qualitative methods of data analysis were utilized to analyse the observed data and particularly, percentage, frequency, independent sample t-test and one-way ANOVA were employed. The finding of this study show that the students' knowledge and awareness about the existing guidance and counselling centre MTU was relatively low. The present study has clearly revealed that students experience various challenges during their stay in the University, including but not limited to educational/academic, mental health, career related, personal, social/interpersonal, environmental, and love/heterosexual relationships/heterosexual related problems. Unfortunately, the study has also found out that, despite the existing multifaceted problems facing the student community, the Guidance and Counselling Centre of MTU is poorly equipped with the essential professional human power, material resource, as well as technical inputs to provide effective and efficient services to the university community. In relation to the readiness of the University to restructure and upgrade the capacity of the Guidance and Counselling Centre, the study has found out that, despite the individual appreciation of the need to build the capacity of the Guidance and Counselling Centre, the organizational readiness of the Mizan- Tepi University to take tangible steps toward restructuring and equip the centre with the necessary working space, functional inputs, human power, material inputs, financial resources, and technical inputs as per the standards set by the International Association of Counselling Services (IACS) is negligible. Finally, on the basis of these findings, the researcher has made conclusions and provided recommendation deemed to make significant contribution to the improvement of the Guidance and Counselling Centre Mizan- Tepi University.

ACKNOWLEDGMENTS

This work was fruitfully accomplished with the help and contributions of numerous people during my graduate activity. I am forever grateful to my advisor, Mr. Gobena Daniel, for his constructive, diligent as well as intellectual comments and suggestions throughout the research process. I would like to thank Mizan Tepi University (MTU) administrators who facilitated data collection from students and to Mizan Tepi University students who were willing to offer any information regarding the Counselling Centre of MTU. Finally, I would like to express my gratitude to Mizan Tepi University Psychology Department Head for his assistance in printing of questionnaires and data collection.

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ACRONYM AND ABBRIVATION

AAU-	Addis Ababa University
ACA-	American counselling association
ANOVA-	Analysis of Variance
ASCA-	American School Counsellor Association
ATSPPH -	Attitudes towards Seeking Professional Psychological Help
ATSPPHS -	Attitude toward Seeking Professional Psychological Help Scale
BAC-	British Association for Counselling
CGPA-	Current Cumulative grade point average
CSCP-	Comprehensive School Counselling Program
FGDG-	Focus Group Discussion Guide
G-C-	Guidance Counselling
HEIs-	Higher Education Institutions
HERQA-	Higher Education Relevance Quality Assurance Agency
HIV and AIDS-	Human Immune Virus/ Acquired Immune Deficiency Syndrome
HSD-	Honestly significant difference
IACS-	International association of counselling services
KG-	Kinder Garden
KII-	Key Informants' In-depth Semi-Structured Interview Guide
MTU-	Mizan Tepi University
NGO-	Non-governmental organization
PPS-	Probability proportional to size sampling
PSUs -	Primary sampling units

SNNPR-	Southern Nations, Nationalities and Peoples Region
SPSS-	Statistical Package for the Social Sciences
UNESCO-	United Nations Education Scientific and Cultural Organization
USA-	United States of America
VA-	Veterans' administrations
WHO-	World Health Organization

1. CHAPTER ONE: INTRODUCTION

1.1. BACKGROUND

The world is going through complex occupational, economical, technological, and social, changes. These changes, while hugely contributing to the overall wellbeing of the human species, are also posing challenging problems for each and every one around the world, and most particularly, children and young people.

The current rapid evolution we are witnessing today is accompanied by various challenges which among others includes, violence in families, schools, and communities; weakening of familial values and divorce; stressful youth-culture, juvenile delinquency and teenage suicide; substance abuse and sexual experimentation. These problems have vivid effect on personal, social, occupational, and academic development of children and young people (Geysers, 1999). In assisting children, young people and their parents to respond to these challenges requires a comprehensive guidance and counselling programs. Therefore, a school's readiness to organize an effective and efficient school counselling program with the necessary inputs, such as, counsellors with the necessary training, material, financial, and technical input and avail need-based guidance counselling intervention to improve not only to improve academic achievement of students but also to enable them to device, develop and use effective coping mechanism to address the different challenges they face (Day, 2004) is quite important.

In relation to this, Yilfashewa (2001), indicated that guidance and counselling is a multidimensional discipline that comprises personal, academic, and occupational perspectives within a school/university teaching learning situations. This implies that counselling is very important input to improve students' academic performance thereby eliminating psychological and social distress. Day (2004) stated that guidance and counselling services

assist students effectively to deal with problems and difficulties in education, personal and social adjustment while in university and also in their planning for career development following graduation.

According to Heinderson and Gysbers (1998), it was well before the 1900s that deliberations began about the nature, structure, leadership of guidance and counselling programs in which, primarily, teachers could play a part as part-time school counsellors. Almost 100 years later, questions related to the nature, structure, position and leadership of guidance and counselling is still being asked today (Gysbers, et.al., 2000).

Before the 20th century, teachers were providing information for students and support them to assist them in their personal, social, academic and career problems because there were no counsellors in schools as well as colleges and universities (Beker, 2002). This is even more so when it comes to Ethiopia where the service of guidance and counselling was introduced only in the beginning of the second half of the 20th century.

According to Yusuf (1982), the term counselling was started around 1967 when the course guidance and counselling was begun in the curriculum of Addis Ababa University in the history of Ethiopian higher education. So, the course was given to the university students at the department of psychology and graduates have been assigned to schools and other social settings to provide guidance and counselling services.

1.2. STATEMENT OF THE PROBLEM

In Ethiopia peoples were accustomed to supports by traditional support systems provided by such persons as religious leaders, community elders, senior citizens, or heads of families who basically don't have any professional or scientific training and the form of assistance was by and large advise giving. This sort of assistance is by no means acceptable to the current young population which is exposed to the effects of globalization, hence, any party

with an intent to address the problems of today's young people need to come up with a more structured and practical form of assistance (Haregewoin and Yusuf, 1994).

In Ethiopia it is common knowledge that the prevailing inadequate guidance and counselling services in educational and non-educational settings are poorly organized and unwell equipped. This is an unfortunate situation since it is evident that millions of Ethiopians of all age groups with all kinds of physical, emotional, psychological, and social challenges are abandoned without any support system especially in higher educational institutions (Yusuf, 1998). To meet the various expectations of clients' expectations counsellors must prepare themselves with a reasonably maximum level of psychological related skills in their profession.

Even more so counsellors working in colleges and universities should take extra measures to prepare themselves to the nature of problems they face since the intricate nature of young people they find in higher colleges and universities and also the need for adjusting into these hugely challenging higher institutions of learning makes their work extra difficult. This clearly shows the need for organizing a high-quality of counselling services and ensuring that those working in these counselling centres do have a great deal of training (Oladele, 1987).

Students in higher educational institutions of Ethiopia come from different socio-economic and ethno-cultural background with equally different expectations and personal, academic and social problems and addressing these intricate challenges with guidance and counselling service requires extensively prepared service model, appropriately planned procedures and well implemented interventions if one desires to make any meaningful intervention in the lives of these young people.

The interest in conducting this study emanated from the fact that:

- i. despite the fact that a number of researchers have attempted to conduct studies on existing guidance and counselling services found in higher educational institutions of Ethiopia, for instance, ‘Revitalizing Quality using Guidance Counselling in Ethiopian Higher Educational Institutions: Exploring Students’ views and attitudes at Haramaya University by Yilfashewa (2011); Counselling Needs of the University Community and the Feasibility of Restructuring the counselling Centre and Services at Jigjiga and Aksum University by (Endeshaw and Goche, 2013), no significant success has been scored in terms of using these scientific researches and reorganizing guidance and counselling centres and services in higher educational institutions;
- ii. while it is quite evident for all to see that there are various personal, academic, and social problems besetting students in higher institutions the level of awareness, attitude and readiness of colleges and universities in taking meaningful steps towards using these studies and reorganizing the services and address the problems facing their students remains well below acceptable; and
- iii. while all colleges and universities in the country do claim to have guidance and counselling services very few if any have a clear functional inputs, such as, policy, guidelines, protocol, job description, etc. so as to plan, implement, follow up and evaluate the success of the service rendered, in short, while the service does exist very little if no recognition is given to the profession.

As a result, the purpose of this study was to conduct the background study on the practice, need for counselling, and attitudes towards seeking professional counselling help in one of the higher educational institutions of Ethiopia, namely, Mizan Tepi University so as to

contribute to the body of data / information that shall at some point in the future assist in improving guidance and counselling services in Ethiopian higher educational institutions.

1.3. OBJECTIVES

1.3.1.General Objectives

The general objective of this study was to assess the practices, needs, and attitudes regarding counselling services in higher educational institutions: The case of Mizan Tepi University with implications for restructuring the counselling centre and services.

1.3.2.Specific Objectives

This study has the following specific objectives.

- i. To understand the nature, values, vision, mission, characteristics of MTU so as to realize the overarching tenets that shall be embraced and promoted by the Counselling Centre of Mizan Tepi University;
- ii. To understand the functional inputs (conventions, charters, policies, laws, guidelines, strategies, etc.) at international and national level to clearly bring out the roles, duties, responsibilities, etc., of the counselling centre of Mizan Tepi University;
- iii. To assess the existing capacity, effectiveness and efficiency of the Counselling Centre of MTU in addressing the felt needs or behavioural objectives of the university community;
- iv. To detect the practices in rolling out the counselling services at MTU Counselling Centre;
- v. To investigate the present knowledge and awareness of the administrators and clients (students interims of academic year, gender, and residential family status) about the counselling services at Mizan Tepi University;

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- vi. To examine the attitudes of the students (clients interims of academic year, gender, and residential family status) toward seeking psychological counselling help from the existing counselling services at Mizan Tepi University; and
 - vii. To understand the counselling needs of Mizan Tepi University students in relation with various areas, such as, problem solving, mental health, substance use and abuse, HIV and AIDS, interpersonal relation, love/heterosexual relationships, educational, and career development.

1.4. RESEARCH QUESTIONS

This research questions entertained in this study were the following.

- i. What are the nature, values, vision, mission, characteristics of MTU so as to realize the overarching values that shall be embraced by the Counselling Centre of Mizan Tepi University?
- ii. What functional inputs (conventions, charters, policies, laws, guidelines, strategies, etc.) at international and national level to clearly bring out the roles, duties, responsibilities, etc., of the Counselling Centre of Mizan Tepi University?
- iii. What are the existing capacity, effectiveness and efficiency of the Counselling Centre of MTU in addressing the felt needs or behavioural objectives of the University community?
- iv. What is the level of the existing knowledge and awareness of the administrators and clients (students' across academic year, gender, and residential family status) about the counselling services at Mizan Tepi University?
- v. What is the attitude of students (client across academic year, gender, and residential family status) toward seeking counselling help from the current counselling centre at Mizan Tepi University?

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- vi. What are the counselling needs of Mizan Tepi University students in relation with various circumstances, such as, problem solving, mental health, substance use and abuse, HIV and AIDS, interpersonal relation, love/heterosexual relationships, educational, and career development?
 - vii. What are the profiles of the existing and potential clients of the Counselling Centre, and specifically: -?
 - a. the nature, classification, and groups of existing/ potential clients (admission types, sex, academic year etc.); and
 - b. the various characteristics of potential clients (mental health, demographic, physical, educational, career, HIV and AIDS, substance abuse etc.?)

1.5. SIGNIFICANCE

Conducting a research on counselling services at higher educational institutions among students would have diverse, huge and fundamental significance for the enhancement of students' mental health, academic achievement, interpersonal relationship, and career development in developing countries like Ethiopia.

Among the number of expected contributions of this research, some are the following:

- i. First, the research helps to develop a body of knowledge on counselling centre at Mizan Tepi University, in particular, and Ethiopian higher institutions of education, in general, so as to widen the path to conduct more research in the area;
- ii. Second, the output of this particular study is expected to help to increase understanding of the counselling centre at Mizan Tepi University. And this is expected to help the administrators' attempt to reorganize the counselling centre in Mizan Tepi University.

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- iii. Third, the findings of the study are expected to serve as an outlet for the currently serving counsellors through which they can air out their concerns and problems;
 - iv. Fourth, the study would help to provide recognition on the counselling profession and service centre attempt to relinquish the various problem of the university community, especially students; and
 - v. Finally, the study would be serve as springboard for another researcher and able to add the knowledge of the university community, especially the administrators so as to continually improve the status of the service.

1.6. SCOPE OF THE STUDY

This research is restricted to the assessment of practice, need, and attitude towards guidance and counselling services in higher educational institutions: the case of Mizan Tepi University implementing for restructuring the guidance and counselling services centre in the study site.

The study was limited to one particular university and Mizan Tepi University was selected for the following reasons:

- i. Mizan Tepi University, located 565 km to South of Addis Ababa, is a tertiary institution situated in Mizan Teferi and Tepi in Southwest of Ethiopia. It is one of the new public universities in the country founded in May 2006 (1998 E.C), thus, owing to its short history the University, in general, and the Counselling Centre, in particular, is expected to benefit from such a study;
- ii. Mizan Tepi University, being one of the new public universities founded in the country in the last one decade, it is expected to be a representative of a score of similar universities, thus, the findings from this particular study could be used by other sister universities;

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- iii. The Ethiopian allocation scheme of students into universities is by and large random, thus students from varying socio-economic and ethno-cultural background come from all corners of the country. This guarantees a relatively high homogeneity among student communities across universities in the country, thus, it was assumed that the findings of this study could serve as valid inputs for other universities also;
 - iv. Finally, students in Ethiopian universities, though do come from different backgrounds, share similar physical, nutritional, educational, social, etc., environments, thus, expected to face similar psychological, social, academic, and personal, adjustment, marriage, vocational choice challenges. However, recent studies conducted in other similar universities founded in the last decade have divulged that the readiness of the counselling centres is hugely limited. Thus, replicating these studies in Mizan Tepi University was expected to serve towards the consolidation of data/information that is being compiled in university counselling centres in Ethiopia;

1.7. LIMITATION OF THE STUDY

Best and Kahn (1998) indicated that limitations are state of affairs away from the control of the researcher that may place constraints on the conclusions of the study and their claim to other situations. The major limitations of the study were as follows:

- i. Some respondents were not fully cooperative in the process of data collection, thus, questionnaires collected from these respondents were discarded, for example; among 423 respondents who filled the questionnaire 23 participants were not incorporated in the analysis due to incomplete responses (n= 10) and for another they did not returned the questionnaire (n= 13);

- ii. Some respondents, and most particularly, key informants, were not willing to complete and return the questionnaires given to them in time and this caused a significant pressure on the researcher in completing data collection and commence on the analysis work as per the planned time table.

1.8. WORKING DEFINITION

The following terms are defined as they are used in the study:

Practice: observable activities within the counselling service centre rendered by the counsellor at the university.

Need: is the desire and interest of Mizan Tepi University community members to seek support from the counselling service.

Attitude: views which reflect the positive and negative evaluation of the counselling services.

Awareness: knowledge of an individual about the counselling services that is offered at Mizan Tepi University.

Counsellor: is a professionally trained psychologist who provides counselling services to clients at Mizan Tepi University counselling centre.

Clients: are individuals who come to the counselling centre of Mizan Tepi University seeking professional assistance from counsellors.

Guidance: is the form of relationship between a guidance officer/counsellor and a client through which relevant information is provided to the help a client to solve a problem of without resorting to the use of psychological theories and techniques.

Counselling: is the form of relationship between a guidance officer/counsellor and a client through which relevant information is provided to help a client to solve a problem by employing psychological theories and techniques.

Counselling service: is the provision of assistance by the use of developing a positive relationship between the counsellor and the client.

Policy: is a deliberate system of principles in the form of procedure or protocol to direct decisions in an organization so as to make valid choices, achieve rational outcomes, and govern activities towards achieving desired objectives and goals.

1.9. ORGANIZATIONS OF THE STUDY

This study had been organized in six Chapters.

- i. The first chapter provides a brief overview of the background of the study, statement of the problem, the objectives, significance, scope, operational definition, and limitation of the study.
- ii. The second chapter, runs a review of literature about concepts of guidance and counselling, definition of guidance, definition of counselling, principles of guidance and counselling, practice of guidance and counselling, need for guidance and counselling, historical development of guidance and counselling as well as the notion of attitude towards seeking counselling help.
- iii. The third chapter presents the methods which include the research design, sampling, data collection instruments as well as procedures, data analysis and ethical considerations.
- iv. The fourth chapter presents the results from the data analysis, including a descriptive of the sample's characteristics, frequency and percentage, independent sample t-test and one-way ANOVA on the study variables for each of the research questions.
- v. The fifth and the six chapters, respectively, elaborate on the findings presented in the previous chapter and discuss the major themes that emerged from the analyses.

2. CHAPTER TWO: REVIEW OF RELATED LITERATURE

Administrators of higher educational institutions are expected to employ a professional counsellor while establishing a well-organized and equipped guidance and counselling centres in their institutions. These professional counsellors have to be with the necessary professional capacity to offer counselling service to the university community especially, for students in their academic, career, personal as well as social domain. Therefore, the provision of services by the guidance and Counselling Centres should able to help students to resolve their educational, health, emotional, personal, social, as well as behavioural problems by developing sense of self-understanding or direction so as to improve students' achievement. In this part of the study, the research, first, describes about the contribution of guidance and counselling programs in addressing students' problems and then highlights different studies of various researchers and scholars on the need for counselling. Finally, issues and related concepts relevant to the present study will be treated.

2.1. CONCEPTS OF GUIDANCE AND COUNSELLING

Collins (2002) stated that guidance and counselling can be relevant and claims that it helps in creating the necessary perception, knowledge, skills, and attitudes. It is vital to support peoples in order to develop discipline and to educate them to deal with challenges and realities they face in their ever changing environments. It helps them to understand themselves regarding their academic, social, and environmental status and realize their potentials. It also assists in identifying opportunities in the world opening doors for further training employment and self-advancement.

He also reported that a majority of people in a society are involved in educational processes directly and indirectly, thus, the impact that guidance and counselling has on this ‘majority’ is significant in assisting to predict, control, and change their behaviour.

Guidance and counselling is an amalgam word that is utilized to portray situations wherever a skilled counsellor strives to steer a troubled student out of problems. It is a helping relationship meant to ensure a sustainable adjustment and development of the individual clients. Guidance and counselling, consequently, is used in schools to enhance the optimal development of the school children in areas of academic, vocational aspirations and in resolving personal social problems (Egbo, 2015).

As reported by (McLeod, 2009), counselling is a helping professional relationship between a qualified counsellor and a client. This association is usually person-to-person, while it may sometimes engage more than two people in the form of group counselling. It is intended to aid clients to understand and clarify their views of their life and to learn how to reach their self-determined goals making meaningful, well informed choices using informed decisions managing emotional disequilibrium and maladjustment of interpersonal nature.

The term counselling is difficult to define concisely, however, it could be referred as a type of professional relationship, a repertoire of interventions, a psychological process designed to assist clienteles to attain their goals (Jones, 2008).

Rogers (1957) noted that almost all professionals accept that a good counselling relationship can be important and be effective with clients. According to Lunenburg (2010) a counselling relationship may be planned and developed through a one-to-one or group set ups so as to create an effective and interactive professional environment with a client so that the client’s capacity to make informed decision can be enhanced based on an empirical assessment of his or her environment. As the author reported that the counsellor helps the client to realize and accept him/herself for clarifying his/her ideas, perceptions, attitudes and

goals so as to gather personal /social and situational data from the people about plans, choices, or problems and seeks to develop awareness. This is deemed to help the client to cope with his/her difficulties and solve problems and adding competence to develop decision making strategies for the future. Unfortunately, guidance and counselling has been part and parcel of the educational system for a long time, however, the service has been left in the hands of untrained and unqualified teachers and other support personnel who are already over loaded (UNESCO, 2000).

2.2. DEFINITION OF GUIDANCE

According to Egbo (2015), guidance, by tradition, involves actions which is planned to encourage constructive functionalities related to one's abilities, interest, attitudes, aptitudes, and at the same time, manage one's weaknesses and offer direction so as to make informed decision and steer one's life to enhance the achievement of goals. Similarly, Denga (2001) pointed out that guidance, as an array of formal services, that are provided to individuals as well as groups in circumstances where adjustment, planning interpretation of information, and choice are needed. It involves rendering support to individuals or groups to enable them direct themselves and relate their needs effectively to requirements, demand and opportunities of social, educational, occupational and psychological situations. Ojo (2006) stated that various writers have attempted to elaborate the word guidance in different ways, but all eventually seem to converge a similar meaning. According to Shartzer and Stone (1976), the word guidance means to direct, pilot or guide. However, Ojo, as cited in Bakre (1996) claimed that the term can be defined as a more directive or prescriptive form of assistance.

Akinade (2002) remarked that some specialists explain that guidance is a broad term used to cover a number of specialists' services which are available in schools or colleges, thus, in order to make the meaning more explicit, the definition should address such different services as in information services, testing services, placement services, follow up services and counselling services. According to most of these writers, the provision of specialist services is not more confined to school, but looking at the modern-day global world, it now includes the community in general.

Guidance can be referred to as a practice, a process of bringing students into contact with the world of ideas which they require to develop life skills and techniques that allow them to direct themselves towards ensuring their success in their educational, personal and social spheres while identifying and managing challenges and difficulties effectively (Chrieshe, 2006). Furthermore, the writers further reported that, guidance services that consist of consultation, coordination, collaboration instruction, information giving, appraisal referral and institutional support to groups or individuals so that those individuals or groups able to reach informed decisions.

Additionally, Chrieshe (2006) reported that though there is clear difference between the concepts of guidance and counselling, they also have some overlapping meanings. That is because guidance is broader and much more diffused than counselling encompassing different services and programs of a school, which are specifically intended to promote educational, career, and personal or social development of students. Furthermore, guidance has been taken as a process of assisting an individual to support him/herself via his/her own efforts by finding out ways to advance their potentialities towards their personal or social fulfilment and usefulness.

According to American Counselling Association (ACA, 2005), different terms may be used to describe the services of guidance and counselling not only across different countries which for linguistic purposes tend to use different terms but also within a single country since the ontological conceptualization of the services go through transformation from time to time. In this regard, if one takes the United States of America, the term career guidance has changed to guidance and counselling, and the term school counselling and been changed to counselling psychology.

Yusuf (1998) noted that technically and professionally the word guidance is given to sequential, systematic and developmental program planned and implemented to achieve the interest of students in preparing them for their future career as well as academic issues. However, in everyday language, guidance can be defined as leading, directing, controlling, supervising managing, assisting, or helping someone in such a way that it implies anybody can be advantaged from the advice and instructions of someone else who knows what the advisee's interest are. Again, as the writers pointed out, guidance comprises of activities ranging from the provision of factual information to offering technical advice around three broad areas of human needs, vis., vocational, educational, and socio-personal.

2.2.1. Types of Guidance

According to (UNESCO, 2000), guidance referred to as a helping process, is developmental in nature since it assists an individual to understand, develop acceptance, and utilize his/ her capacities, aptitudes, interest and attitudinal patterns in reaction with his/her aspirations. Additionally, guidance as an instructional construct involves those services that assist a learner to understand, accept, and live effectively within his/her society.

Future more (UNESCO, 2000) noted that guidance can be appreciated as a program or services to individuals or groups of individuals provided on the basis of the interest of each people so as to understand his/her immediate environment, the impact of environmental factors on the individuals and the unique features of their interaction.

Guidance can also be viewed as a set of services developed to assess an individual in order to assist him/her to adapt to his/her environment, enhance adaptability and to create a set of realistic goals to show progress in a particular sphere of development as in education or career.

As UNESCO (2000) reported, guidance can be classified into four major services in which educational, vocational, personal and social guidance assistances can be delivered and here below each are discussed

2.2.1.1. Educational Guidance

Educational guidance varies from other forms of guidance since it primarily is concerned with the educational development of the clientele. In other words, educational guidance is designed to provide support to the individuals as well as the groups in their choices and adjustment in their school life. Therefore, the place educational guidance has in a given nation can't be exaggerated since it is a type of a service that prepares and guides the next generation that takes over the responsibility of managing it.

2.2.1.2. Vocational Guidance

Vocational guidance is the process of assisting individuals to choose an appropriate occupation, prepare him/her to enter the occupation, and ensure a sustainable progress in their future occupation. This is important since a vocational fulfilment at personal level anticipates that a person's interests, aptitudes, and personality are in line with his/her work. Hence, vocational guidance plays a significant part by providing individuals with an understanding

of the world of work and importance for human needs through providing them information to help them excel in the occupational stream they have chosen.

2.2.1.3. Personal and Social Guidance

Personal and social guidance is a process that is designed to support an individual to know how to behave with civility in accompany of other people across different environmental situations. Firstly, personal and social guidance assist an individual to understand him/herself and know how to manage one's interpersonal interactions with acceptable manners, etiquette, and social skills so as to develop a healthy family and family relationships and enhance one's social adjustment and role.

2.3. DEFINITION OF COUNSELLING

Egbo (2015) stated that guidance traditionally entails activities which are designed and developed to assist an individual to understand his/her abilities, interests, attitudes, aptitudes and also identify one's limitations and drawbacks so as to enable the clientele to make informed decisions to make the best of his potentialities in the process of the achievement of goals. Egbo (2015) stated that while guidance comprises of activities designed to assist an individual to understand his/her abilities, interests, attitudes, aptitudes and also identify one's limitations and drawbacks so as to enable him/her to make informed decisions towards the achievement of goals, counselling is a type of a professional service in which psychological theories and techniques are used systematically to plan, predict, control, change, etc., a clientele's behaviour.

Ojo (2014), on the other hand, claims that counselling is different from guidance since it is more technical and requires theoretical and methodological inputs. Thus, counselling is the method which is designed to assist clients to understand and clarify their personal/social views and manoeuvre their behaviour to reach their self-determined goals through the

meaningful well-informed choices, regulation of problems, management of emotional or interpersonal relationships, as well as, identification and maximization of their potentialities for self-growth, self-development, and self-evaluation using psychological principles.

It is hard to find a precise definition of counselling but the following are some of the definitions of counselling that are given by leading authorities:

- i. “Counselling is the artful application of scientifically derived psychological knowledge and techniques for the purpose of changing human behaviour” (Burke, 1989);
- ii. “Counselling is a helping relationship that includes someone seeking help and someone willing to give help who is trained to help in a setting that permits help to be given and received” (Cormier and Hancknery, 1987); and
- iii. “Counselling consists of whatever ethical activities a counsellor undertakes in an effort to help the client engage in those types of behaviour that will lead to a resolution of the client’s problem” (Krumboltz, 1965).

Early on, The America Psychological Association division of counselling psychology committee (1956:283) noted that counselling is a process that is designed to assist the individuals to overcome any obstacles to advance their personal growth and enhance their optimum development using their potentialities and managing their limitations and drawbacks.

Since its formal inception as unique helping profession during the first half of the 20th century where it was by and large was conceived as a service helping individuals make informed occupational decisions, counselling psychology has undergone significant changes and evolved into a profession with an array of theories and techniques designed to address a wide varieties of complicated psychological problems not only to help people in adjusting to

their environments but to make them proactive agents that change their environment (Dowd, 1998).

The term school counselling was defined by American School Counsellor Association (ASCA) in 1990 as an *intricate helping procedure in which the counsellor set ups a trusting and confidential working relationship*. In counselling, the focal point is on problem-solving, decision-making, and discovering personal meaning related to learning and development. Counselling is conducted individually, in small groups, and in large group guidance meetings. School counselling can take different forms, for instance, some types of counselling activities include classroom guidance, academic development, crisis intervention, and career counselling. Counselling, unlike guidance is a purely professional psychological service that is provided to a person that is deemed to have some form of psychological problem (ASCA, 1990).

Yet again, the British Association for Counselling (BAC) has indicated that the term ‘counselling’ embraces professional relationships for the purpose of assisting a client targeting different outcomes, including, developmental, crisis management, psychotherapeutic, and problem solving. Thus, according to British Association for Counselling, the task of counselling is to give a ‘client’ an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully (BAC, 1984).

UNESCO (2000), on the other hand appreciating the fluidity in the definition of counselling, indicates that its definition relies on the nature of the theoretical orientation upon which the definition is coined, however, stressed that the professional nature of the service should be underlined since no counselling could be envisioned without a professionally trained psychologist and a set of psychological theories and techniques.

There is little consensus as to what counselling is and different authorities have provided alternative descriptions of counselling over the years, For instance, McLeod (2003) attempted

to show that counselling rather symbolizes a professional relationship between a trained counsellor and a client. This rapport, according to McLeod, is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through the resolution of problems of an emotional or interpersonal nature. Counselling has principled affiliation that characterized by the application of one or more psychological theories and a recognized set of communication techniques and skills, modified by experience, intuition and other interpersonal factors, to address clients' intimate concerns, problems or aspirations. Its predominant ethos is one of facilitation rather than of advice-giving or coercion. It may be of very brief or long duration and could take place in an organizational or private-practice setting and may or may not overlap with practical, medical and other matters of personal welfare. It is both a distinctive activity undertaken by people agreeing to occupy the roles of counsellor and client with emerging profession. It is a service sought by people in distress or in some degree of confusion who wish to discuss and resolve these problems in counselling relationship which is professional and confidential compared to mere informal friendship settings or even guidance and is, perhaps, less stigmatizing than other helping relationships offered in traditional medical or psychiatric settings (Feltham and Dryden, 1993; indicated in McLeod, 2003).

Martin (1993), on the other hand, claims that counselling in education, is an assistance service which is delivered by a specially trained person in schools or colleges. Thus, using teachers and/or other personnel as counsellors is a clear breach of professional and ethical standards, though both vertical and horizontal collaborations with educationalists, health professionals, lawyers, etc. can be effective in providing an assortment of services. This is fully acceptable for a professional counsellor to work in collaboration with other

professionals and this is even a desired format in school set ups other similar environments, for instance, agencies that provide counselling and medical services to children, youth and families; specialized groups, such as, people with developmental disorders, physical handicap etc.; people with psychological problems, such as, anti-social tendencies, substance abusers, etc.; migrants and displaced persons; etc. (Martin, 1993). Still, one should remember that counselling is a professional service that should be given by psychologists only through the use of theories, principles, and techniques of psychology.

Corney and Jenkins (1993), similarly, have pointed out that, counselling has become a catch word, used and misused in all walks of life and the misconception arises due to two reasons: (i) the dictionary defines counselling as offering advice while most counsellors have long reached at a consensus that counselling is a non-directive service in which the no doors are open for advise giving; and (ii) there is the lack of understanding among the public on counselling since counselling is a psychological service and understanding it requires the appreciation of the various theories and techniques in psychology.

Yet again, Shrivastava (2003) argues that counselling is professional service that is offered by a professionally competent psychologist using appropriate principles, methods, and techniques to help a client to learn how to develop self-understanding and form effective interpersonal relationships, define one's goals realistically, etc., so as to become a happier and more productive member of the society.

Yusuf (1998) reported that counselling is a concept that anybody seems to understand while no two individuals seems to come up with definition on which there is a consensus. This according to Yusuf is in part because different authorities attempt to define counselling from the perspective of different ontological bases of the different theories in psychology, thus, the fact that different definitions are given should not be a surprise. In fact, it would be a realism to have different definitions since counselling is supposed to focus on understanding

a client and this can be achieved only when this professional relationship is based on the philosophical or, to be exact, the ontological understanding in which the client sees his/her life, problems, and the world at large. In other words, the definition of counselling should not be based on the 'nature' of a services since the 'services' in a given counselling relationship are designed based on the world view that is compatible to a given client. Thus, based on the world view of a client, the nature and features of counselling would be different and hence, its definition.

In a number of studies conducted in Ethiopia also different researchers defined counselling in different manner. For instance, Selam (2014) defined counselling as the set of professional methods designed to support people so as to assist them to solve problems that happen in their lives and maximize their overall social and personal development (Selam, 2014). Again, Amare (2004) defined counselling as a process which makes a relationships facilitate the meaningful understanding of self and environment that results for the establishment and clarification of goals and values for the future behaviour.

2.3.1. Types of Counselling

According to Ojo (2014), there are two major types of counselling, namely, individual and group counselling. Individual counselling can be defined as the one-to-one counselling relationships which takes place between a professionally trained counsellor and his/her client. As we have seen above, could be different based on the world-view of the client, however, in general, one can say that the goal of an individual counselling is to provide assistance to a client goal to understand him/her clarify and direct his/her thought and to make a worthwhile decision making process or preventing the problems.

Group counselling, contrariwise, is a counselling relationship that occurs between the professionally trained counsellor and a group of people whose number cannot be more than

seven or at most ten so as to have a cohesive group and well-controlled counselling sessions (Ojo, 2014).

2.4. PRINCIPLES OF GUIDANCE AND COUNSELLING

Ojo (2006) pointed out that the basic principles of guidance and counselling should include the following:

- i. Counselling service is not only for those with special handicaps but is also meant for “normal”, people, such as, developing children and adults since it, beyond solving problems serves in maximizing one’s capacity to maximize potentialities;
- ii. Guidance and Counselling activities should, therefore, be based on the entire developmental need of every person which is not bounded by time, space or circumstances. It should be the duty of all involved as in school administrators to ensure that all students benefit from guidance and counselling services according to their respective needs;
- iii. Guidance and Counselling must be provided in a way that ensures human dignity and worth. The full and adequate development of an individual must be given preference. It should be seen as a professional service that encourages individuals to attain maximum satisfaction through the realization of their utmost potentials.
- iv. Guidance and Counselling is a sequential, continuous and developmental process, which starts at birth and lasts up to the point of death. This means that guidance and counselling services run from the nursery school through primary, secondary to the tertiary institutions and follow the individual solving his/her problems and maximizing his/her rate of success. Guidance and counselling services aren’t once-and-for-all type of services but a process which is an integral part of the total developmental programme throughout the life of an individual;

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- v. There is a close relationship between school counselling activities and the instructional process, each contributing to the other. Counselling can help make the instructional activities to be more relevant and meaningful to the needs of students, while the instructional activities can help to give necessary information and directives to student in planning his/her life goals;
 - vi. All guidance activities must make the most of the willingness of each student to learn more about himself in an accurate and systematic manner. Through the use of well-planned instructional strategies and appraisal techniques, individuals can become more knowledgeable about themselves and about the world around them. Without such knowledge, an individual cannot exercise the rights to free choice in educational, vocational and personal-social fields intelligently;
 - vii. Every member of an organization in a school or non-school settings should assume responsibility for supporting guidance and counselling activities within his/her capacity. In a school setting, the principal, teachers and counsellors are all members of the guidance team and each member has prescribed functions and roles while the counselling service is reserved for a professionally trained psychologist;
 - viii. Effective leadership is the watchword for any effective guidance and counselling programme. Guidance counsellors who are qualified, well - trained and competent are expected to function in schools and other settings.
 - ix. Guidance and counsellors should practice their profession within ethical and moral limits. Ethical and moral guidelines should be such type that clients feel secure and confident in using the services provided. This also guarantees that, particularly, counsellors wouldn't use techniques and/or approaches for which they do not have competence; and

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- x. The objectives of counselling should be based on clients' needs and not on the needs of the counsellors. In pursuing such needs of the client, the counsellors must present a positive image.

2.5. THE PRACTICES OF GUIDANCE AND COUNSELLING

Guidance and Counselling Centres are likely to offer relevant services in different domains, such as, academic, career, personal as well as social. In an academic setting guidance and counselling services and programs are designed to help students in order to resolve their emotional, social or behavioural problems and help them develop clear sense of direction.

Well designed and implemented counselling programs are important in any school settings in improving student achievement and reduce the variety of problems that work against the success of students, for instance, substance abuse, interpersonal problem, adjustment challenges, and love/heterosexual relationships (Yilfashewa, 2011).

As reported by Gysbers & Henderson (2001), in America, school as well as college/university administrators develop policy framework for school guidance and counselling services accompanying educational policies since success in the educational sector is guaranteed only when relevant guidance and counselling services are systematically designed and delivered.

Corey, (2005) stated that guidance and counselling services has unique characteristics that makes them effective way of helping people for change. As stated by (CSCA, 2001; WAG Report, 2007; Gysbers & Henderson, 2012), in numerous parts of the world, the provision and practice of professional school guidance and counselling services has become an inherent and crucial constituent of the school system.

In some of the most developed countries, a meaningful school system cannot be imagined without professional guidance and counselling, just as much as it cannot be imagined without curricula, teaching staff, and school administration. In the developing parts of the world, professional guidance and counselling practice is still not well developed and for the most part perceived as an auxiliary service that is provided based on the whim and goodwill of school or university administrators. Due to this, guidance and counselling professionals are forced to work in poorly structured and organized ‘counselling departments’ that function not only without any policy direction but also in an absence of functional inputs, such as, minimum standards, ethical code of conducts, supervision guidelines, etc.); trained human power, the necessary material and technical inputs, etc. (Koech, 2006)

2.6. NEED FOR GUIDANCE AND COUNSELLING SERVICES

Esther Okenyuri (2011) notes that students in higher educational institutions peruse their education in the face of a myriad of difficulties owing to the fact that their developmental stage is a stage during which they are expected to evolve into adulthood. Hence, it is quite common to see a young university student confused under a pressure of not only academic challenges but other difficulties, including but not limited to economic hitches, social adjustment, emotional fine-tuning, etc. Hence, it is quite necessary that this group of young people are provided with a well-planned and organized guidance and counselling services not only to make them successful in their personal life but also to minimize the attrition and save the nation from unnecessary economic and social costs.

Additionally, Jone, A.J. (1950) explained that Guidance and counselling is valid not only for those students with ‘problems’ but to each and every student in an institution of higher learning since, guidance and counselling services beyond solving complications assist in expediting personal development, for instance, through:

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- i. self-understanding and self-direction towards an appreciation of one's potentialities and management of limitations;
 - ii. developing ability to solve problems and make informed decisions;
 - iii. optimal academic growth and development;
 - iv. planning vocational choices and career development;
 - v. enhancing social and personal adjustment; and
 - vi. promoting better family life and responsible citizenship.

Moreover, Kolo (1992) indicated that the organization of school and university guidance and counselling services is fuelled by different causes in different countries. For instance, for the United States of America and catalyst for the speedy advancement of school guidance and counselling was the 1950s and 60s race in space science between the United States of America and the then USSR. Hence, the USA with the intent to cultivate the potential of its students that could contribute to its space science has turned its face to guidance and counselling.

According to a number of writers' there are some factors that contribute for the development of guidance and counselling in the educational system across different countries, listed below:

2.6.1. Skilled Work Force

Another catalyst for the establishment and development of guidance and counselling services is their contribution in producing skilled work force. In this regard, guidance and counselling services help students to identify areas of work early in their educational development so that they can manage their development of specific skills in line with their future employer. This helps not only the students to acquire the necessary skills which helps them in their future career development but also employers and the economy of a country in general since skilled

work force graduate from higher institutions. This is most particularly evident in technical and sub-professional sectors, where skilled human power is not easily accessible.

Again to learn from the experience of Nigeria, in the second half of the 20th century, the country was almost fully dependent on foreign experts to run its railways; its iron and steel mining sector, and the aviation since few Nigerians had the necessary technical knowhow and those who have the credentials preferred packing their bags and moving to greener pasture to the safety and academic freedom of western countries. This state of affairs has brought the country face to face with the need for training highly skilled human power in high numbers. Hence, Nigeria learning from other countries that had faced similar situations, for instance, India and China, opted to introduce guidance and counselling services both in its grade levels and higher institutions so as to expedite the speedy development of skilled workforce in high numbers.

2.6.2. Automation in the World of Work

As noted at the beginning of this study, the World is going through a speedy evolution which is making it digital by the minute. In an unprecedented manner the human ecology is going through an avalanche of changes due to the introduction of new and innovative technological advancement such as the worldwide web or the internet, social media, robotics, artificial intelligence, etc. This unstoppable flood of change in technology brings about changes in cultural, entertainment, economic, work environment, social, etc., settings; thus, young people who are pursuing their education find it challenging to keep abreast this fast technological advancement unless they are given directions. Thus, the ‘employability’ of young people is at risk unless these young people are well prepared and tuned to this fast transaction between work places and technology. This makes guidance and counselling quite valuable since it provides students in higher institutions with the necessary information on

how to keep well-informed, up-to-date, and in touch with the 'time' so that they can easily adjust to the market following their graduation. To put this in simple example, students who follow a given profession in a university wouldn't be exposed to common amenities, such as, a computer, internet facility, a fax machine, etc.,

The implication of this technological revolution for the practice of guidance and counselling can only be imagined than described. Although it is difficult to predict what the technological future will be like, suffice it to say that the nation that desires development deep into the 21st century and beyond should not pay lip service to guidance and counselling but should ensure that all machinery is set in motion to maximize the potentiality of the youths for timely absorptions, and survival in an uncertain technological future.

2.6.3. Growing Needs of Youths

Parallel to effects of globalization, people's and most particularly the need and expectations of young people have become more and more complex in the last few decades irrespective of culture, tradition, economy, etc. It has become customary to see young people in both in advanced and less advanced societies raising similar concerns. This is not only because the underlining developmental needs of young people are more or less similar regardless of where they live but also owing to the ever-increasing effects of access to the internet and social media, young people are becoming more and more informed as to possibilities across the World. Hence, today to is common to see that the needs of young people isn't limited to basic needs but go into such spheres as (1) attaining individuality; (2) making progress towards an organized personality pattern; (3) developing philosophy of life and self-expression; (4) developing concept of values and desirable behaviour; (5) achieving a place in society; (6) understanding of personal assets and liabilities; (7) maturing of plans for future living; (8) establishing deep personal relationships with individuals of both sexes; (9)

learning to live independently from their parent; (10) learning to adjust to changes resulting from physical and (11) social relationships and citizenship plans; and learning to attain adult status by vocational plans, family, and social relationships and citizenship plans.

2.6.4. Repeated Changes in the Education System

Different countries have experimented and adopted varying educational systems in line with different educational philosophies and also due to realities on ground. This is witnessed not only in developed countries who in the last number of decades experimented with different systems due to the pressure from multi-culturalism, secularism, liberalism and similar educational viewpoints, but also developing countries who changed from one system to another in an attempt to address economic and social problems including but not limited to access to education, educational quality, unemployment, redundancy, etc. For instance, if we take Nigeria, the country has witnessed in a number of transformations in the education sector, thus, in the earlier period, a learner needed to spend 8 years in the primary school, 5 years in the secondary school, 2 years in the higher school, and 3 years in the University (8-5-2-3); later, this was changed into another scheme of 6 years of primary, 5 years of secondary, 2 years of higher school, and 3 years of university; currently, there are calls from different educationalists to change yet again and adopt a 6-3-3-3 to include three years at any College of Education or Polytechnic. The present 6-3-3-4 does not include training at College of Education or Polytechnics. These continuous changes can cause confusion for students and the impact that can be made using guidance and counselling is immense in this regard.

2.6.5. Students' Adjustment in Universities and other Tertiary Institutions

A students' community in any institution is made up of individual students with different personality make-ups, traits and needs. Some are in the school system to study and get a certificate which will enable them to secure livelihood; others are there because it is the

‘normal’ thing to do or their parents have sent them there without really knowing why they are in school; etc. This clearly makes a difference in how a young person perceives his/her stay in a given educational institution and how he/she chooses to spend it. In other words, our goals and objectives for enrolling into an educational institution affects how we function in it, therefore, before we ponder on why young people fail to perform to their optimal level or fail altogether we need to examine their underlying goal and objectives for being there in the first place. This, however, requires counselling services in which an expert systematically studies and assesses each student.

2.6.6. Realities in Home and Family Life

Family climate have a high influence in the direction and development of interests, abilities, aptitudes, and values of children. Lots of changes these days happen in the lives of young people not because these young people have chosen it but because they, so to say, were programmed by their formative years while under the supervision and care of their families. Most parents, because of the demands of their jobs, pay very little attention to the development of their children, while others set bad examples to their children owing to their own psychological and other problems. A child that grows in a family affected by the negative effects of violence, substance abuse, poverty, discrimination, etc., would hardly find it natural to adjust to a new social environment when he/she joins a university life away from family. Young people coming from urban and rural settings; different ethnic and linguistic backgrounds, economic and cultural hierarchy, etc., would hardly become one homogenous ‘student community’ after joining a single university, hence, it is customary to witness harassment, bullying, discrimination, prejudices, etc. among students. Thus, in the face of all these difficulties it is only the service of guidance and counselling that can address the personal and individual troubles of students.

2.7. HISTORICAL DEVELOPMENTS OF GUIDANCE & COUNSELLING

2.7.1. History of Guidance and Counselling in the World

We all are influenced by social, academic, personal, and vocational challenges that face them in various spheres of their lives, and most of all challenges those faced in one's familial and school environments are probably are most influential for they by and large happen during our formative years. Thus, it wouldn't be a surprise if children rose in dysfunctional families and poorly equipped and organized school tend to be easily susceptible to various problems starting from nursery and KG levels up to tertiary levels. These children tend to have These children affected at home and school could suffer from various problems related to their, social adjustment, academic development, personality disorders; or develop maladaptive behavioural patterns, such as, substance abuse, gambling, conduct disorder; or fail to develop critical skills, such as, communication skills, assertiveness, study skills, etc. However, these problems get expounded as they grow older and their manifestation would be fatal in their later lives particularly when they leave their familial home and experiment relative independence at higher institutions. In short, the availability of guidance and counselling services in grade schools and higher institutions would have significant positive impact in identifying and assisting these children (Chirshe, 2006; Corey, 2009; Yusuf, 1998).

In United States of America During the beginning of the 20th century a widespread unemployment coupled with economic distresses served as a catalyst for the genesis of vocational guidance which in most cases is believed to have served as a conception of the services of guidance and counselling. Following this, events in the second World War and the following cold war fuelled created a convergence of various historical, social, political, professional factors that lead to the blossoming of psychology, in general, and counselling psychology, in particular, (Super, 1955). Whitely (1984), concerning these and other factors,

stated that there were five preliminary bases to assist the development of counselling psychology:

- i. the work of Frank Pearson (1909) and the development of the vocational guidance movement;
- ii. the mental hygiene movement of the early 20th century;
- iii. psychometrics and the study of on individual differences;
- iv. the emergence of counselling and psychotherapy from non-medical and non-psychoanalytic approaches particularly the seminal influence of Carl Rogers classic work, counselling and psychotherapy (1942); and
- v. Social and economic developments in USA before, during and after World War II.

According to these authors, at the end of the second World War millions of veterans returned home and many of them not only suffered from posttraumatic disorders but also faced personal and vocational adjustment challenges in case of that with the post war responsibility for the veterans' administrations (VA) to facilitate inclusive services for veterans the ground was productive for the development and the growth of counselling psychology.

Similarly, Mikaye (2012) reported that guidance and counselling gathered momentum in Europe and United States of America at the end of the 19th Century. As Gysbers (2001) noted at the beginning of the 20th Century, educational reform movements and the refinement of the preparation of students for the workplace created the realization that school counselling and vocational guidance are indispensable services.

According to Herr (2010), Frank Person is credited as the first architect of vocational guidance but there were various vocational guidance efforts which were underway as early as 1895. Herr emphasizes that the systematic vocational guidance program developed by Frank

Parson which integrates the three-part process, that is, the (i) the assessment of the client's potentials and limitations; (ii) assessment of the economic opportunities and limitations; and (iii) the provision of guidance information to a based on empirical data; had a significant impact in rooting vocational guidance, at the time, and both guidance and counselling service, henceforth on a stable 'scientific' foundations.

Once again Shertzer and Stone (1976) demonstrated that history is a continuous process and any type of division imposed on it is more or less arbitrary and, in accordance with this, guidance and counselling, as a discipline, has an abundant evidence to show that it evolved in North America during the beginning of the 20th Century.

All data presented by these and other authors show that various historical factors did contribute to the genesis and development of guidance, and following that, counselling in the United States of America and the forefront factors that contributed to these were:

- i. Vocational guidance movement;
- ii. Standardized testing movement;
- iii. Mental health movement; and
- iv. Pro-counselling legislative acts.

According to Gladding (2003); Corey (2004); and Georg (1986) Guidance describes the overall school or college programs and implies personal assistance provided to students, teachers, parents and administrators. So the word guidance has historical significance in the history of counselling. Furthermore, guidance is an umbrella term which includes the constellation of services aimed at personal and career development.

In this line of reasoning, counselling has been viewed as a process in which anybody who has a problem receives personal assistance, usually through private discussion and the term counselling cannot be used exclusively by school counsellors rather it is used by people in the counselling profession to describe a special type of helping process.

Counselling as a distinct profession has developed in a variety of methods during the 20th century and it has emerged and development largely as an American product and its acceptance and widespread use in USA far exceeds that of other countries (George, 1986; Gladding, 2003; and Corey, 2004).

2.7.2. Historical Development of Guidance and Counselling in Africa

Most African societies had different forms of social support schemes that cater for young and children well before the Western World came up with concept of the more structured services of guidance and counselling. African traditional societies before they got influenced by the 20th century phenomenon of guidance and counselling effectively used their indigenous social support systems which comprises of families, extended families, neighbours, clans, elders, etc., to socialize their children in an effective manner so that children are protected and cared for and young people are provided with the necessary social and economic skills.

African countries were quite aware of the fact that their young ones needed to develop and grow into responsible and productive members of their communities; adopt the value systems, beliefs; accept social roles given to them as members of their community; approve their place in a social regiment in which they are assigned in based on their age, sex, or any other characteristics; etc. In general, African societies did have the social structure, laws, cultures, traditions, value systems, etc., that was quite effective to protect their offspring from harm, socialize young children into their social system, equip their young with the necessary skills, etc. (UNESCO, 2000).

Thus, guidance and counselling services in their structured and scientific form were introduced into Africa rather late as the response to introduction of ‘modern’ education and the changing needs of the society in the second half of the 20th Century (Hasscne, 2011). As

the writer's point out, there were no formal or 'scientific' benchmarks for training children in traditional Africa for the most part, though education in its intricate form existed for not centuries but for millennia in some part of Africa, a case in point would be Ethiopia and Egypt where Greek philosophers migrated to get education. Still, coming to the most recent time, that is, the 19th and 20th century, most African societies were rather dependent on informal traditional systems of apprenticeship and initiation rites for the training and certification of their children. Thus, the introduction of the more structured 'modern' education brought with it the 20th century phenomenon, namely, guidance and counselling. Particularly, in the second half of the 20th century the modernization of Africa opens doors for the mushrooming of schools and the number of students increased by the millions. Still, schools were very much dominated by teachers and students were reprimanded and punished rather than guided and counselled. The widely accepted procedure to address social, personal, academic and carrier concerns were either corporal punishment or mere neglect. If we take one example and take Nigeria, Ojo (2014) wrote that traditional 'counselling', in the form of 'advice giving' has always been practiced prior to the modern counselling. Individuals have always sought solutions to their seemingly insurmountable problems from their elder parents, teachers, priests, priestesses of the gods/goddesses of the land, fortune tellers and herbalist and guidance and counselling services were introduced in the country very much in a similar way it had been introduced in the United States of America. Elaborating this, Ojo wrote that guidance and counselling was introduced by the Reverend Sisters of St. Theresa's College Ibadan with the intent to provide vocational guidance. Thus, the year 1958 can be regarded as the year in which guidance and counselling services were introduced in Nigeria for the first time (Grace, et.al, 2013).

2.7.3. Historical Development of Guidance and Counselling in Ethiopia

Yusuf and Bradley (1983) pointed out that, in Ethiopia guidance and counselling services were introduced in early 1960s in the educational sector. Psychology, as a discipline is introduced in Ethiopia quite recently in the 1960s.

Prior to its establishment as a well-developed department, the Department of Psychology used to offer such courses as measurement and evaluation, educational psychology, developmental psychology, and counselling psychology as service courses to other departments. However, in 1962, following the founding of the Faculty of Education, the Department of Psychology was formally established as “Department of Educational Psychology” with emphasis on Guidance and Counselling. The primary aim of the department at the time was training school counsellors that could serve in high schools.

Following the realization on the benefits of the discipline of psychology, Addis Ababa University decided to open an independent program in psychology, hence, the department started its first four-year degree program majoring in Psychology. At this time also the primary target of the department was training guidance officers and counsellors to address the gapping need in the educational sector.

However, by 1977, with the appreciation of the fact that the field of Psychology is too diverse and broad, the Department was renamed as “Department of Psychology” and since then, the Department has grown into one of the largest units under Addis Ababa University. Currently, the Department is known as “School of Psychology” and has a number of masters and PhD programs training psychologists in various streams.

In the present day Ethiopia, guidance and counselling is being offered by scores of universities across the country among which Mizan Tepi is only one.

In terms of access to guidance and counselling services, however, both traditional and modern techniques are in use in Ethiopia for the treatment of psychological problems. Traditional healing methods, such as, spiritual healing and traditional herbal healing are widely used alongside guidance, counselling and other helping relationships including psychiatry and social work.

In fact, Ethiopia is one of the relatively least developed countries in the world and the counselling profession is equally not well-developed. Alongside the undeveloped nature of the discipline, the existing awareness as to the professional nature of guidance and counselling is not widely appreciated and most organizations find it ridiculous to spend scarce resource to equip guidance and counselling structures. Still, in the present day Ethiopia, the overall awareness as to the relevance of guidance and counselling services is encouraging (Yusuf, 1998).

2.7.4. Historical Development of Guidance & Counselling in Higher Institutions

Guidance and counselling services was opened in Addis Ababa university in the early 1970s (Yusuf, 1998) and currently, the service exists almost in every State and private universities. However, there is a significant disparity in the quality of guidance and counselling services across the fifty plus universities found in the country both in terms of organization and operation. As Yilfashewa (2011) noted the service in some universities is reasonably well-structured, equipped and addresses the needs of students in a sound manner. On the contrary, in other universities, while guidance and Counselling Centre is seen structurally the service is hardly available.

2.7.5. The Guidance and Counselling Services in Ethiopia Universities

Higher Education Relevancy Quality Agency (HERQA, 2009) pointed out that, most universities in Ethiopia recognize the relevance of guidance and counselling unit or services

as relevant component of their educational support system and integrated it into their senate legislation, however most universities have failed in taking significant steps in establishing their guidance and counselling units on a firm foundation with the necessary human power, working space, material, technical, financial inputs, and functional inputs.

Higher Education Relevance Quality Agency (HERQA) indicated that the existence of an institutional audit of the different divisions within the educational sector, for instance, the guidance and counselling services is expected to be helpful not only to higher educational institutions audited but also to decision makers at the Ministry of Education level. Systematic institutional audit on quality conducted on higher educational institutions is believed to be instrumental in producing a body of data and information and feasible recommendations as part of an integrated national effort to maintain and enhance the quality of higher education. In this regard, data from HERQA show that the status of guidance and counselling services in higher educational institutions in Ethiopia is in a poor and deplorable state.

This is basically for two reasons. First, the country doesn't have a guidance and counselling policy which could have given direction to those involved. Second, universities despite the fact that they open guidance and Counselling Centres don't prepare the necessary functional inputs so as to plan, design, implement, follow up and supervise the service in a formal and systematic manner. Thus, by and large, the service in higher institutions is left to individual psychologists that volunteer to work as part-time counsellors without any meaningful material, technical, financial inputs and formal supervisor support from university administrative units.

2.8. THE CONCEPT OF ATTITUDE

Attitude can be referred to as a mental state of readiness consolidated through experience exerting a directive or self-motivated influence on an individuals' response

towards a given person, object, or event. A simplified definition of attitudes can be given as a 'mind set or a tendency to behave in a specific direction because of both an individual's experience and temperaments' (Allport, 1935).

An attitude can also refer to an amalgam of a person's complex combination of substrata which among others includes an individual's personality' beliefs, value systems, behaviours, and motivations, interest, conduct, moral, etc. Thus, attitude is also a reflection of a web of a myriad of trait factors that are woven together.

Fishbein and Ajzen (1975) has pointed out that attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Accordingly, attitudes towards seeking psychological help, like any other predispositions to other things, can be defined as a favourable or unfavourable tendency towards to psychological help-seeking.

According to Allport (1935), attitude, probably, is one of those terms, which are most affected by ontological inconsistency and, thus, is understood in different way by different authors. This is clearly shown by the different way it is depicted across the different experimental and theoretical texts on psychology. According to the author, there are four widespread circumstances for the formation of attitudes and from these conditions: -

- i. *integration* – the first, condition through which an attitude is integration, where attitudes is accumulation of experience where by individuals develop a positive or negative inclination towards a given object, event or person based on past experiences;
- ii. *delineation* – the first, condition through which an attitude is delineation, where attitudes is assumed to be a fusion of a countable infinite series or processes of sensation, perception and feeling;

-
- iii. *upsetting* – the third, *upsetting* with which an attitude is formed is upsetting, where attitudes is believed to be a result of disagreeable experiences that give rise to negative sets of outlooks;
 - iv. *ready-made* – finally, the fourth path through which attitude is formed is what is referred to as the ‘ready-made’ and this is a manner in which attitude is believed to come into form as a result of imitation of already made attitudes of others, such as, parents, teachers or playmates.

2.8.1. Attitudes toward Seeking Professional Counselling

According to Cepeda-Benito and Short (1998), attitudes toward seeking psychological help can be described as a learned tendency to respond in a consistently positive or negative manner with respect to psychological help-seeking. Furthermore, the writers attempted to clarify a personality domain that affects one’s tendency to seek or resist professional aid during a personal crisis which is following prolonged psychological discomfort. However, literature reveals that little is known as to what affects peoples’ personality components that are involved in determining defining attitude towards seeking counselling assistance (Fischer and Turner, 1970).

2.8.2. Development and Standardization of the Attitude Scale

Attitude statements were written in cooperation with various clinical psychologists who were familiarized in collectively with numerous mental health settings which consists of state and federal hospitals, clinics, and private practice and school situations (Fischer and Turner, 1970). In this regard, Edward Fischer and John Turner (1970) were the foremost researchers to develop standardized scale to measure attitude toward seeking professional help for psychological disturbances. According to these authors, the scale was written in association

with numerous psychologists familiar with a diversity of mental health settings such as state hospitals, private clinics, and school counselling centres.

Hence, the Attitude toward Seeking Professional Psychological Help Scale (ATSPPHS) was formed with 29 items, from which eleven are positively stated and eighteen are negatively stated. Accordingly, the author pointed out that, the higher score on the scale indicates a more positive attitude toward help seeking. As the author explained that, factor analysis of the attitude scale has four defined and interpretable components, vis.,

- i. recognition of personal need for professional psychological help;
- ii. tolerance of stigma associated with psychiatric help;
- iii. interpersonal openness regarding one's problem; and
- iv. confidence in the mental health professional.

2.9. THEORETICAL FRAMEWORK

This study was guided by the *Theory of Reasoned Action* (TRA) and the Social Cognitive Theory (SCT). Among the many cognitive models of beliefs, attitudes and behaviour, the work of Ajzen and Fishbein (1975) has been exclusively powerful in the health field.

2.9.1. Theory of Reasoned Action (TRA)

The theory of reasoned action seeks to explain behaviour in terms of beliefs and cognitive processes and became attractive as a way to analyse the impact of health education on health behaviours. According to Fishbein and Ajzen (1975), behavioural intention is in turn determined by the individual's attitude toward the behaviour and subjective norms with regard to the performance of the occurrence behaviour. In short, a person's attitudes towards changing a given behaviour are influenced by their perception of the importance of the health issue, and of how effective the proposed action will be in modifying outcomes. The authors

explained that the person's subjective norms are influenced by their beliefs about how others view the current and proposed behaviours, and are influenced by their motivation to comply. Hence, these attitudes coupled with subjective norms influence behavioural intentions, which in turn influence behaviour.

2.9.2. Theory of Social Cognition

Bandura (1986) pointed to that *theory of social cognition* differs in the conceptions of human nature in what they regard to be the basic causes and mechanisms of human motivation and behaviour. According to the author, who concerned with modifications in the psychosocial functioning of adults as well as with those occurring in childhood. Human capabilities vary in their psychobiologic origins and in the experiential conditions needed to enhance and sustain them. Human development, therefore, encompasses many different types and patterns of changes. Diversity in social practices produces substantial individual differences in the capabilities that are cultivated and those that remain underdeveloped.

Applied in the health promotion and prevention of various challenges in the area, the SCT posits a multifaceted causal structure in which self-efficacy beliefs operate together with knowledge, goals, outcome expectations, and perceived environmental impediments and facilitators in the regulation of human motivation, behaviour, and well-being (Bandura, 1986).

Thus, the present study has used a mix of these two cognitive-social theories, namely, theory of reasoned action and theory of social cognition to study the attitude of students in Mizan Tepi University students' favourable or unfavourable inclination towards seeking guidance and counselling services to address mental health problems. This includes an examination of students' (i) perceived knowledge of psychological counselling Centre; and (ii) the students felt need for seeking counselling service or assistance. The study also examines the students'

perceived knowledge the administrators about benefits, roles and functions, and the overall structure of counselling centre of the university.

3. CHAPTER THREE: METHODS

This section would be presented how the researcher constructed and conducted the research design so as to gain knowledge about the practices, need, and attitudes of counselling services of the management and the client towards counselling services of Mizan Tepi University.

3.1. RESEARCH DESIGN

In this study, descriptive survey design was employed. The purpose of the investigation was to assess the practice, need and attitude towards counselling services in Mizan Tepi University.

The rationale behind this method was that it is a simple and efficient method to collect various types of data that related to the problem under a study making point description and analysis both realistic and practicable. In short, this method was believed effective for this particular study since it was deemed a feasible method to collect a range of information from members of the university community.

3.2. STUDY AREA

This study is conducted at Mizan Tepi University which is one of the universities in Ethiopia which was established in 1997 E.C, and is found in Southern Nations, Nationalities and Peoples Region (SNNPR), South-West part of the country. Its head office is located at Mizan Aman town, Mizan campus (565 km south-west of Addis Ababa). It has additional campus at Tepi town, (578 km south-west of Addis Ababa). The university is founded on 52 hectares each in both campuses. The enormous potentialities and abundant natural resources of South-West part of the country that exists in and around Mizan Aman and Tepi Towns' offer, among other things, a huge opportunity to the university to venture into new territories of education, research and community development services. Even though Ethiopia is

endowed with a vast potential of natural resources, lack of efficient management and utilization of the resource has increased its susceptibility and vulnerability to drought, weak management of adverse weather conditions, and a consequent famine and disaster.

Thus, Mizan Tepi University was established in 1997 E.C with the general objective of making education accessible, promoting the advancement of natural resource development and environmental protection, delivering consultancy services, research and other community development support services.

3.3. POPULATION AND SAMPLING

3.3.1. Population

The participants of the study consist of students in the regular program in Mizan Tepi University and officials working in the Mizan Tepi University administration wing.

3.3.1.1. Inclusion Criteria:

All students under regular program in Mizan Tepi University and the administrators who had access relevant information in relation with the study and were willing to participate as data sources were include as data sources.

3.3.1.2. Exclusion Criteria:

Students outside of the regular program, that is, including those enrolled in what is known as ‘the weekend program’, extension students, and graduate students were excluded from this study.

3.3.2. Sampling Techniques

3.3.2.1. Sampling Procedure for quantitative data sources

For the purpose of gathering quantitative data from students, the following three tier sampling process was followed which includes:

-
- i. Area sampling
 - ii. Data source sampling
 - iii. Respondents Sampling.

3.3.2.1.1. Area Sampling

i. Step one

Primarily, Mizan Tepi University was selected through purposive sampling method where the criterion was that no research has been conducted on its guidance and Counselling Centre. Following this, the University involved for this study was selected purposefully. Primarily, Mizan Tepi University was grouped and the existing fully independent Colleges were taken as clusters. As pointed out above, the reporting level of the study was at university level and the results were not analysed to convey information at lower strata. However, to ensure that all variations were captured across potentially heterogeneous academic units, all the six ‘teaching’ colleges were included. This includes:

- i. College of Agriculture (CA);
- ii. College of Business and Economics (CBE);
- iii. College of Natural and Computational Sciences (CNCS);
- iv. College of Health Sciences (CHS);
- v. College of Social Sciences and Humanities (CSSH);
- vi. School of Law; and
- vii. College of Engineering and Technology (CET).

The present organizational structure of Mizan Tepi University arranges all departments under the seven colleges with the exception of School of Law.

Thus, the School of Law was included in the first stratum, that is, at ‘college’ level, hence, making the total number of ‘colleges’ included in the first stratum, seven (7).

ii. Step Two

In the second step, since it was difficult to include all the departments from each college as a sample, the researcher decided to obtain one-third (35%) of the total number of departments from each college/school. This was done with the assumption that the level of heterogeneity within a college would be low and doesn't necessitate further clustering. In other words, there was no as such significant difference among the departments under one college/school. Hence, the stratification process in the sampling process seized at this stage and the actual primary sampling units (PSUs) were sampled out of the total number of departments from each stratum through simple random sampling method. Consequently, the 35% of sample departments selected through simple random sampling from each stratum were taken as study sites.

3.3.2.1.2. Data Source Sampling

iii. Step three

Additional, assessment of the study objectives, and even more of the study questions, show that the study, though is highly quantitative, has some aspects of qualitative nature since it examines into the availability and nature of functional inputs designed to manage guidance and counselling services. Accordingly, while essentially students were sampled as data source, university administrators and document analysis were included as qualitative data sources. In relation with the sampling of the student community, with the intent to capture possible variation within the student community the student population was further groups for cluster sampling, namely, sex and academic year, that is, ranging from first year to fifth year students, making the total number of 'sex by academic year' clusters ten (10). Hence, first the student communities in each of the selected twelve (14) departments in step two above were listed. Following this, the students were clustered across academic year and sex as

summarized below in a table. However, as can be seen in the table above, the distribution of students across the ten groups was not uniform due to the unavailability of students.

PROCEDURE FOR SAMPLING OF DATA SOURCES FOR QUANTITATIVE DATA

Colleges/ School	Department/s	Academic year					Sex		Total
		I	II	III	IV	V	M	F	
College of Social Sciences and Humanities	Amharic	-	-	9	-	-	3	6	9
	Civics	4	6	10	-	-	10	10	20
	Social work	-	17	7	-	-	12	12	24
	Sociology	10	20	25	-	-	31	24	55
	Psychology	-	14	19	-	-	17	16	33
College of natural & Computational Sciences	Sport Science	-	6	-	-	-	1	5	6
College of Agriculture	General Forestry	4	16	15	-	-	21	14	35
College of health sciences	Clinical nursing	10	14	12	-	-	20	16	36
	Public health	9	10	12	-	-	15	16	31
School of law	Law	-	10	12	14	-	20	16	36
College of Engineering and Technology	Civil Engineering	-	11	10	12	-	21	12	33
	Construction Technology Management	-	15	12	10	-	22	15	37
College of Business and Economics (CBE)	Economics	8	13	12	-	-	19	14	33
	Management	11	12	12	-	-	20	15	35
Total		56	164	167	36	-	232	191	423

M = Male; F = Female

3.3.2.2. Sample size Determination

During the time of the study there were 11,928 (7440 male and 4488 female students) in Mizan Tepi University across the seven Colleges/School and 40 Departments.

Accordingly, the suitable sample size for a population-based survey was determined largely by (i) the estimated prevalence of the variable of interest (in this case proportion of students that may benefit from the counselling service), (ii) the desired level of confidence, and the

(iii) acceptable margin of error. Multi-stage sampling method was employed to achieve an acceptable precision. Therefore, the calculated sample size would be multiplied by the design effect (deff) where $deff > 1$ for cluster or multi-stage designs. Depend on the above supposition, the following formula was employed.

$$n = deff [z^2 \times p (1-p) / m^2]$$

Where:

n = required sample size

z = confidence level at 95% = 1.96

p = proportion of students that may benefit from the counselling service = 50% (0.5)

m = margin of error at 5% = 0.05

deff = Design Effect = 1.1

$$n = 1.1[1.96^2 \times .5 (1-.5) / .05^2]$$

$$n = 1.1[3.8416 \times .25 / .0025]$$

$$n = 1.1[3.8416 .100]$$

$$n = 1.1[384.16]$$

$$n = 422.576$$

Accordingly, this formula the sample size for this study was 423.

3.3.2.2.1. Respondent Sampling

iv. Step four

The fourth stage involved the selection of actual respondents for the quantitative data. This procedure was conducted using probability proportional to size sampling (PPS) and simple random sampling method. Consequently, after the list of students has been developed based on the strata were created on the bases of academic year and sex in each selected program unit, probability proportional to size sampling (PPS) and simple random sampling method were employed to select participants of the study from each stratum. At this point it should be noted that, even though, most programme units in MTU have students' regular admission a number of different academic year of students in the university were included in the study to make the study as representative of all the student community. Thus, first the total number of eligible respondents for each academic unit falling in the primary sampling frame (i. regular male, ii. regular female,) was developed. Following this, using PPS the actual number of students from each academic unit was determined. Finally, based on the sample size determination formula and the proportion allocated for each academic unit the respondents were sampled using simple random sampling.

3.3.3. Sampling for Qualitative Information

For the qualitative data source, four participants were selected, namely, (i) documents, (ii) students and Mizan Tepi University, (iii) relevant personnel working in the administration wing of MTU, and (iv) experts working in the Counselling Centre of Mizan Tepi University. The following were some of the different type of data sources and the sampling procedure for each was presented.

3.3.3.1. Documents

Two types of documents were consulted in the process of data collection. The first group of documents was international, national and organizational functional inputs (conventions, charters, policies, laws, guidelines, strategies, legislations, etc.) that were assumed to have significance in the process of restructuring the Counselling Centre of MTU. The second groups of documents were client records at the Counselling Centre of Mizan Tepi University. As a result, for the first group, all pertinent documents were gathered and the assortment was based on their significance to the objective of the study. The desk review covers examination of documentations on the issue, mainly focusing on, but not limited to the characteristics, administrative features, functional inputs, demographic characteristics of existing and/or potential clients, existing inputs of the counselling centre, existing international, national and organizational conventions on counselling centre and services, etc. Accordingly, among others, the following international, national, and organizational documents were consulted:

- i. International: International Association of Counselling Services (IACS);
- ii. National: The Higher education proclamation 650 – 2009; HERQA materials and audit reports; Transformations in Higher Education: Experiences with Reform and Expansion in Ethiopian Higher Education System; and
- iii. Organizational: University Senate Legislation and other relevant university policies.

Likewise, for the second group of documents, that is, client records at the Counselling Centre of Mizan Tepi University, no sampling procedure was used since all existing client documents in the counselling centre were analysed.

3.3.3.2. Students

Mizan Tepi University students were sampled for qualitative data to be collected through FGD using two separate methods. In the first case students were selected randomly so as to

represent the regular student population and the other group was selected using purposive sampling method where the criterion was that the sampled students officially represent the student community as members of the student council. Furthermore, to ensure that both sexes were represented both male and female students were selected in both groups. These made the total number of focus group discussions four, namely, (i) regular male group, (ii) regular female group, (iii) council male group and (iv) council female group).

3.3.3.3. Mizan Tepi University Administration

The sampling of respondents from Mizan Tepi University administration was through purposive sampling method where the criteria were: (i) level of influence in decision making, (ii) access to information, and (iii) appropriateness to the study question. As a consequence, the next steps were employed:

- Step one: All MTU administrative units were listed; and
- Step two: The relevant administrative units were selected based on the three criteria indicated above.

Finally, the following six individuals were selected and the actual number of respondents for the qualitative data from the university was determined based on the principle of saturation.

- i. The MTU University President Office, represented by the President);
- ii. Directorate for HIV and AIDS, represented by the Director;
- iii. The MTU University Student Dean, represented by the Dean;
- iv. The Social science and humanity College, represented by the Dean;
- v. The Social science and humanity College, represented by the Vice Dean; and
- vi. School of Law, represented by the Dean.

3.3.3.4. The Counselling Centre of Mizan Tepi University

The sampling method for respondents from the Counselling Centre of Mizan Tepi University was through purposive sampling method where the criterion was access to information.

3.4. INSTRUMENTS

The instruments which were used in this study were selected following a systematic and careful review of literature. After analysing the literature, the researcher identified several variables which proved to be relevant to the goals of the study. Instruments were selected based on the applicability to the content of the investigation as well as based on the psychometric properties of each tool. Hence, the researcher used four types of instruments, specifically, (i) self-administered structured questionnaire for students, (ii) self-administered semi-structured questionnaire for key informants, (iii) focus group discussion guide for students, and (iv) a guide for document review.

3.4.1. Self-administered Structured Questionnaire for Students

The first data collection instrument for this study was a self-administered structured questionnaire for students. This instrument was used to assess the general profile and counselling needs of potential and existing clients. The instrument has the following six sub-sections:

3.4.1.1. Demographic/Background Questionnaire of Respondents

The first two subsections of the self-administered structured questionnaire for students inquire about the respondent's general profile and his or her educational status. The demographic survey was developed by the researcher and was used to collect demographic data about every member. Each of the variables incorporated in this survey was based on findings of key studies which examined the need and attitudes towards seeking professional counselling at MTU counselling services centre of the community members.

3.4.1.2. Information on the Counselling Centre

This section of the instrument inquires about the Counselling Centre of MTU. Hence, items that collect data on the knowledge of the respondents regarding the centre and other related issues were included.

3.4.1.3. The Counselling Services Roles and Functions

This section of the instrument investigates about the Counselling Services Roles and Functions of counselling services and centre of MTU and the tool was developed consistent with the Accreditation Standards for University and College Counselling Centre, a format used by the International Association of Counselling Services (IACS) for the purpose of accreditation of universities internationally.

3.4.1.4. Need for Counselling Services

This section of the instrument queried about the need for counselling services of students at MTU in relation with various circumstances for instances, self-understanding and self-direction, optimum development of individual, and solving different problems of individual. The need for counselling services about university students was developed by the researcher to know awareness of the respondents towards the need for counselling services in practices and this instrument was utilized to collect data from each participant.

3.4.1.5. Attitudes towards Seeking Counselling help

This section of the instrument targeted the collection of data on students' attitudes towards seeking counselling service from the Counselling Centre of the MTU. In this case, the instrument - Attitudes towards Seeking Professional Psychological Help (ATSPPH) was used. This instrument was designed by Fischer and Turner (1970) to explore the relationship between attitudes towards seeking professional help to other explanatory variables.

This tool consists of 29 items- 18 of which are negatively stated and 11 are positively stated and are presented on a 4-point Likert type scale ranging from Strongly Agree to Strongly Disagree. The ATSPPH scale consists of four subscales: (1) *Need* (recognition of personal need for professional help, 8 items), (2) *Stigma* (tolerance of the stigma associated with psychological help, 5 items), (3) *Openness* (interpersonal openness regarding one's problems, 7 items), and (4) *Confidence* (confidence in the ability of the mental health professional to be of assistance, 9 items). This scale was standardized mainly on samples of college students varying in age, background, and institutional affiliations.

ATSPPH is normally revealed to possess good psychometric properties. The internal reliability of the scale computed for the standardization sample of 212 was .86. On a later sample of 406 subjects, the reliability estimate was computed at .83. Both of these estimates suggest moderately good consistency of response within the whole scale. This instrument has also reported a test-retest stability coefficient of .83. Internal consistency for this measure is reported as follows: Factor I (need), $r=.67$; Factor II (stigma), $r=.70$; Factor III (openness), $r=.62$; and Factor IV (confidence), $r=.74$. For whole scale, $r=.83$. The Cronbach's Alpha Reliability for this instrument with this sample is .835.

Based on this information, the present researcher adopted the scale by piloting the instrument and obtaining a Cronbach's Alpha Reliability of .794. Generally, all of the instruments in the entire sections were developed by the researcher.

3.4.2. Self-administered Semi-Structured Questionnaire for Key Informants

To acquire adequate information from key informants, a self-administered semi structured questionnaire was prepared by the researcher.

The instrument was prepared based on contents of the International Association of Counselling Services Accreditation Standards so as to gather detailed information on the

College Counselling Centre and the Mizan Tepi University, itself. This questionnaire has both closed and open ended questions.

3.4.3. Focus Group Discussion for Students (FGD)

A focus group discussion guide was prepared to gather qualitative data from students. Two focus group discussions were held with students, each group consisting of 8 students. The two groups were classified by sex.

3.4.4. Pilot-testing

A pilot test was prepared and implemented on 30 students drawn from a randomly selected two academic units. All data collection instruments were pre-tested before the actual implementation. After that, data collection instruments were modified and improved as per findings of the pre-testing.

3.5. PROCEDURE

After receiving an official letter from the School of Psychology, College of Education College of Education and Behavioural Studies Addis Ababa University, the researcher contacted and discussed about the purpose of the research with the president of MTU. This helped the researcher to establish rapport with the different administrators of MTU.

Subsequent to securing a formal letter from the office of the President of Mizan Tepi University, the researcher contacted the Registrar's Office and compiled data on the list and distribution of students and on the basis of sampling framework.

After the identification of the respondents the process of data collection was facilitated through the assistance secured from the office of the Heads of sampled Departments. In conducting the focus group discussion, first the participants were selected consistent with the

sampling methods discussed earlier and, following this, date, time and venue of the FGD were announced and the data were collected as planned.

3.6. METHODS OF DATA ANALYSIS

The investigation was used both qualitative and quantitative techniques in analysing the information from different members of the university community on the basis of the data collected from the different participants, and different statistical techniques were employed.

For quantitative data, descriptive statistics, such as, mean, standard deviation, frequency, percentage and one sample t-test were used to describe the study population in relation to relevant variables. Besides, statistical tests such as independent t-test and one-way analysis of variance (ANOVA) were also employed to compare the participants in accordance with the nature of the variables involved and the required level of exactness. Specifically, independent sample t-test and one-way ANOVA were used to compare mean of students in the study area in relation to sex, age, residence, and academic year on different dependent variables such as academic achievement (CGPA), knowledge, roles and functions of counselling, need for counselling, and attitudes towards seeking counselling help.

Likewise, for qualitative data, content analyses of transcripts of the data collected through in-depth interview and FGD were done to generate concepts, key themes and patterns. Triangulations of the different sources of information were also made. Furthermore, for desk review or document analysis certain selected documents at international, national and organizational levels related to the research topic were critically reviewed.

3.7. ETHICAL CONSIDERATIONS

To safeguard respondents' safety, the researcher prepared a list of guidelines to be followed throughout the data collection process. The guideline ensures the best interest of the participants and that the researcher has the responsibility to act in on ethical manner. This

section includes the following ethical guidelines and the way how to considered in research are informed consent, confidentiality and anonymity, autonomy, voluntary participation, benefits, and client/respondent welfare.

4. CHAPTER FOUR: RESULTS AND ANALYSIS

4.1. OVERVIEW

The results of the study are organized in to eight parts. The first, part provides the general background information and educational status of respondents. The second part, presents the results pertaining to ‘information and knowledge about the Counselling Centre of MTU. The third part deals with the counselling services roles and functions. The fourth part focuses on the needs of students while part five zooms on students’ attitudes toward seeking psychological counselling help. The sixth and final parts, respectively, present information obtained from FGD of the students and data collected from MTU administrative offices and document reviews.

4.2. BACKGROUND INFORMATION OF THE RESPONDENTS

The study participants included students, MTU administrators, counsellors, and documents. Hence, a total of 423 students were selected to fill the questionnaire (n = 423) and out of these data collected from 23 respondents were not included in the analysis due to incomplete responses (n = 10) and failing to return completed questionnaires (n =13). Hence, the total number of sampled students considered for analysis was 400 students, 6 MTU administrations and 1 counselling centre personnel. That is a total of 406 respondents were involved as a data source for this study.

4.2.1. Result for Background Information of Sample Students

PROFILE OF RESPONDENTS WITH REGARD TO SEX, AGE, ACADEMIC YEAR, RESIDENTIAL STATUS OF FAMILY AND TYPE OF DISABILITY/RELATED PROBLEM

No			F	%
101.	Sex of respondent	Male	274	68.5%
		Female	126	31.5%
		Total	400	100.00%
102.	Age of respondent	18-21	176	44%
		22-25	190	47.5%
		26-29	30	7.5%
		30-33	4	1%
		Total	400	100.00
103.	Academic year	1 st year	47	11.8%
		2 nd year	161	40.3%
		3 rd year	160	40%
		4 th year	32	8%
		Total	400	100.00%
104.	Residential Status of family	Urban	196	49%
		Rural	204	51%
		Total	400	100.00%
105.	Do you have any type of disability/related problem	Yes	142	35.5%
		No	258	64.5%
		Total	400	100.00%
106.	If disabled, specify type of disability/related problem ¹	Visual	60	15%
		Auditory	58	14.5%
		Orthopaedic	11	2.8%
		Multiple	13	3.3%
		Total	142	35.5%
		Missing	258	64.5%
		Total	400	100.00%

As indicated in table 2, among an entire of 400 student respondents 274 (68.5%) were male and 126 (31.5%) were female. As presented in the table 2, the age of the respondents ranges from 18 to 33 and this consists of four groups: 18 – 21 (176, 44%), 22- 25 (190, 47.5%), 26- 29 (30, 7.5%), and 30-33 (4, 1%) years of age.

¹ Here it should be noted that the term ‘disability’ isn’t understood as actual disability but any problem related to that particular physical organ. For instance, ‘visual’ refers to ‘blindness, partial blindness, or eye problem, etc.

Regarding to the academic year of the respondents 161 (40.3.8%) were second year students and 160 (40%) also third year students whereas the remaining 47 (11.8%) and 32 (8%) participants were first and fourth year students respectively.

Moreover, 204 (51%) of the students came from rural areas whereas the remaining 196 (49%) came from urban areas. In reference to disability/related problem, roughly 258 (64.5%) of the respondents had no disability/related problem while 142 (35. 5%) of the participants indicated to have some type of disability/related problem. From the participants of the study, 58 (14.5%) and 60 (15%) of students accounted that they have auditory and visual disability/related problem, respectively.

4.3. GENERAL CHARACTERISTICS OF MIZAN TEPI UNIVERSITY THOSE ARE RELEVANT IN RESTRUCTURING THE COUNSELLING CENTRE

Literature on structural layout of organizations dictates that an understanding of an organization in its entirety is crucial to appreciate the specific features of particular units under that organization. In the current study, so as to reorganize the guidance and counselling centre as one unit of Mizan Tepi University, the understanding of the general administrative feature of the University was essential. Consequently, the respondents were requested to label the overall the organization and administrative characteristics of MTU which would be taken in to contemplation in the development of restructuring the Counselling Centre of MTU.

These included various factors, including but not limited to, the geographic location of MTU, the number of students, the number of campuses, the particular needs of students with disability/related problem, and the varying characteristics of students (regular, extension and summer), the number of professionals, and were described.

Concerning to the number of students, the university has more than eleven thousand students. With the ever increasing number of students since its establishment, the number of female

students has shown significant increment. The university has students with diverse characteristics including socio-economic, cultural, residential, etc. backgrounds.

In regard to the number of campuses, MTU has two campuses that are located far apart and this has created a challenging situation for the Counselling Centre to reach students scattered in these two campuses since the Counselling Centre is located in only one of the campuses. Hence, it was recommended that the Counselling Centre should open a satellite office in the other campus.

4.3.1. The Organization – Mizan Tepi University

Mizan Tepi University is one of the universities in Ethiopia which was established in 1997 E.C, and found in Southern Nations, Nationalities and Peoples Region (SNNPR), South-West part of the country. Its head office is located at Mizan Aman town, Mizan campus (565 km south-west of Addis Ababa). It has additional campus at Tepi town, (578 km south-west of Addis Ababa). The university is founded on 52 hectares each in both campuses. Mizan Tepi University was established in 1997 E.C with the general objectives of making accessible education, promoting the advancement of natural resource development and environmental protection, delivering consultancy services, research and other community development support services.

MTU right after its inauguration started with 215 regular students under three undergraduate programs: history, geography, and English. Currently, it is undertaking its learning-teaching process in 35 undergraduate programs with 6,436 regular students and in 24 with 3,684 non-regular students.

The University comprises of six Colleges: Engineering and Technology, Natural and Computational Science, Health Science, Agriculture and Natural Resource, Business and

Economics and Social Science and Humanities. Furthermore, it has two Schools: Law, and Computing and Informatics.

4.3.1.1. Vision

Vision: The vision of Mizan Tepi University is *to be one of the leading Universities in East Africa on the areas of natural resources and cultural values* (Strategic Plan Document of MTU).

4.3.1.2. Mission

Mission: The mission of Mizan Tepi University is *contributing substantially to the development of the nation by preserving and utilizing natural resources and cultural values through the provision of relevant and quality education, active participation in research, and community services* (Strategic Plan Document of MTU).

4.3.1.3. Values

The core values of MTU are the following:

- i. **Quality and relevance:** pledge to achieve the highest standard in all institutions undertakings and committed to achieve excellence in the areas of natural resources and cultural values preservation. It advances learning-teaching programs, researches, and community services pertinent to the needs of the local communities and to an increasingly complex global society in general.
- ii. **Customer service:** are effective in integrating communication, creativity, and hard work to surpass customer expectations. Customer service is at the heart of what the organization does and dedicated to always looking for ways to satisfy customers more effectively.

-
- iii. **Excellence:** it is to strive to perform at a level that provides exceptional, outstanding, innovative, ethical, and quality services. It fosters intellectual inquiry by encouraging critical and creative thinking, and technical competence.
 - iv. **Integrity and ethics:** is striving to create a professional working environment that emphasizes personal integrity, ethics, responsibility, and accountability. This includes “saying what the institution mean, and meaning what it establishes credibility for all internal and catchment community of MTU.
 - v. **Team work:** is recognizing that the institution success is inevitably tied to others and the performance as a team will define it.
 - vi. **Care for staff:** the organization success is based on attracting, hiring, developing and retaining best employees. The institution recognizes the duty of care to all staff will provide them with high quality support to facilitate the development of their intellectual, emotional, physical and spiritual wellbeing.
 - vii. **Collaboration and open communication:** are cultivating the culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, staff and the communities serve.
 - viii. **Appreciating diversity:** to appreciate a learning-teaching environment that celebrates diverse backgrounds recognizes the knowledge and experiences among the university students and staff. It honours the diverse experiences, gifts, opinions, beliefs and cultures, and knowledge that every person brings to the table.
 - ix. **Academic freedom and curiosity:** MTU will be an academic institution where academic freedom is fully exercised. All academic staff and students should be

able to follow their academic interests in order to engage in research, teaching and learning of the highest quality.

- x. **Equality of access and opportunity:** can be endorse the aim of widening participation in higher education, and value the benefits of disadvantaged groups in among staff and student communities by qualifying them.
- xi. **Transparency:** is striving to be clear and open about what it does and why value the views of the whole university community.
- xii. **Efficiency:** is striving to meet the set targets through optimum utilization of resources, within reasonable duration.
- xiii. **Accountability:** MTU will be accountable for the decisions and actions on behalf of the students, staff and community. The decisions will be academically, fiscally and environmentally responsible.

4.4. INTERNATIONAL AND NATIONAL FUNCTIONAL INPUTS

The key informants were inquired whether there are any international, national and organizational functional inputs (conventions, charters, polices, laws, guidelines, strategies) that should be taken in to deliberation in the process of studying the practices of Counselling Centre of MTU and those that have some implication for a possible reorganizing the guidance and counselling centre. Pertaining to this enquiry, the selected respondents reported that there are international, national and organizational functional inputs that relate to the counselling centre. Though, the key informants indicated that there are international functional inputs, none of them were able to identify any particular international convention, protocol, etc., that could have any implication of the counselling centre of the University. On the contrary, the key informants were able to list a number of national functional inputs which, they claim, have impact on the working on the counselling centre of MTU, this includes

- i. The Federal civil servants' proclamation No. 515/1999, the Federal civil servants' proclamation No. 262/2002;
- ii. The Federal civil servants' proclamation No.515/2007;
- iii. The revised Federal ethics and anti-corruption commission establishment proclamation No.433/2005;
- iv. The revised Federal civil servants' proclamation No.1064/2010, higher education proclamation no 650/2009; and
- v. The general education and training policy.

Following this the respondents were also able to identify and list a total of fourteen (14) functional inputs that do have impact on the day to day working of the counselling centre of MTU and these include:

- i. MTU Senate Legislation;
- ii. MTU Four-year Strategic Plan,
- iii. Quality assurance policy;
- iv. MTU Consultancy Policy and Guideline;
- v. The Revised Teaching Material Guideline;
- vi. Staff Code of Conduct;
- vii. Anti-harassment Policy;
- viii. MTU Community Service Guideline;
- ix. Business Enterprise Guideline;
- x. Income Generation Guideline;
- xi. Revised Anti-Corruption Special Procedure and Rules of Evidence Proclamation No.434/2005
- xii. Higher Education Cost-sharing Council of Ministers Regulation No.154/2008;
- xiii. Higher Education Cost-sharing Council of Ministers Regulation No.91/2003; and
- xiv. Students' Police conduct guidelines.

4.5. STUDENTS ACADEMIC ACHIEVEMENT

Cumulative Grade Point Average

To be acquainted with the academic achievement of the respondents in the study area, primarily the participants were asked to write their own total cumulative grade point average (CGPA) for all preceding semester and the grade point average (GPA) for the last semester result.

TABLE 3. THE DESCRIPTIVE STATISTICS FOR STUDENTS ON THEIR ACADEMIC ACHIEVEMENT DUE TO THE PARTICIPANTS' ACADEMIC YEARS

Variables	N	M	SD
First Year	47	2.912	.454
Second Year	161	3.10	.527
Third Year	160	2.999	.497
Fourth Year	32	3.178	.525
Total	400	3.045	.5 138

M=Mean, SD =Standard Deviation, DF = Degree of Freedom

As presented in table 3, the average cumulative grade point average (CGPA) of respondents was 3.07 with a standard deviation of 0.52 and the average cumulative grade point average (GPA) of respondents was 3.05 with a standard deviation of 0.50. Furthermore, the respondents were asked to rate whether they were happy or not with academic performance as they had stayed in MTU. Following this the students were asked if they were happy with current their academic achievement.

Perception (Happiness) of the Students on their Achievement

TABLE 4. ACADEMIC ACHIEVEMENT OF STUDENTS

Items	Alternatives	F	%
Are you currently happy with your educational performance in Mizan Tepi University?	Yes	186	46.5%
	No	214	53.5%
	Total	400	100%
How do you rate your performance when you compare it with students in your class?	Superior	51	12.8%
	Average	288	72%
	Substandard	61	15.3%
	Total	400	100%

Accordingly, data show that more than half, that is, 214 (53.5%) of the respondents reported that they were not happy while 186 (46.5) of respondents stated that they were happy with their academic performance. Furthermore, they were asked as to how they rate their performance when they compare themselves with other students in their class and here 288 (72%) of the participants pointed to that they rate their own performance as an average while the remaining 61 (15.3%) and 51 (12.8%) of respondents indicated that they would rate their performance as substandard and superior to other students in their class, respectively.

Students Achievement across Sex

Further analysis of the data was conducted for a statistically significance difference between male and female respondents in relation to their academic achievement using an independent sample t-test. Furthermore, besides, an independent sample t-test, one-way ANOVA was computed so as to find out whether there is any statistically significance difference in their academic achievement across academic year of the participants.

TABLE 5. INDEPENDENT SAMPLE T-TEST ON THE CONTRAST OF RESPONDENTS' SEX DIFFERENCE ON THEIR EDUCATIONAL ACHIEVEMENT

variables	Groups	N	M	SD	DF	t	sig
Sex	Males	274	3.087	.508	398	2.443	.015
	Females	126	2.953	.5061			

*<.05, M=Mean, SD =Standard Deviation, DF = Degree of Freedom

The raw data on CGPA for male participants shows a mean of 3.087 with the standard deviation of .508 while female students have a mean of 2.953 with the standard deviation of .5061. Accordingly, as shown in the table above, there was statistically significant difference between males and female students in their academic achievement favouring male students ($t = 2.443$, $df = 398$, $p < 0.05$). Additionally, the descriptive statistics were calculated to see the difference the academic achievement of the participants due to their sex.

Students Achievement across Academic Year

Similarly, descriptive statistics on the participants' academic achievement in relation with their academic year shows that fourth year students scored the highest ($M = 3.178$; $SD = .525$) whilst the lowest was first year students' ($M = 2.912$; $SD = .454$).

One-way ANOVA computed to identify whether there was any statistically significance difference among the students on their academic achievement across academic year has shown that there is a statistically significance difference among respondents in terms of their academic year ($F(3,396) = 3.266$, $p < 0.05$) as indicated in the table.

TABLE 6. SUMMARY OF ONE-WAY ANOVA FOR COMPARING THE RESPONDENTS' ACADEMIC ACHIEVEMENT REGARDING TO THEIR ACADEMIC YEARS

Source	SS	DF	MS	F	Sig.
Between Groups	2.560	3	.853	3.266	.021
Within Groups	103.277	396	.257		
Total	106.037	399			

* $p < 0.05$, SS = Sum Squares, MS = Mean Square, DF = degree of freedom

Following the one-way ANOVA, a post hoc tests was used to find out which category of the respondents show a statistically significantly difference.

TABLE 7. TUKEY'S HSD COMPARING RESPONDENTS' KNOWLEDGE ABOUT THEIR ACADEMIC ACHIEVEMENT OF MTU ACROSS ACADEMIC YEAR

Academic year	N	Mean Means years for homogeneous groups	
		Group 1	Group 2
First Year	47	2.912	
Third Year	160		3.005
Second Year	161		3.121
Fourth Year	32		3.178

Means for groups in homogeneous groups' subsets are displayed.

- Uses Harmonic mean sample sizes = 61.550.
- The group sizes are unequal. The Harmonic means of the group sizes is used. Type I error levels are not guaranteed.

Accordingly, as can be seen in the table above, the Post-hoc comparison has shown that the mean score of first year students ($M = 2.912$, $SD = .454$) was significantly different from the other three groups, that is, second year ($M = 3.121$, $SD = .535$), third year ($M = 3.005$, $SD = .499$) and fourth year ($M = 3.178$, $SD = .524$).

This shows that academic achievement of students was somewhat low at first year than the next academic years. Conversely, there was no statistically significant differences prompt among second, third and fourth year students on their academic achievement.

Students Achievement across Residential Status

What is more, as shown in table 8 below, those students who came from rural areas have shown a better academic achievement with a group mean of 3.2 compared to those from urban who have shown a group mean of 3.0.

TABLE 8. INDEPENDENT SAMPLE T-TEST ON THE RESPONDENTS' RESIDENTIAL STATUS OF THEIR EDUCATIONAL ACHIEVEMENT

variables	Groups	N	M	SD	DF	t	sig
Residential Status	Urban	196	3.074	.470	398	1.146	.253
	Rural	204	3.216	.55			

*<.05 M=Mean, SD =Standard Deviation, DF = Degree of Freedom

Yet, urban and rural students in the study area were not found to be statistically different on their academic achievement ($t = 1.146$, $df = 398$, $p > 0.05$).

4.6. STUDENTS' INFORMATION AND KNOWLEDGE ABOUT THE COUNSELLING CENTRE OF MTU

TABLE 9. STUDENTS' INFORMATION AND KNOWLEDGE ABOUT THE COUNSELLING CENTRE OF MTU

Items	F	%	
Have you ever heard of a Psychological Counselling service?	Yes	169	42.3
	No	166	41.5
	I am not sure	65	16.3
	Total	400	100.00
Is there a Centre that provides Psychological Counselling services in Mizan Tepi University?	Yes	162	95.858
	No	-	-
	I don't know	-	-
	Total	169	100.00
Where is the Counselling Centre in Mizan Tepi University located?	Management office	-	-
	Office of student clinic	-	-
	Office of the students' dean	-	-
	Around student dean office	75	46.296
	Aman Hospital	-	-
	I do not know	-	-
	Total	162	100.00
How did you learn about the existence of Mizan Tepi University Counselling Centre?	Through freshman orientation program	17	10.494
	From a friend	25	15.432
	From an instructor	20	12.346
	From a pamphlet / Brochure	-	-
	Through my own effort	-	-
	I don't know	-	-
	Total	162	100.00
Do you know the services that are available at the Mizan Tepi University Counselling Centre?	Yes	68	90.666
	No	7	9.333
	Total	75	100.00
	Have you ever visited the Mizan Tepi University Counselling Centre seeking counselling/professional help?	Yes	40
No		35	46.666
Total		75	100.00
What was your reason for visiting Mizan Tepi University Counselling Centre?		Seeking Counselling in relation with my education	24
	My current / future career development	21	28
	Mental health (depression, anxiety, stress, etc.)	6	8
	My interpersonal relationship	6	8
	Love life / heterosexual relationship	7	9.333
	Inability to adjust to campus life	8	10.666
	Financial support	3	4
	Total	75	100.00
How do you rate the quality of the services in the Mizan Tepi University Counselling Centre?	Very good	14	18.666
	Satisfactory	22	29.333
	Poor	39	52
	Total	75	100.00
Did the service you were provided with at Mizan Tepi University Counselling Centre solve your problem?	Yes	30	40
	No	45	62.5
	I am still receiving counselling service	-	-
	Total	75	100.00
Do you know any other student who has gone to Mizan Tepi Counselling Centre seeking counselling/professional help?	Yes	32	42.666
	No	43	57.333
	Total	75	100.00

4.6.1. Proportion of Students who have ‘Ever-heard’ of Counselling Service

As reported in table 9, the numbers of respondents who ever heard about psychological counselling service were 169 (42.3%), however, 166 (41.5%) of students had never heard about psychological counselling services. This shows that four out of every ten students in Mizan Tepi University doesn't know what psychological counselling is. Hence, subsequent questions about the information and knowledge of students on MTU guidance and counselling centre were directed only with those respondents who had information towards psychological counselling services.

4.6.2. Students' Knowledge on the Existence of a Counselling Centre in MTU

What is more, another item in table 9 deals with the inquiry if the respondents have known the existence of a Counselling Centre in Mizan Tepi University that provides Psychological Counselling services? In connection with this, 162 (95.858 %) have the knowledge of the existence of counselling centre whilst 7(4.142%) of the total participants stated that they had never heard of the Psychological Counselling Centre in MTU. Similarly, the remaining of the student population, were not sure if a counselling centre existed in the university or not.

4.6.3. Students' Knowledge on the Location of the Counselling Centre of MTU

The next question inquired if the respondents knew the location of MTU Guidance and Counselling Centre. Data show that out of the total valid cases only 75 (46.296%) participants were able to identify the exact location of the guidance and counselling centre while the remaining respondents pointed out that the place of the counselling centre in MTU is located at the management office, the office of students' clinic, the Office of Students' Dean, and Aman Hospital respectively. Here it should be noted that though most of the respondents claimed to have known the existence of the MTU Counselling Centre only 75

students (46.296%) were able to locate it. In short, out of the total sampled population only less than two out of ten (46.296%) students knew where the guidance and Counselling Centre of MTU was located.

4.6.4. Source of Information on the Existence of the MTU Counselling Centre

The next question targeted the source of information or how the participants learnt about existence of MTU Counselling Centre. Here, the participants (including those who got the location right and those who missed it) had pointed out they were learnt about the centre from a friend, an instructor, and through freshman orientation, respectively. This clearly shows that none of the students indicated to have heard about the counselling centre from the counselling centre itself or its activities.

4.6.5. Knowledge about the available Services at MTU Counselling Centre

The respondents were asked if they have any knowledge of the services that are available at MTU Counselling Centre. Data show that 248 (62%) students admitted to have no information while the remaining 152 (38%) of respondents claimed to have some information as to the nature of services at the counselling centre in the university.

4.6.6. Seeking Counselling Service from MTU Counselling Centre

The next question examined if the respondent had ever visited the counselling centre seeking counselling taking only those who have correctly identified the location of the counselling centre, Data in this regard, have shown that only 40(53.333%) of students have visited the counselling centre.

4.6.7. Reason for visiting Mizan Tepi University Counselling Centre

Following an inquiry into past counselling seeking history, the study examined into the reasons why these students visited the counselling centre. Accordingly, data show that major reason for visiting MTU counselling centre were to get counselling about their Seeking Counselling in relation with their education and current / future career development . Besides, additional reason for visiting the center were interpersonal relationship, mental health, love life / heterosexual relationship, and about their campus life adjustment as indicated from the table.

4.6.8. Perceived Quality of the Services at the MTU Counselling Centre

The logical follow up question was on perceived quality of the service received from the counselling centre. Accordingly, data show that the quality of the services in the MTU counselling Centre, about the maximum number of respondents were rated the counselling services as poor (n=39, 52%). On the other hand, the rest of participants were rated as the counselling services as satisfactory (n=22, 29.33%) and only small number of the respondents reported that the accessible counselling service in the area was very good.

4.6.9. Impact of Services at the MTU Counselling Centre

Finally, those students who have correctly identified the location of the counselling centre and visited the counselling centre were asked if the service that they received from the counselling centre has solved their problems. Data indicated that 45(62.5%) of the participants had reported that the counselling services they received from MTU counselling center was not solved their problem whereas the remaining of the respondents reported that the counselling services they received solve their problems and still they are receiving counselling from the center.

4.6.10. Knowledge of other Student Seeking help from MTU Counselling Centre

Finally, the students were asked if they know any student who they know had gone to MTU Counselling Centre seeking counselling/professional help. In reference to this question, most of the respondents indicated that they don't know any student who went to the counselling centre for seeking professional help, however, a few number of respondents reported to have known at least one student who had gone to the counselling centre for seeking counselling/professional help.

4.7. COUNSELLING SERVICES ROLES AND FUNCTIONS

The Standards for University and College Counselling Services of the Accreditation standards of the International Accredited Counselling Standards (IACS) demonstrated that counselling service at university level should play various essential roles in serving the university and college community by offering different services. IACS' standard, on page 4, reads:

“The counselling service should play four essential roles in serving the university and college community: 1) provide counselling to students experiencing personal adjustment, vocational, developmental and/or psychological problems that require professional attention; 2) play a preventive role assisting students in identifying and learning skills which will assist them to effectively meet their educational and life goals; 3) support and enhance the healthy growth and development of students through consultation and outreach to the campus community; and 4) play a role in contributing to campus safety.

Again, the standard, on page 2, lists that the counselling services should include the following nine roles and functions, vis. (i) Individual and Group Counselling; (ii)

Crisis Intervention and Emergency Services; (iii) Outreach Interventions; (iv) Consultations

Interventions; (v) Referral Resources; (vi) Research; (vii) Program Evaluation; (vii)

Professional Development; and (ix) Training Program. In this line of reasoning the Counsellor working in Mizan Tepi University Counselling Centre was asked if these nine role and functions exist in the counselling centre. The counsellor claimed that all the nine roles and functions do exist in the counselling centre, however, the researcher after examining various client documents have found evidences for three roles and functions, namely, individual counselling, Crisis Intervention and Emergency Services; and Referral Resources and no evidence was found for the existence of the other six services.

4.8. COUNSELLING NEEDS OF STUDENTS

Data collected on counselling needs of students were collected using a sixteen-item need assessment survey tool.

TABLE 10. STUDENTS' NEED OF COUNSELLING SERVICES

NO	Need for counselling services				Freq.	%	
501.	Do you think you and other students of Mizan Tepi University would benefit from a psychological counselling service if the counselling service is well organized?				Yes	237	59.3
					No	163	40.8
					Total	400	100
Need for counselling services		Never	Seldom	Occasiona lly	Often	Always	Total
		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
Self-understanding and self-direction		49 (12.3)	72 (18)	100 (25)	95 (23.8)	84 (21)	400 (100%)
Optimum development of individual		50 (12.5)	94 (23.5)	81 (20.3)	103 (25.8)	72 (18)	400 (100%)
Solving different problems of individual		76 (19)	70 (17.5)	74 (18.5)	92 (23)	88 (22)	400 (100%)
Academic growth and development		54 (13.5)	58 (14.5)	77 (19.3)	120 (30)	91 (22.8)	400 (100%)
Vocational maturity		59 (14.8)	68 (17)	111 (27.8)	107 (26.8)	55 (13.8)	400 (100%)
Vocational choices		59 (14.8)	78 (19.5)	131 (32.8)	83 (20.8)	49 (12.3)	400 (100%)
Vocational adjustment		53 (13.3)	80 (20)	119 (29.8)	98 (24.5)	50 (12.5)	400 (100%)
Social personal adjustment		64 (16)	101 (25.3)	85 (21.3)	76 (19)	74 (18.5)	400 (100%)
Better family life		54 (13.5)	77 (19.3)	82 (20.5)	71 (17.8)	116 (29)	400 (100%)
Good citizenship		53 (13.3)	68 (17)	73 (18.3)	83 (20.8)	123 (30.8)	400 (100%)
For conservation and proper utilization of human resources		39 (9.8)	65 (16.3)	65 (16.3)	127 (31.8)	104 (26)	400 (100%)
For national development		51 (12.8)	57 (14.3)	67 (16.8)	95 (23.8)	130 (32.5)	400 (100%)
Reduced students anxiety		67 (16.8)	56 (14)	65 (16.3)	96 (24)	116 (29)	400 (100%)
Positive self-images		50 (12.5)	50 (12.5)	87 (21.8)	100 (25)	113 (28.3)	400 (100%)

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Knowledge of how to apply for a job	48 (12)	61 (15.3)	75 (18.8)	115 (28.8)	101 (25.3)	400 (100%)
Students understanding themselves	39 (9.8)	74 (18.5)	78 (19.5)	91 (22.8)	118 (29.5)	400 (100%)

Data collected using this survey tool, as shown in the table 10, have revealed that the students believe that a they think they themselves and other students would benefit from a psychological counselling service if the counselling service is well organized across all the sixteen category of needs. This clearly shows that the magnitude of need among the student community is significant.

Unfortunately, the types of services rendered by the counselling centre are hardly wide enough to cover any of these needs. Qualitative data collected from the counsellor and also document analysis have shown that outside of individual counselling the only proactive services available are entrepreneurship a one-day orientation for new students joining the University, HIV and AIDS, and training for graduating students. Thus, the Counselling Centre hardly covers the various felt needs identified by the students.

4.9. ATTITUDES TOWARD SEEKING PSYCHOLOGICAL COUNSELLING HELP

Following felt needs, the students' attitude towards seeking counselling assistance was examined by asking presenting to them hypothetical situations and asking them if they agree or disagree to the propositions. The questions and the responses of the students are summarized in a table 11 at appendix I.

Following this the raw data was analysed and composite score was developed for each student and additional statistical analysis was conducted to find out if there exist any statistical variation in attitude towards seeking counselling service across academic year, sex, and residential status.

4.9.1. Attitudes toward Seeking Counselling Help across Academic Year

Table 12. Descriptive Statistics About Attitudes Toward Seeking Psychological Counselling Helping

Variables	N	M	SD
First Year	47	148.575	16.146
Second Year	161	146.304	19.411
Third Year	160	147.956	21.029
Fourth Year	32	131.406	30.803
Total	400	146.40	21.225

M=Mean, SD =Standard Deviation, DF = Degree of Freedom

Distribution of raw data on attitude of students towards seeking counselling services show that student from different academic year have different attitude towards seeking counselling about the counselling centre and services of MTU that is third year students had (M= 147.956 and SD = 21.029) more than fourth year students (M= 131.406 and SD = 30.803) on the basis of the above table.

TABLE 13. SUMMARY OF ONE-WAY ANOVA TO COMPARE THE RESPONDENTS' ATTITUDES TOWARD SEEKING PSYCHOLOGICAL COUNSELLING HELP REGARDING TO THE STUDENTS' ACADEMIC YEARS

Source	SS	DF	MS	F	Sig.
Between Groups	7753.371	3	2584.457	5.950	.001
Within Groups	172001.989	396	434.348		
Total	179755.360	399			

* $<.05$ SS = Sum Squares, MS = Mean Square, DF = degree of freedom

Furthermore, the one-way ANOVA was computed to check for a statistically significant difference among respondents' academic year on the attitudes toward seeking psychological counselling help. The analysis pointed out that there was statistically significant difference ($F(3,396) = 5.950, P < 0.05$) among students of year one, two, three, and four regarding to their attitudes toward seeking psychological counselling help in the community.

TABLE 14. TUKEY'S HSD COMPARING RESPONDENTS' ATTITUDE TOWARDS SEEKING COUNSELLING HELP OF MTU ACROSS ACADEMIC YEAR

Academic year	N	Group 1	Group 2
Fourth year	32	125.813	
First year	47		142.404
Second year	161		147.720
Third year	160		149.463

The homogeneous subsets table is also provided by Tukey's HSD shows that there is no a statistical difference among the first year, second year, and third year groups but between these three groups and the last group, that is, fourth year students, showing that students in the fourth year fall behind other students in the three academic years.

4.9.2. Attitudes toward Seeking Counselling Help across Sex

TABLE 15. INDEPENDENT SAMPLE T-TEST ON CONTRASTING THE RESPONDENTS' SEX DIFFERENCE IN REFERENCE TO THEIR ATTITUDES TOWARD SEEKING PSYCHOLOGICAL COUNSELLING HELP IN THE COMMUNITY

Variables	Groups	N	M	SD	DF	t	Sig (2-tailed)
Sex	Male	274	93.581	16.848	398	-2.583	.010
	Female	126	98.190	16.324			

M=Mean, SD =Standard Deviation, DF = Degree of Freedom

Similarly, additional analysis was conducted to find out how attitude towards seeking counselling assistance functions across sex of students. Hence, a t-test statistical analysis was performed. At this point, it should be noted that, when the researcher checked the t-test assumption of homogeneity of variances, it was found that Levene's test of equality of variances was significant. For that reason, the researcher used equal variances not assumed values. The results, as shown in the table above, confirmed that there is a statistically significant difference between male and female students in their attitude toward seeking counselling help ($t = -2.583$, $df = 396$, $p < 0.05$) which favours female students.

4.9.3. Attitudes toward Seeking Counselling Help across Residential Status

TABLE 16. INDEPENDENT SAMPLE T-TEST ON THE RESPONDENTS' RESIDENTIAL STATUS OF THEIR ATTITUDES TOWARD SEEKING PSYCHOLOGICAL COUNSELLING HELP

Variables	Groups	N	M	SD	DF	t	Sig. (2-tailed)
Residential status Of family	Urban	196	145.372	22.593	398	-.616	.538
	Rural	204	146.68	19.858			

M=Mean, SD =Standard Deviation, DF = Degree of Freedom

The last variable that was examined for any variation in attitude towards seeking counselling assistance was residential status of original family, accordingly, a t-test conducted has shown

that there is no a statistically significant difference between those students from urban or rural residential status in terms of their attitude toward seeking counselling help ($t = -.616$, $df = 381$, $p < 0.05$).

4.10. RESULT FOR SEMI-STRUCTURED SELF-ADMINISTERED QUESTIONNAIRE

Parallel to the data collected from the sample student population, qualitative data were gathered from selected university administrators sampled. This included The MTU University President Office, represented by the President); (ii) Directorate for HIV and AIDS, represented by the Director; (iii) The MTU University Student Dean, represented by the Dean; (iv) The Social science and humanity College, represented by the Dean; (v) The Social science and humanity College, represented by the Vice Dean; and (vi) School of Law, represented by the Dean.

The Self-administered semi-structured questionnaire that was distributed to the key informants had eleven parts examining:

- i. Availability of relevant international, national and organizational functional inputs (conventions, charters, policies, laws, guidelines, strategies, etc.) considered towards a possible restructuring of the Counselling Centre of MTU;
- ii. the general characteristics of MTU that are relevant towards a possible restructuring of the Counselling Centre of MTU;
- iii. relationship of the Counselling Centre of MTU to the university community;
- iv. counselling services roles of the Counselling Centre of MTU;
- v. counselling program service functions of the Counselling Centre of MTU;
- vi. ethical standards for the Counselling Centre of MTU;
- vii. counselling service personnel of the Counselling Centre of MTU,

-
- viii. availability of functional inputs related to the working environment of the Counselling Centre of MTU,
 - ix. availability of functional inputs for the networking and communication of the Counselling Centre of MTU;
 - x. availability of functional inputs for the monitoring and evaluation of the Counselling Centre of MTU;
 - xi. the existing willingness among the university administrators towards the establishment of a national consortium of counselling centres of higher institutions in Ethiopia.

The self-administered semi-structured questionnaire was developed based on the *Standards for University and College Counselling Services* developed by the International association of counselling services (IACS) (IACS, 2005).

4.10.1. Relationship of the Counselling Centre to the University Community

Accreditation Standards for University and College Counselling Centres issued out by IACS (2005) pointed out that counselling services are an integral part of the educational support system of any institution and should be designed in such a manner to support the mission of the higher institution in a variety of ways, for instance, consultation, teaching, preventive and developmental interventions, and treatment. They provide clinical services to clients who are experiencing stress due to academic, career or personal problems which may interfere with their ability to take full advantage of the educational opportunities before them. Counsellors are also involved in consultation with faculty and staff; student needs advocacy, program development, outreach programming, retention activities, research, and program evaluation that support the efforts of faculty and staff in enhancing the university environment.

Thus, under ‘relationship of the counselling centre to the university community’, two aspects were examined, namely, (i) administrative independence, and (ii) neutrality and policy development discussed below.

4.10.1.1. Administrative Independence and Neutrality

Pertaining to administrative independence and neutrality, as stated that by IACS, while the relationship of a counselling centre to other units within a university might vary according to the existing organizational structure and individual campus needs, it is critically important that the service of counselling centre be provided with an atmosphere of administrative independence and neutrality.

Data, in this line of investigation, have shown that most members of the administrative members of the MTU (3 out of 6) believe that the counselling centre enjoys administrative independence and neutrality while the remaining half disagrees.

Those who disagree have underlined the fact that the university’s counselling centre is under the influence of other directorates, such as the Students’ Dean Office and doesn’t have any administrative independence and neutrality to:

- i. issue out its own functional inputs, such as, guidelines and procedures for the delivery of its services;
- ii. issue out its own ethical standards so as to ensure that its services are provided guaranteeing the wellbeing and safety of all clients;
- iii. solicit and receive a budgetary allocation so as to equip itself with the necessary resources, i.e., material and technical inputs;
- iv. to make formal horizontal and vertical intra-organizational communication so as to build its structural and functional capacity;
- v. to make formal inter-organizational communication with the intention of building networks and creating synergy;

4.10.1.2. Policy Development

Regarding policy development, the participants were asked if the existing legislation and policy documents of MTU allow the Counselling Centre with the necessary mandate to develop its own policy.

This question should have elicited an anonymous response owing to the fact that the question inquiries into a major legislative issue and there was no legislative ground that gives the Counselling Centre to develop its own policy direction. However, there was no consensus among the sampled administrators and even more so four out of the six administrators claimed that the Counselling Centre has the mandate to issue its own policy materials while only two indicated that the counselling centre doesn't have such a mandate.

To put things in perspective, as indicated above, the counselling centre is not empowered based on any legislative provisions to develop its own policy documents or any other functional input and this has forced it to function without any sense of direction or target. Furthermore, since the counselling centre lacks a policy direction and additional functional inputs that could have been developed on the basis of a policy material coordinating and managing its functions systematically is simply an impossible endeavour.

4.10.2. Reporting and Accountability

Accreditation Standards for University and College Counselling Centres issued out by IACS states that it is essential that the counselling service Director works closely with the Chief Student Affairs Officer (the Students' Dean Office) and other Key Administrators to ensure the accomplishment of institutional goals and objectives. In the case of a merged centre ([a counselling centre with] consolidations that bring together counselling centres [of different campuses] and other campus agencies (e.g., career services, academic advising, etc.), the administrator of the counselling service should continue to have a direct line of

communication to a Vice Chancellor or a Vice President of Student Affairs, Academic Affairs, or other related division.

This is necessary to inform these key administrators of the unique role that counselling services play on campus. While the counselling service works in a cooperative manner with members of the campus community, it is important to emphasize the unique role that it plays within the institution. Specifically, it provides services such as crisis intervention, individual and group counselling, training, consultation with the campus community about student characteristics and development, as well as campus safety. Hence, in this study an examination was conducted into the reporting and accountability of the counselling centre of the MTU.

Primarily, a document analysis clearly has shown that the MTU senate legislation states that the Guidance and Counselling Centre is ‘accountable to the Dean of Students and who oversees the services indicated under it’. However, when the six administrators were asked as to the reporting mechanism and accountability and of the Counselling Centre of Mizan Tepi University, nearly all (5 out of 6) of them indicated to have no information on the matter, which clearly show that the majority of the administrative apparatus doesn’t even know to whom the counselling centre is accountable to.

4.10.3. Counselling Services Roles

According to the Accreditation Standards for University and College Counselling Centres issued out by IACS (2005), any counselling centre of a given higher institution should play, at least, four essential roles in serving the university community, namely,

- i. provide counselling to students experiencing personal adjustment, vocational, developmental and/or psychological problems;

-
- ii. play a preventive role assisting students in identifying and learning skills which will assist them to effectively meet their educational and life goals;
 - iii. support and enhance the healthy growth and development of students through consultation and outreach to the campus community; and
 - iv. play a role in contributing to campus safety.

First, when asked if they agree with this claim of IACS, all the six administrators sampled from MTU stated that the above-mentioned four roles stated by IACS should be acceptable and should be endorsed by the Counselling Centre of Mizan Tepi University.

4.10.4. Counselling Program Service Functions

As regards counselling programs services functions, Accreditation Standards for University and College Counselling Centres issued out by IACS (2005) states that a counselling service must include an appropriate range of activities to be eligible for accreditation.

Additionally, IACS points that Agencies whose services are limited to the following areas are not eligible to be accredited: academic advising, placement services, tutorial programs, academic skills training, (i.e., developmental reading services, learning centres, etc.), and drug and alcohol programs. It should be noted, however, that many accredited counselling services include some or all of the above activities in their program services functions. Accordingly, to be a member of IACS or to be accredited, IACS Accreditation Standards stated that the agencies should include nine program functions, including: individual counselling; group counselling; crisis intervention and emergency services; outreach interventions; consultation interventions; referral resources; research; program evaluation; professional development; and training programs in their counselling programs and functions as listed in the table below.

With this background, the study examined if the sampled administrative parties agree with the expectations of the IACS.

TABLE 17. THE RESPONSES OF THE RESPONDENTS ON COUNSELLING PROGRAM SERVICE FUNCTIONS

No	Program functions	Yes	No	No	Program functions	Yes	No
1	Individual guidance	6 out of 6	0	16	Research	4 out of 6	2 out of 6
2	Group guidance	6 out of 6	0	17	Academic advising	4 out of 6	2 out of 6
3	Individual counselling	6 out of 6	0	18	HIV and aids programs	4 out of 6	2 out of 6
4	Group counselling	6 out of 6		19	Life Skill Training	3 out of 6	3 out of 6
5	Professional development	6 out of 6	0	20	Career counselling	1 out of 6	5 out of 6
6	Crisis intervention and emergency services	5 out of 6	1 out of 6	21	Sexual reproductive health psychology	1 out of 6	5 out of 6
7	Outreach interventions	5 out of 6	1 out of 6	22	Sexual Harassment psychology	1 out of 6	5 out of 6
8	Consultation interventions	5 out of 6	1 out of 6	23	Gender biased violence psychology	1 out of 6	5 out of 6
9	Referral resources	5 out of 6	1 out of 6	24	Other (Specify)	-	-
10	Program evaluation	5 out of 6	1 out of 6	25	Other (Specify)	-	-
11	Training programs	5 out of 6	1 out of 6	26	Other (Specify)	-	-
12	Placement services	5 out of 6	1 out of 6	27	Other (Specify)	-	-
13	Tutorial programs	5 out of 6	1 out of 6	28			
14	Academic skills training	5 out of 6	1 out of 6	29			
15	Drug and alcohol programs	5 out of 6	1 out of 6	30	Other (Specify)	-	-

As presented in table 18 almost all of the respondents have shown that the listed counselling programs service functions should be included in the Counselling Centre of MTU programs.

TABLE 18. SUMMARY OF THE RESPONDENTS ON THE RELATIVE IMPORTANCE OF THE COUNSELLING PROGRAM SERVICE FUNCTIONS

COUNSELLING PROGRAM SERVICE FUNCTIONS	RELATIVE IMPORTANCE
1. Individual guidance	6 out of 6
2. Group guidance	6 out of 6
3. Individual counselling	6 out of 6
4. Group counselling	6 out of 6
5. Professional development	6 out of 6
6. Crisis intervention and emergency services	5 out of 6
7. Outreach interventions	5 out of 6
8. Consultation interventions	5 out of 6
9. Referral resources	5 out of 6
10. Program evaluation	5 out of 6
11. Training programs	5 out of 6
12. Placement services	5 out of 6
13. Tutorial programs	5 out of 6
14. Academic skills training	5 out of 6
15. Drug and alcohol programs	5 out of 6
16. Research	4 out of 6
17. Academic advising	4 out of 6
18. HIV and aids programs	4 out of 6
19. Life Skill Training	3 out of 6
20. Career counselling	1 out of 6
21. Sexual reproductive health psychology	1 out of 6
22. Sexual Harassment psychology	1 out of 6
23. Gender biased violence psychology	1 out of 6

As can be seen in the summary of the respondents' rating of the counselling program service function, five services (individual guidance, group guidance, individual counselling, group counselling, professional development) got the universal approval of all the respondents while Life Skill Training got a 30% approval while four services, namely, Career counselling, Sexual reproductive health psychology, Sexual Harassment psychology, and Gender biased violence psychology got a relatively lower rating.

4.11. ETHICAL STANDARDS

With regard to ethical standards, Accreditation Standards for University and College Counselling Centres issued out by IACS (2005) states that professional ethical practice forms

the cornerstone of the counselling service and provides ethical guidelines under eleven headings, namely, (1) Selection of Staff and Training on Policy/Ethics, (2) Confidentiality of Counselling, (3) Imminent Danger, (4) Psychological Tests, (5) Research, (6) Case Records, (7) Disposition of Records, (8) Access to Records, (9) Shared Electronic Records Systems, (10) Regulatory Awareness, (11) Technology.

In this study, a set of items were developed to assess the consensus of the Mizan Tepi administration as to these standards and the sampled administrators were asked if they believe that the standards set by IACS in relation with the features of ethical standards that should be followed by the Counselling Centre of MTU.

TABLE 19. THE PARTICIPANTS' RESPONSES ON ETHICAL STANDARDS

No.	DO YOU THINK MIZAN TEPI UNIVERSITY COUNSELLING CENTRE SHOULD ABIDE BY THE FOLLOWING ETHICAL PRINCIPLES OF IACS?	I AGREE	I DISAGREE
1.	Operating procedures must be congruent with these standards and in no way abridge or contravene an individual staff member's ethical obligations and privileges.	6 out of 6	-
2.	When the condition of the client is indicative of clear and imminent danger to self or others, counselling professionals must take reasonable personal action that may involve informing responsible authorities and consulting with other professionals.	6 out of 6	-
3.	Counselling service records must be kept separate from records of any other merged entity (e.g. medical records, advisement notes, placement credentials, etc.).	6 out of 6	-
4.	Professionals providing technical assistance must be given training concerning issues regarding confidentiality and must sign a confidentiality agreement.	6 out of 6	-
5.	Clients must be informed that confidential information about their treatment is stored on the centre's secured server.	6 out of 6	-
6.	Counselling service staff should have access to legal counsel when necessary and should be well-informed regarding legal issues.	5 out of 6	1 out of 6
7.	Staff members must maintain strict adherence to the ethical standards.	5 out of 6	1 out of 6
8.	All staff must be selected carefully and trained thoroughly regarding appropriate policies and procedures.	5 out of 6	1 out of 6
9.	The confidential nature of the counselling relationship must be consistent with professional ethical standards and with federal and state statutes.	5 out of 6	1 out of 6
10.	Information can be released only at the request or concurrence of a client.	5 out of 6	1 out of 6
11.	Standards regarding research with human subjects must be maintained	5 out of 6	1 out of 6
12.	Complete [client] record should be maintained for a minimum of 7 years from the last date of service.	5 out of 6	1 out of 6
13.	Staff members must be knowledgeable about and function in a manner consistent with relevant civil and criminal laws.	5 out of 6	1 out of 6
14.	Access to client records must be limited to appropriate counselling services personnel.	4 out of 6	2 out of 6
15.	All current client records must be maintained in a central location that is secure and accessible to appropriate staff.	3 out of 6	3 out of 6

As shown in the table19, the responses of the key informants show that there is near universal consensus on the standards of IACS for virtually all of the respondents agree that Mizan Tepi University counselling should abide by the ethical standards as stated by IACS.

4.12. COUNSELLING SERVICES PERSONNEL

The Accreditation Standards for University and College Counselling Centres of the IACS, in relation with counselling service personnel, posits that counselling functions should be performed by professionals with a minimum of a Master's degree from relevant disciplines such as: counselling psychology, clinical psychology, counsellor education, social work or mental health counselling. It further stipulates that all professional and administrative support staff must be selected carefully and trained thoroughly consistent with valid policy direction and detailed guidelines/procedures developed for the purpose. Hence, the IACS' standards provide qualifications and competencies, equivalency criteria: non-doctorate director, duties, and other features for different personnel of a counselling centre of a given university, which includes, Director, Professional Staff, Other Centre Administrative Staff, Trainees, and support staff.

Again the sampled administrators of Mizan Tepi University were asked if they find the standards set by the IACS acceptable using a 16-item questionnaire.

What is most ironically discouraging is that while all of the six (6) sampled administrative staff members agree that the Mizan Tepi University Counselling Centre should hire administrative staff for the positions of *Assistant Director for communication* and *Assistant Director for Professional development and Monitoring and Evaluation*; while four of them agree that positions such as *Administrative / logistics Head*; and three of them even agree that the counselling centre should be allowed to hire sanitary workers as support staff, only two of them endorsed ICAS' standard that the counselling centre should have a Director with a PhD with minimum of 5 years- previous experience, or a Master's or specialist degree in counselling psychology. This, clearly show the lack of awareness and as to the professional nature of the service of counselling. For detail, please see the table above.

4.13. OTHER GUIDANCE RELATED TO THE WORKING ENVIRONMENT

ICAS' Accreditation Standards on page 13 to 15 (ICAS, 2010), in relation with the necessity of developing specialized guidelines so as to regulate the day to day activities of a Counselling Centre of university, states that a counselling centre should administer its activities with specialized and valid guidelines that oversee such areas as, professional development, staff diversity, size of staff, workload, compensation - salary and benefits, physical facilities, malpractice/liability insurance.

Accordingly, the sampled administrative staff members were asked if they would agree to the idea Mizan Tepi University Counselling Centre develop specific guidelines so as to regulate and manage professional development; staff diversity; size of staff; Workload; compensation - salary and benefits; and physical facilities.

The responses of the sampled administrators, as shown in the appendix table 21, revealed that there is no consensus among the administrators themselves since they clearly disagree on various issues and only very few areas enjoyed universal consensus, which shows that the administration of the Counselling Centre of the MTU is governed not by written policy materials, strategic documents, or guidelines but by individual whims and goodwill.

Even more so, one can learn that the level of awareness among the sampled administrators, thus the represented population, is not encouraging with regards to the relevance of developing specialized guidelines for the purpose of governing the day to day working of the counselling centre. This is clearly evidenced by the fact, for instance, the level of endorsement was 16.7% for the propositions that the counselling Centre of MTU should develop a guideline so as to regulate (i) maintain minimum staff-client ratios; (ii) accessibility of services to students, including those who are physically challenged; (iii) material input; and (iv)

library resources, including, professional journals, books and other materials, and access to internet service.

4.14. NETWORKING AND COMMUNICATION

Another area that is covered by the accreditation standards IACS' is networking and communication. To this effect, the standard underlines that counselling centres of a university should form close working linkages with academic units, student service offices, and other sources of referral and consultation services.

This is logical since solid working relationships must be maintained among campus and community service outlets in order to ensure that clients are provided with a comprehensive set of services catering for their holistic needs. This requires that counselling professionals work with faculty, staff and administrators to ensure that the physical, emotional, educational, psychological, social, career, etc. developments of all clients are guaranteed. Hence, the sampled respondents were asked to provide information as to the existing networking and communication platforms that are available for the Counselling Centre of MTU at intra-organizational and inter-organizational levels.

4.14.1. Intra – Organizational Network

Concerning intra-organizational networking and communication, 5 (75%) of the respondents admitted that as they don't have information regarding the networking and communication platforms of the Counselling Centre of MTU and also confessed that the counselling centre has a limited network or communication with any of the other units of the university.

However, one respondent pointed out that the counselling centre is not prohibited by any policy material or guideline of the university not to network or communicate with other sister units in the University and the counselling centre has a tacit administrative independence and autonomy to establish an intra-organizational network to enable it to work together with

appropriate units within the university, for instance members of academic faculties, the university clinic, the university police and different clubs in the community.

This respondent, however, admitted that the administrative independence and autonomy is unstated and it would have been helpful if there was a policy material or a guideline that clearly spells out the mandates, duties, and responsibilities of the Counselling Centre of MTU so as to encourage it to form networks and facilitate its intra-organizational communication.

4.14.2. Inter – Organizational Network

Data collected in relation with the inter-organizational network and communication is rather paradoxical since 5 (75%) of the respondents claimed that the Counselling Centre of MTU has the mandate and the capacity to initiate the essential inter-organizational networks with partners and stakeholders, including, international and both governmental and / or non-governmental domestic organizations while only one respondent disagrees on the rationale that there is no guideline that gives a clear mandate to the Centre to form such networks.

However, the fact of the matter is that it is true that there is no policy direction or specific guideline that officially acknowledge the administrative freedom of the Counselling Centre to form networks with external parties, thus, it is not surprising to see no such initiatives on the part of the Centre.

4.15. ESTABLISHMENTS OF A NATIONAL CONSORTIUM OF COUNSELLING CENTRES

Ethiopia has increased the number of its universities from three two decades back to a total of 50. As the result, Out of these 45 function under the auspices of the Ministry of Education while the other five operate under the patronages of other governmental sectors. Parallel to the number of universities the number of students joining higher institution has increased from less than ten thousand 25 years ago to hundreds of thousands currently. This, while

creates a huge opportunity for Ethiopian youth, also puts huge demands on individual universities whose preparedness is highly questionable in a number of areas, among which one is, counselling.

This clearly has brought out the necessity not only for the restructuring of each and every Counselling Centre in each of the University opened in the country but also for a more standardization and harmonization towards creating network, partnership, and leveraging of resources among the counselling centres of higher institution whose number is estimated, at the present time, around fifty.

In this respect, experts in the area advocate for a national consortium of counselling centres in higher education and health institutions (Endeshaw and Goche, 2013).

In this line of reasoning, the sampled administrators from Mizan Tepi University was asked to provide their position regarding the establishment of this ‘national consortium of counselling centres in higher education and health institutions’.

Accordingly, almost all respondents agreed that counselling centres of state owned and private higher institutions in Ethiopia would benefit from the establishment of a national consortium of counselling centres. They also pointed out that the Counselling Centre of MTU would benefit from the establishment of such a national consortium of counselling centres in higher education and health institutions of Ethiopia and should play its role in the setting up of such a national consortium.

TABLE 22. RESPONSES ON THE ESTABLISHMENT OF A NATIONAL CONSORTIUM OF COUNSELLING CENTRES IN HIGHER EDUCATION INSTITUTIONS

No	THE ESTABLISHMENT OF A NATIONAL CONSORTIUM OF COUNSELLING CENTRES WOULD FACILITATE:	I AGREE	I DISAGREE
1	The process of drafting, endorsing, and implementing national policies, guidelines, ethical standards, etc. for counselling, guaranteeing high-level services in Ethiopia.	5 out of 6	1 out of 6
2	The designing and implementation of standardized and yet locally customizable counselling services in universities / colleges.	5 out of 6	1 out of 6
3	The assessment and cross-evaluation of counselling programs of different universities based on standardized benchmarks.	5 out of 6	1 out of 6
4	The recording of good practices and lessons learnt for wider application at national level.	5 out of 6	1 out of 6
5	Bilateral and multilateral coordination and partnership among members.	6 out of 6	-
6	The execution of national wide studies and researches through the participation of member counselling centres.	4 out of 6	2 out of 6
7	Communication among members of the national consortium of counselling centres in higher education.	4 out of 6	2 out of 6
8	leveraging and sharing of resources through projects designed to benefit all members of the national consortium, for instance, online library, e-learning facilities, online guidance / counselling, conferences, workshops, training programs, etc.	4 out of 6	2 out of 6

As shown in the table above, the responses of the participants pointed out that the formation of a national consortium of counselling centres would be simplify:

- i. the process of drafting, endorsing, and implementing national policies, guidelines, ethical standards, etc. for counselling, guaranteeing high-level services in Ethiopia;
- ii. the designing and implementation of standardized and yet locally customizable counselling services in universities / colleges;
- iii. the assessment and cross evaluation of counselling programs of different universities based on standardized benchmarks;

-
- iv. the recording of good practices and lessons learnt for wider application at national level;
 - v. bilateral and multilateral coordination and partnership among members;
 - vi. the execution of national wide studies and researches through the participation of member counselling centres;
 - vii. communication among counselling centres in higher education as members of the national consortium; and
 - viii. leveraging and sharing of resources through projects designed to benefit all members of the national consortium, for instance, online library, e-learning facilities, online guidance / counselling, conferences, workshops, training programs.

Finally, when the respondents were asked as to the role Mizan Tepi University and its Counselling Centre should plan in the establishment of the national consortium of counselling centres of higher education as well as health institutions of Ethiopia, all the six respondents indicated that the Counselling Centre of MTU should take a leading role towards the establishment of such a national consortium of counselling centres in higher education institutions of Ethiopia in collaboration with other counselling centres.

4.16. RESULTS OF FOCUS GROUP DISCUSSION (FGD)

As indicated in chapter three earlier, focus group was conducted on students in two groups arranged on the basis of sex and membership to student council, thus, a total of two FGDs were conducted each with six students, making the total number of students – twelve. Hence, discussions were held with these students on ten discussion points which includes:

- i. Felt Needs of the Existing /Potential Clients
- ii. Students' Knowledge on functions of the Counselling Centre

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- iii. Available Services at the Counselling Centre at MTU
 - iv. Responsibilities of Counsellors
 - v. Success of the Counselling Centre in addressing Students' Needs
 - vi. Perceived Effectiveness of the Counselling Centre at MTU
 - vii. Perceived Benefit of the Counselling Centre at MTU
 - viii. Perceived Professionalism of the Counselling Centre at MTU
 - ix. Availability of Administrative Support to the Counselling Centre of MTU
 - x. Recommendations to Improve Services at the Counselling Centre of MTU

Here below, information collected on these nine discussion point would be presented.

4.16.1. Felt Needs of the Existing /Potential Clients

The first discussion point relates to the felt needs of the existing /potential clients (educational, health, career, social interaction, interpersonal relation etc.) that should be addressed via the Guidance and Counselling Centre of MTU.

Qualitative data collected through the FGDs show that the major felt needs of the existing /potential clients are:

- i. academic problems, including, poor study habit, low academic achievement, academic dropout;
- ii. psychological problems such as test anxiety,
- iii. Substance abuse, including, alcohol abuse, smoking, and chewing chat, etc.
- iv. lack of valid services for students special need;
- v. career insecurity and lack of information for career planning;
- vi. social /interpersonal relation, and
- vii. Love/heterosexual relationships related problems.

The students also underlined that almost each and every student at one point in time needs professional support due to academic or other challenges, thus, they recommended that the Counselling Centre should conduct a research and identify major needs so as to design its services.

4.16.2. Students' Knowledge on functions of the Counselling Centre

The second, discussion point focused on students' knowledge and awareness into the roles, functions, and responsibilities of the Counselling Centre of MTU. Data have revealed that about half of the student community lack information as to the roles, functions, and responsibility of the Counselling Centre of MTU.

Still, when asked to list the roles, functions, and responsibility of the Counselling Centre of MTU, the participants of the FGDs were able to point out that seven roles, functions, and responsibilities which they think should be the primary targets of the Counselling Centre.

These were:

- i. academic problems including lac of study skills and test anxiety;
- ii. adjustment problems,
- iii. economic problems,
- iv. problems arising from love-related and heterosexual relationships;
- v. problems emanating from substance abuse;
- vi. lack of information for career planning; and
- vii. Other social and psychological problems.

The students also underlined that at the present time these services are not being provided to the student community for a number of reasons, which includes:

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- i. students' lack of adequate awareness as to the benefits of counselling;
 - ii. the Counselling Centres' failure in taking a proactive measure to create awareness among the student community and encourage students' to benefit from the service; and
 - iii. lack of professional counsellor working in the Counselling Centre; and
 - iv. absence of a well-organized and well-equipped guidance and counselling centre in the university that can satisfy the needs of the student community.

4.16.3. Available Services at the Counselling Centre at MTU

The third, discussion point targeted on the availability of services at the Counselling Centre of the MTU. Here the FGD participants pointed out that they don't have well-structured information as the available service in the Counselling Centre since they haven't been given complete information. However, some of the respondents pointed out that from bits and pieces of information they have they believe that the services that delivered by the centre include individual and group educational counselling, career counselling, and counselling services related to health, interpersonal issues.

4.16.4. Responsibilities of Counsellors

The fourth discussion point zooms in on responsibilities of the counsellors at MTU. The accreditation standards of IACS provide detailed roles for the Doctorate Director, Non-doctorate Director, professional staff members (counselling psychologists) other administrative staff members. Focusing only on the professional staff members, for discussing on the roles and responsibilities of the 'Doctoral Director' and 'Non-doctoral Directors' would be impractical, the standards list a total of seven specific roles and responsibilities for the counsellors, which includes:

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- i. Providing individual and group counselling, assessment, and crisis intervention services;
 - ii. Designing and conduct developmental and outreach program activities;
 - iii. Providing consultation services, as requested, to students, faculty, and staff within the university;
 - iv. Participating in research and service evaluation activities;
 - v. Providing appropriate training and supervision to paraprofessionals, graduate trainees and post-doctoral fellows/residents;
 - vi. Performing other assigned functions that contribute to the service offerings of the centre and the academic mission of the institution, such as: teaching, committee work, liaison with academic or administrative units, and participation in university program development; and
 - vii. Providing clinical supervision of other professional staff members or graduate student trainees.

On the other hand, when we see the data collected through focus group discussion in relation with the roles and responsibilities of the counsellors we find the students were able to identify two ‘roles and responsibilities’ for the counsellors which includes:

- i. accepting a client cordially;
- ii. Inform students about the location of the centre and their roles, functions, and responsibilities.

This shouldn’t be surprising since the students that participated in the FGD are neither professionals, who should know the roles and responsibilities of a counsellor, nor are they, as they themselves have stressed, have been given adequate information to enable them appreciate the width and depth of counselling services. Therefore, the only conclusion one

can make from this is that the Counselling Centre of MTU and the University as a whole has failed in making the students secure the necessary awareness as to the roles and responsibilities of counsellors or a Counselling Centre.

4.16.5. Success of the Counselling Centre in addressing Students' Needs

The fifth discussion point focused on the perception of the student community on the rate of success of the Counselling Centre of MTU.

Regarding the success of the counselling centre, virtually all students pointed out that the Counselling Centre of Mizan Tepi University has not been successful in the needs of the university community. Justifying their claim, the students pointed out the following facts.

- i. The majority of the student students of Mizan Tepi University are not even aware that there is a counselling centre on campus;
- ii. Those few students of MTU that know the existence of the Counselling Centre don't have detailed information as to the nature and types of services offered at the Counselling Centre, thus, are not encouraged to seek its service;
- iii. No attention is given neither by the Counselling Centre nor by other university structural units to warrant that the necessary attention has been given to the fact that, not only that the student community has the right to get guidance and counselling services, but such a service would have had a positive impact on the overall success of the students, Mizan Tepi University itself;
- iv. The very fact that the Counselling Centre of MTU is given such an unsuitable and unfitting location proves the fact that the University administration doesn't have any respect for the service;
- v. No regular follow up and supervision is conducted as to the functions of the Counselling Centre and this clearly show that the service is not perceived as an

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- integral part of the educational support system by responsible parties, decision makers, or administrators;
- vi. the Counselling Centre is not in a position to address the needs of the student community since it hasn't conducted any scientific research that could have produced a data could be systematically indicate the need, concerns, and problems of the student community;
 - vii. The University as a mother organization has not given any attention to the Counselling Centre which shows that the service is not given due respect;

Therefore, the participants of the FGD concluded, the Counselling Centre of MTU has not been successful in addressing its own organizational needs let alone the needs and problems of the student community

4.16.6. Perceived Effectiveness of the Counselling Centre at MTU

The sixth discussion point focuses on the effectiveness of the Counselling Centre in delivering those services that it does make available.

This question was different from the previous one, in that it seeks to know not the overall success but the effectiveness or efficacy of the Counselling Centre within the activities it is engaged.

In this regard, the participants of the FGD pointed out that the services provided by the guidance and counselling Centre of MTU are not effective and pointed out that this ineffectiveness is the result of:

- i. The lack of a professional human power in the Counselling Centre or, in short, lack of professional capacity;
- ii. The lack of mechanisms and guideline for follow up, supervision, and evaluation of services;

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- iii. The lack of adequate working space that is inviting for clients to come to;
 - iv. The lack of adequate material, technical, financial input that facilitates the work and motivate the human power at the Counselling Centre;
 - v. The lack of attention by relevant university administrators which basically emanates from dearth of awareness as to the short-term effects of counselling on the achievement of students and long-term impact on the capacity of the nation to upgrade its quality of education and train high-level human power;

To summarize the participants of the group discussion emphasized that the Counselling Centre exists only in name and it, at the present time and in its present form, hardly serves any purpose and discussing its effective in addressing the needs of the student community would be farfetched.

4.16.7. Perceived Benefit of the Counselling Centre at MTU

The seventh discussion point targeted the perceived benefit of the Counselling Centre and the students that participated in the FGD were asked if they believe that the students, in particular, and the university community, in general, has benefited from the activities of the Counselling Centre.

To this inquiry, the student argued back that they have no information as to the benefits drawn from the activities of the Counselling Centre since there is quite a limited communication between themselves and the Centre.

Still, they pointed out that they would find it difficult to claim that there had been any meaningful benefit since, for an organization to benefit its clients; it should be well-organized in terms of working spaces, human power, material inputs, finance, etc. However, the status of the current Counselling Centre of MTU is in such a poor and dilapidated manner and

expecting it to be beneficial to the clients it could have served if it had had the necessary input would be mere speculation.

4.16.8. Perceived Professionalism of the Counselling Centre at MTU

The eighth discussion point relates to the professionalism in the Counselling Centre of MTU. This particular inquiry, owing to its technical nature, was discussed with the student participants of the FGD but also was supported by data collected from other key informants. Hence, first, when we examine the meaning of professionalism in any counselling centre it could be understood in a very broader sense, however, here our scope will be limited, in line with the standards of IACS, to the credentials of the professional human power input.

Accordingly, the standards set by the IACS provides detailed information on the expected qualifications and competencies and roles for the (i) Doctorate Director, (ii) Non-doctorate Director, (iii) professional staff members (counselling psychologists), and (iv) other centre administrative staff.

When we focus only on the professional staff members or to be exact, counselling psychologists, leaving out what is referred to as the ‘Doctoral Director’ and the ‘Non-doctoral Directors’ which are expected to have a significantly high-level training and experience, we see that professional staff members who shall provide counselling are expected to have the following:

- i. The minimum qualification for a professional staff member (counselling psychologists) is a Master's degree in a relevant discipline from a regionally-accredited institution of higher education;
- ii. Documentation of supervised experience at the graduate level in the provision of mental health services is required;

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- iii. Professional staff must have had appropriate course work at the graduate level and demonstrate knowledge, skills, and abilities in psychological assessment, theories of personality, abnormal psychology or psychopathology, human development, learning theory, counselling theory, and/or other appropriate subjects;
 - iv. Professional staff must have had a supervised internship or equivalent experience with diverse populations as part of the degree requirement;
 - v. Doctoral level staff must have a degree in counselling psychology, clinical psychology, counsellor education, or other closely related discipline and be licensed/certified to practice within their specialty. Non-doctoral staff should be appropriately licensed/certified according to their level of education, training, and professional experience as determined by state regulations. If necessary, appropriate supervision must be provided until licensure/certification is obtained;
 - vi. Professional staff must demonstrate knowledge of principles of program development, consultation, outreach, developmental theories and be able to understand the individual in the context of a diverse social and cultural milieu;
 - vii. Professional staff must have personal attributes that enable them to facilitate effective interpersonal relationships and to communicate with a wide range of students, faculty, staff, and administrators; and
 - viii. When a staff member has the responsibility for the clinical supervision of other professional staff members or graduate student trainees, the staff member must hold a doctoral degree, or have an appropriate graduate degree and experience in the training of other professionals, and hold licensure and or appropriate certification in their chosen mental health field.

Having this as the international standard, when we examine the existing situations at the Counselling Centre of MTU, we find that none, not one of the above standards have been met. Thus, discussing ‘professionalism’, at this point in time in the Counselling Centre of Mizan Tepi University would be simply irrational.

4.16.9. Availability of Administrative Support to the Counselling Centre of MTU

The ninth discussion point targets on the availability of administrative support for the Counselling Centre of MTU. Here again, owing to the administrative nature of the inquiry, data from key informants and document analysis were used.

Accordingly, it would found out that the Counselling Centre, as also pointed out by the participants of the focus group discussion, suffer from poor working space that is uninviting to potential clients; meagre material input, no dedicated financial input, and a human power input that doesn’t qualify against the standards set by IACS. Thus, the conclusion that one can make from these findings is that the administrative support for the Counselling Centre of MTU made available, at least up to the time this study was conducted, is not satisfactory, to say the least.

4.16.10. Recommendations to Improve Services of the MTU Counselling Centre

Finally, the tenth discussion point relates to recommendations to improve the services of the MTU Counselling Services.

The student representative that participated in the two FGDs, after lengthy deliberations, each have proposed a set of recommendations which they thought would have some level of positive effect on the functioning of the Centre; these include:

- i. Conducting an overall study and restructuring the Counselling Centre with all the necessary working space, human power, material, technical, and financial inputs as per nationally acceptable standards;

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- ii. Developing a strategic plan so that the short-term and long-term activities of the Counselling Centre are planned, systematic, and geared towards a clear goal, in line with the missions and visions of Mizan Tepi University;
 - iii. Develop all the necessary functional inputs, that is, guidelines for various aspects of the service, including but not limited to, ethical issues, follow up and supervision, etc.
 - iv. Develop all the necessary strategy and inputs so as to create the necessary awareness among the student community as to the nature, goal, and benefits of guidance and counselling services;
 - v. Create the necessary awareness and positive attitude among the university community and particularly the administrative wing as to the short-term and long-term effects of counselling on students' achievements, in particular, and the educational sector, in general;
 - vi. Create the necessary networking and synergy both with sister units within Mizan Tepi, other counselling centres in other universities, and various domestic and international stakeholders and partners.

5. CHAPTER FIVE: DISCUSSION

The main objective of the research was to assess the practice, need, and attitude on the subject of counselling services at higher educational institutions taking the case of Mizan Tepi University and making inferences for a possible restructuring the Counselling Centre of Mizan Tepi University so as to take full advantage of its potentialities and control and manage limitations.

Accordingly, in this chapter, the quantitative and qualitative findings of the study will be further triangulated and discussed so as to pave the way towards making feasible and practical conclusions and, eventually, recommendations. In view of that, the discussion in this particular chapter is presented under the following nineteen subheadings. Here the researcher would like to make a note that the discussion has been kept as concise as possible to avoid redundancy and only those areas that require further deliberation has been raised and discussed and those points that are self-evident and raised in the ‘result and analysis’ section have been summarized succinctly.

- i. Student academic achievement
- ii. Students’ information and knowledge about the counselling centre of MTU.
- iii. Counselling services roles and functions.
- iv. Counselling needs of students.
- v. Attitudes toward seeking psychological counselling
- vi. International and national functional inputs
- vii. Characteristics of MTU relevant in restructuring the counselling centre
- viii. The organization – Mizan Tepi University
- ix. Relationship of the counselling centre to the university community
- x. Administrative independence and neutrality

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- xi. Policy development
 - xii. Reporting and accountability
 - xiii. Accountability
 - xiv. Counselling services roles
 - xv. Counselling program service functions
 - xvi. Ethical standards
 - xvii. Counselling service personnel
 - xviii. Other guidelines related to the working environment
 - xix. Networking and communication

5.1. STUDENT ACADEMIC ACHIEVEMENT

Quantitative data on the perception of the students on their achievement have revealed that the majority of the students were not happy with their academic/educational performance. This poses a threat since unhappiness and discontent with one's academic performance could lead to different psychological problems, such as:

- i. clinical disorders, for instance, substance-related disorders, mood disorders, anxiety disorders, somatoform disorders, factitious disorders, dissociative disorders, eating disorders, sleep disorders, impulse-control disorders;
- ii. personality disorders, for instance, antisocial, avoidant, dependent, obsessive-compulsive, and paranoia; or
- iii. Clinical disorders, such as, schizophrenia and other psychotic disorders, if not resolved in time.

This is not to suggest that all students who are not 'happy' with their academic achievement while in higher institution would develop psychological problem but only to point out that the

probability of suffering from anxiety and developing psychological problem would be heightened among those failing in academic life compared to those succeeding.

This finding is similar with the findings of a number of studies in Ethiopia, for instance, Endeshaw (2013) stated that students in Ethiopian higher educational institutions are exposed to various psychological problems, such as, adjustment problems, social and personal problems, study skills difficulties, love/heterosexual relationships related problems, HIV and AIDS related problems, substance abuse, mental health problems, and family related challenges. Similar to Endeshaw, Yilfashewa (2011) found out that the students in Ethiopian higher educational institutions are challenged by diverse psychological difficulties like adjustment difficulties, academic problems, health problems, financial crisis, as well as social and personal problems, like, home sickness, lack of study skills, career selection problems, substance abuse, HIV and AID, among others.

5.1.1. Students' Academic Achievement across Sex

The investigation on academic achievements of the students using independent sample t-test indicated that there is a statistically significant difference in academic performance across their sex favouring female student. This finding is consistent with the findings of Hailemariam, Getiye, and Beza (2017) which reported that in Dire Dawa University in the academic year 1917 a statistically significant lower academic achievement was observed by female students, as a group compared to male students.

Though there are various indications that the overall enrolment of female students both in the general education and higher education has shown an encouraging increment in the last two decades, there are numerous studies that suggest lower performance of female students in higher institutions. Various factors have been attributed to this lower performance of female students and while some studies attempted to show the aetiology with a correlation between

these low academic performance and familial, environmental, socio-cultural, behavioural, commitment-related while other studies argued that the problem is not with the female students but with the socio-cultural environment and most particularly with the very institutional characteristics of the higher institutions in which these young girls pursue their education. For instance, Aemiro (2018) has shown that lower academic performance in higher institutions is attributable to poor institutional environment; unhealthy interaction female students are forced into with school personnel; insensitive institutional rules and regulations; and unresponsive organizational structure.

In short, review of related literature show that the causes can be categorized

- i. personal related factors, which includes factors, such as, lack of self-confidence; homesickness, alcohol addiction, smoking, fear of failure and the resulting stress and anxiety; falling in love/heterosexual relationships; poor time management; lack of interest; and
- ii. University related factors, which includes factors, such as, unavailability of gender-sensitive services; abusive environment; bullying and sexual violence.

5.1.2. Students' Academic Achievement across Academic Year

Similarly, results from a one-way ANOVA analysis have shown that there is a statistically significant difference in student academic performance across academic year. A follow up post hoc tests confirmed that the variation is between first year students ($M = 2.912$, $SD = .454$) who scored, as a group, lower compared to the other three groups, that is, second year ($M = 3.121$, $SD = .535$), third year ($M = 3.005$, $SD = .499$) and fourth year ($M = 3.178$, $SD = .524$) students.

Again this is consistent with the findings of Endeshaw (2013) who has come up with similar results in Jigjiga University where freshman students lagged behind senior students in their academic performance. Again another study conducted in Ethiopia (Yilfashewa, 2011) has shown that first year students tend to achieve poorly in higher institutions owing to the fact that their academic performance is hampered due to the need to adjust to a new environment and other problems that surface as a result of this challenge, for instance, homesickness; health problems; financial crisis; fine-tuning with long study hours, recurring assignments and exams; coping with demanding instructors; deciding on a major; transitioning into financial and emotional independence; substance use and abuse, lack of time management skills; poor study skills; heightened motivation and expectations; inability to join area of choice of study; sexual experimentation; HIV and AIDS, etc. In short, first year students seem to perform less desirably compared with senior students because they tend to be ‘busy’ adjusting to an independent and adult life after leaving their families behind.

5.2. STUDENTS’ INFORMATION AND KNOWLEDGE ABOUT THE COUNSELLING CENTRE OF MTU

5.2.1. Proportion of Students who have ‘Ever-heard’ of Counselling Service

The study found out that, from the total population of respondents who ever heard about psychological counselling service were 169 (42.3%) while the remaining 166 (41.5%) and 65 (16.5%), didn’t or were not sure if they had ever heard of psychological counselling services. This can be attributed to the failure of the counselling centre in providing valid and regular orientation at least on the existence of guidance and counselling centre within the university community or even to the weak guidance and counselling program that is believed to be virtually universal in Ethiopian high schools. At any rate, the finding shows that the students’

awareness and knowledge concerning the guidance and counselling service in general and the guidance counselling service of MTU in particular was low.

Still, this finding is not unexpected since other studies have also found out similar results in other universities, for instance, Seleshi (2000) indicated that students, teachers and principals in high schools do not appear to be aware of the values of counselling and recommended that extensive work need to be conducted throughout Ethiopian high schools to create awareness and enhance positive attitude among grade schools and higher institutions and make guidance and counselling services mandatory. Similarly, Goche (2013) after his study in Aksum University has reported that students' awareness of guidance and counselling service is limited to 65.2% of the student population. Once again, Endeshaw (2013) in the report of his study conducted on Jigjiga, indicated that the total proportion of students who ever heard about psychological counselling service was 58.5%.

5.2.2. Students' Knowledge on the Existence of a Counselling Centre in MTU

Out of the valid population, that is, those who have indicated to have 'ever heard' about guidance and counselling services, those who knew as to the existence of the Counselling Centre of Mizan Tepi University were only 162(95.858%) while the remaining either didn't know or were not sure if they did 7(4.142%). This is consistent with findings in other universities, for instance, similar studies conducted in Jigjiga (Endeshaw, 2013) and Aksum Universities have respectively, reported similar proportions, i.e., 16.3% and 46.8%.

5.2.3. Awareness on the location of MTU Counselling Centre and Services

Taking the valid population, that is, those who have indicated to have ever heard about guidance and counselling service, those who knew where the Counselling Centre of Mizan Tepi University were only 75(46.296%) while the remaining got the location wrong or admitted that they don't know where it is located 7(4.142%). Again this is not unique since

similar studies have reported similar results, for instance, in Endeshaw's (2013) study on Jigjiga and Goche's (2013) study on Jigjiga University the proportions were, respectively, 16.1% and 24.5%. These consistent findings across different universities in Ethiopia clearly show that counselling offices of higher institutions hardly recognized or taken seriously by the very population they are supposed to be part of.

As HERQA (2008) indicated, awareness creation should be taken as the primary task of any guidance and counselling centre of any university since, at this point in time, their very existence is being questioned.

5.2.4. Source of Information on the Existence of the MTU Counselling Centre

Again taking the valid population, that is, those who have indicated to have ever heard about guidance and counselling service, data on the source of information on the existence of the Counselling Centre in Mizan Tepi University has shown that the primary sources are friend 25(15.432%) an instructor 20(12.346%) and freshman orientation 17(10.494). But, the remaining 13(8.025%) respondents were learned via brochure and their own effort. This finding is again consistent with reports from other universities, for example, Goche (2013) pointed out that the major sources are friend (42.4%), freshman orientation (33.5%), Instructor (11.2%). Here, what is worth noting is that in both universities, the source of information was not the Counselling Centres but other parties that don't have the responsibility in creating awareness about the service.

5.2.5. Knowledge about the Available Services at MTU Counselling Centre

Data have shown that the total number of students that have information on the services of the Counselling Centre of MTU is only 68(90.666%). Though this seems quite low the trend is quite similar in other universities in Ethiopia, for instance, Goche (2013) conveyed that only 6.8% of the students in Aksum University claimed to have knowledge on the services of

the counselling centre in their campus and, worse, Endeshaw (2013) reported that the proportion of students in Jigjiga University that do have knowledge on the services of their counselling centre is 1.9%.

5.2.6. Seeking Counselling Service from MTU Counselling Centre

Data have shown that the use of the service at Mizan Tepi University is very limited since the total proportion of students who have admitted to have ever visited the Mizan Tepi University Counselling Centre seeking counselling was 40(53.333%). When we compare this with the other two similar studies conducted in Jigjiga (ibid) and Aksum (ibid) universities we see that the rates are within range since the reported proportions in the two universities are, respectively, 1.1% and 17.8%. These results simply show that services that are being rendered in counselling centres of Ethiopian higher institutions are highly limited and only a fraction of the student community is being assisted.

5.2.7. Reason for visiting Mizan Tepi University Counselling Centre

Data collected from the students on their reasons for visiting the counselling centre included seeking counselling help in relation with their education 24(32%), career development 21(28%), and mental health 10(13.333%). The remaining of the respondents reported that the reason for visiting counselling center of MTU consists of interpersonal relationship, love/heterosexual relationships, and campus adjustment. This is quite consistent with other studies; for instance, Goche (2013) had come up with quite similar findings from Aksum University where the reasons for visiting the university counselling centre were found to be interpersonal relationship (20.0), mental health (16.7), career development (13.3), and love life / heterosexual relationship (13.3).

5.2.8. Perceived Quality of the Services at the MTU Counselling Centre

In relation to the perceived quality of the services at MTU Counselling Centre the proportion of students who perceived the service as poor was 39(52%) while 22(29.333%) and 14(18.666%) of the students, respectively, evaluated the service as satisfactory and very good. This again is similar to other studies, for instance, if we see the findings from Aksum University we find that 33.3% of the students evaluated their counselling centre as 'poor' while 40.0% and 26.7% claimed that the services are, respectively, satisfactory and very good.

5.2.9. Impact of Services at the MTU Counselling Centre

When the students that have visited the counselling centre and sought its services were asked if the service they received from the Counselling Centre of Mizan Tepi University had solved their problems a total of 75(100%) students which accounts to 30(40%) claimed to have received effective service. On the contrary 45(62.5%) of the students indicated that the service they received hasn't been effective in solving their problems. This again is comparable to the findings from, for instance, Aksum University where the proportion of students who claimed to have received an effective counselling service was 38.5 and those who refuted this were 34.6.

According to literature, the effectiveness of a counselling service is attributable to various factors and the perceived effectiveness of the Counselling Centre at Mizan Tepi University doesn't necessarily divulge the actual effectiveness. Still, one can see that the relatively low confidence at the counselling centre is damaging in terms of encouraging others to come and seek its services.

5.3. COUNSELLING SERVICES ROLES AND FUNCTIONS

The information gathered from both the students and key informants on the service roles and functions as per the standards of IACS. First the data collected from the student community has shown that different services are given varying priority, as shown in the table below.

This clearly show that table 23 in appendix the student community give priority to *Individual and Group Counselling* and *Crisis Intervention and Emergency Services* and this is not surprising since these two services are designed to address the immediate problems of the students while the remaining, for instance, outreach, evaluation, research, etc., do not cater for the students' immediate concerns.

On the other hand, the key informants pointed out that all the counselling roles and functions listed by accreditation standards of university and college counselling are relevant and should be included in MTU's Counselling Centre service scheme.

In fact, the key informants underlined that, while the standard developed by IACS is acceptable, the listing of the service roles and functions should not be left in broad and vague categories and additional indications should be included in the future development of Mizan Tepi University Counselling Centre's service roles and functions. In this regard, they emphasized such areas as (i) career counselling, (ii) sexual reproductive health, (iii) gender relations, (iv) assertiveness should be explicitly mentioned so that they can get the necessary attention.

It is encouraging that the university community, despite the present poor operation of the Counselling Centre, believe that the standards issued out by IACS for service roles and functions should be adopted and even enriched. This trend has also been witnessed in other universities, for instance, Endeshaw (2013) reported that the key informants from Jigjiga University fully endorsed the counselling roles and functions included in the accreditation

standards of IACS. This show that there is a positive attitude and willingness among university administrations to work towards the improvement of counselling services in their respective universities.

5.4. COUNSELLING NEEDS OF STUDENTS

As indicated in the previous chapter, the students, when asked prioritize the areas that should be addressed by psychological counselling, they identified three groups.

The first, group of six services focus on personal development, i.e., (i) human resource development; (ii) students' understanding themselves; (iii) knowledge of how to apply for a job; (iv) self-understanding and self-direction; (v) positive self-images; and (vi) Optimum development of individual. The second group of two services relate to broader goals, namely, national development and good citizenship. Finally, the third group of seven services again focus on personal and most particularly job related concerns, namely, vocational adjustment; academic growth and development; better family life; vocational maturity; vocational choices; social personal adjustment; and reduced students' anxiety.

This clearly show that in the appendix table 24, the students' community, though their actual number is limited, have been able to relate the services of counselling services not only to their personal development and actualization but also the development of their nation. This clearly show that there a marked positive attitude towards counselling service.

5.5. ATTITUDES TOWARD SEEKING PSYCHOLOGICAL COUNSELLING

Following the attitude of the students was examined and follow up statistical tests were conducted to check if there are any statistically significant variation across sex and academic year of the students' families.

5.5.1. Attitudes Towards Seeking Counselling across Sex

A t-test statistical analysis performed to observe if there existed statistically significance difference between male and female respondents on their attitudes toward seeking psychological counselling has shown that there was a statistically significant difference between male (mean = 93.581; SD = 16.848) and female (mean = 98.190; SD = 16.324) students in their attitude toward seeking counselling help ($t = -2.583$, $df = 396$, $p < 0.05$) which suggests that female students have a more positive attitude towards seeking counselling services. Hence, the findings show the need to work on the attitude of male students to rectify the factors that blemished their attitude towards counselling services.

5.5.2. Attitudes Towards Seeking Psychological Counselling across Academic Year

The one-way ANOVA computed to compare the difference among respondents' attitudes toward seeking psychological counselling across academic year has shown that there is such a statistically significant difference ($F(3,396) = 5.950$, $P < 0.05$) and a follow up post hoc test has pointed out that the difference is between forth year students (mean = 125.813) and the remaining three groups, i.e., first year (mean = 142.404), second year (mean = 147.720), and third year (mean = 149.463), students. This clearly shows that attitude towards seeking counselling service increases as the university students stayed longer up to the third year and decreases when they got to the fourth year.

5.6. INTERNATIONAL AND NATIONAL FUNCTIONAL INPUTS

Data on the availability of international, national, and organizational functional inputs, such as, international standards, policy materials, strategic documents, guidelines, etc., that are adopted by the Counselling Centre of the Mizan Tepi University, have clearly ruled out the availability of international functional inputs, however, revealed that there are five national

(The Federal civil servants' proclamation No. 515/1999, the Federal civil servants' proclamation No. 262/2002; The Federal civil servants' proclamation No.515/2007; The revised Federal ethics and anti-corruption commission establishment proclamation No.433/2005; The revised Federal civil servants' proclamation No.1064/2010, higher education proclamation no 650/2009; and The general education and training policy) and fourteen organizational functional inputs (MTU Senate Legislation; MTU Four-year Strategic Plan; Quality assurance policy; MTU Consultancy Policy and Guideline; The Revised Teaching Material Guideline; Staff Code of Conduct; Anti-harassment Policy; MTU Community Service Guideline; Business Enterprise Guideline; Income Generation Guideline; Revised Anti-corruption Special Procedure and Rules of Evidence proclamation No.434/2005; Higher Education Cost-sharing Council of Ministers Regulation No.154/2008; Higher Education Cost-sharing Council of Ministers Regulation No.91/2003; and Students' Police conduct guidelines).

However, a closer examination of the functional inputs identified clearly show that none of the 'national functional inputs' have any significant input that could assist in managing or directing the Counselling Office of MTU. Even the most likely inputs, which includes higher education proclamation no 650/2009; and the general education and training policy don't have any input that is relevant in managing or regulating a counselling centre. Similarly, an examination of the organizational inputs shows that most of the functional inputs don't have any significance with the functions of the Counselling Centre and even those that do have some 'indirect' relevance, namely, the MTU Senate Legislation; MTU Four-year Strategic Plan; Quality assurance policy; Staff Code of Conduct; Anti-harassment Policy; and Students' Police conduct guidelines can't be considered as primary functional inputs.

Thus, the conclusion one can make from this is that the Counselling Centre of Mizan Tepi University is operating without any meaningful functional inputs to direct, control, and govern its activities.

This is quite similar to the findings of other similar studies conducted in other Ethiopian Universities. For instance, both a study conducted in Jigjiga University (Endeshaw, 2013) and Aksum University (Goche, 2013) have shown that there are no international inputs and the national and organizational inputs are exactly those identified in this study. Thus, what one can clearly see is that there is no attempt in any of the Ethiopian Universities to develop relevant functional inputs that can govern the functions of counselling centres in higher educational institutions of Ethiopia.

5.7. CHARACTERISTICS OF MTU RELEVANT IN RESTRUCTURING THE COUNSELLING CENTRE

Any attempt to restructure an organization or a unit under an organization requires the understanding of the general and specific features of the organization. In this regard, the study attempted to study the major features that should be given attention in the process of a possible restructuring of the Counselling Centre of MTU. Accordingly, the study has noted that the following six features should be given due attention in a possible restructuring of the Counselling Centre of the MTU.

- i. geographic location of MTU;
- ii. the ever-increasing number of students;
- iii. the detached nature of the two campuses of the University;
- iv. the existence of students with disability/related problem;
- v. the significant disparity among the characteristics of regular, extension and summer students; and
- vi. the limited number of professionals working in the Counselling Centre.

5.8. THE ORGANIZATION –MIZAN TEPI UNIVERSITY

Mizan Tepi University is one of the universities in Ethiopia which was established in 1997 E.C, in the Southern Nations, Nationalities and Peoples Region (SNNPR), South-West part of the country. Its Head Office is located at Mizan Aman Town, Mizan Campus (565 km south-west of Addis Ababa) and its second campus is found in Tepi Town (578 km South-West of Addis Ababa).

The university is founded on two campuses of 52 hectares each. Mizan Tepi University was established in 1997 E.C with the general objectives of making accessible education, promoting the advancement of natural resource development and environmental protection, delivering consultancy services, research and other community development support services.

- i. **Vision:** The vision of Mizan Tepi University is to be one of the leading Universities in East Africa on the areas of natural resources and cultural values (Strategic Plan Document of MTU);
- ii. **Mission:** The mission of Mizan Tepi University is contributing substantially to **the** development of the nation by preserving and utilizing natural resources and cultural values through the provision of relevant and quality education, active participation in research, and community services (Strategic Plan Document of MTU);
- iii. **Values:** The core values of MTU are the following:
 - a. **Quality and relevance:** pledge to achieve the highest standard in all institutions undertakings and committed to achieve excellence in the areas of natural resources and cultural values preservation. It advances learning-teaching programs, researches, and community services pertinent to the

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- needs of the local communities and to an increasingly complex global society in general;
- b. **Customer service:** are effective in integrating communication, creativity, and hard work to surpass customer expectations. Customer service is at the heart of what the organization does and dedicated to always looking for ways to satisfy customers more effectively;
 - c. **Excellence:** striving to perform at a level that provides exceptional, outstanding, innovative, ethical, and quality services. It fosters intellectual inquiry by encouraging critical and creative thinking, and technical competence;
 - d. **Integrity and ethics:** is striving to create a professional working environment that emphasizes personal integrity, ethics, responsibility, and accountability. This includes “saying what the institution mean, and meaning what it establishes credibility for all internal and catchment community of MTU;
 - e. **Team work:** is recognizing that the institution success is inevitably tied to others and the performance as a team will define it;
 - f. **Care for staff:** the organization success is based on attracting, hiring, developing and retaining best employees. the institution recognizes the duty of care to all staff will provide them with high quality support to facilitate the development of their intellectual, emotional, physical and spiritual wellbeing;
 - g. **Collaboration and open communication:** are cultivating the culture of mutual respect, open communication, collaborative working relationships

and participation in decision making among students, staff and the communities serve;

- h. **Appreciating diversity:** to appreciate a learning-teaching environment that celebrates diverse backgrounds recognizes the knowledge and experiences among the university students and staff. It honours the diverse experiences, gifts, opinions, beliefs and cultures, and knowledge that every person brings to the table;
- i. **Academic freedom and curiosity:** MTU will be an academic institution where academic freedom is fully exercised. All academic staff and students should be able to follow their academic interests in order to engage in research, teaching and learning of the highest quality;
- j. **Equality of access and opportunity:** can be endorse the aim of widening participation in higher education, and value the benefits of disadvantaged groups in among staff and student communities by qualifying them;
- k. **Transparency:** is striving to be clear and open about what it does and why value the views of the whole university community;
- l. **Efficiency:** is striving to meet the set targets through optimum utilization of resources, within reasonable duration; and
- m. **Accountability:** MTU will be accountable for the decisions and actions on behalf of the students, staff and community. The decisions will be academically, fiscally and environmentally responsible.

5.9. RELATIONSHIP OF THE COUNSELLING CENTRE TO THE UNIVERSITY COMMUNITY

Accreditation Standards for University and College Counselling Centres issued out by IACS (2005) pointed out that Counselling services are an integral part of the educational mission of

the institution, thus, should contribute towards supporting the mission in a variety of ways, for instance teaching, preventive, curative, rehabilitative, developmental, and consultation, interventions. Counsellors are also involved in consultation with faculty and staff; student needs advocacy, program development, outreach programming, retention activities, research, and program evaluation that support the efforts of faculty and staff in enhancing the university environment.

5.10. ADMINISTRATIVE INDEPENDENCE AND NEUTRALITY

According to the responses of some of the administrators (3 out of 6) MTU Counselling Centre has administrative independence and neutrality whereas the other half refuted this and emphasized that the Counselling Centre of MTU is neither independent nor neutral. Those respondents who insisted that the Counselling Centre lacks independence and neutrality argued on the basis of the following points:

- i. There are no official document that give mandate to the Counselling Centre such independence and/or neutrality;
- ii. The Counselling Centre hasn't yet developed a single functional input that govern its operations, which shows that it is not independent;
- iii. The Counselling Centre doesn't have any separate budget and it is rather under the influence of other directorates, such as Students' Dean Office;

These respondents further argued that giving independence and neutrality to the Counselling Centre of Mizan Tepi University would enable it to:

- i. Develop its own functional inputs (policy material, strategic material, ethical code of conduct, guideline for supervision, etc.);
- ii. Ensure the safety and security of its clients and data consistent with the provisions of ethical standards;

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- iii. Ensure privacy, confidentiality for the clients which emanate from neutrality and independence;
 - iv. Standardize its services as per relevant guidelines;
 - v. Administer its own budget and equip the office with the necessary material, technical, financial, etc. inputs as per relevant minimum standards;
 - vi. Follow up, monitor, supervise, and evaluate its operations based on relevant guidelines;
 - vii. Create network and synergy with local and international partners and stakeholders;

5.11. POLICY DEVELOPMENT

As pointed out in the result section above, most of the key informants (4 out of 6) claimed that the Counselling Centre of MTU has the mandate in developing relevant functional inputs, however, this has been refuted, correctly, by the other two key informants owing to the fact that there is no official document that gives the Counselling Centre such an authority. If such a mandate was given to the Counselling Centre it would have been possible to develop a policy, strategic framework, minimum standards, ethical code of conducts, etc., which could have had significant impact on the improvement of the operations of the Centre. In fact, it is this absence of mandate to develop functional input that has put the Counselling Centre in a situation where it could neither function properly nor rectify this anomaly.

5.12. REPORTING AND ACCOUNTABILITY

IACS' Accreditation Standards for University and College Counselling Centres unambiguously states that it is essential that the counselling service Director works closely with the Chief Student Affairs Officer (Dean of Student Office) and other Key

Administrators to ensure the accomplishment of institutional goals and objectives. It also clearly stipulates that, in cases where a university is an amalgam of more than one campus, as is the case in Mizan Tepi University, the Counselling Centre should be directly accountable to the Vice Chancellor or a Vice President of Student Affairs, Academic Affairs, or other equivalent division so as to enable it coordinate its operations across campuses.

5.13. ACCOUNTABILITY

Relevant functional inputs of Mizan Tepi University, namely, the Senate Legislation and other guideline clearly specify the accountability of the Counselling Centre of Mizan Tepi University. Document analysis has shown that the Senate Legislation of Mizan Tepi University in black and white posits that “the Guidance and Counselling Centre provides psychological/personal counselling and educational guidance services for all enrolled students and Counselling and Guidance Officer is accountable to the Dean of Students and who oversees the services indicated under it”. However, five out of six of the members of the University’s administration were not aware of this. This clearly shows the lack of attention among administrators in relation with the Counselling Centre.

5.14. COUNSELLING SERVICES ROLES

According to Accreditation Standards for University and College Counselling Centres issued out by IACS (2005), the counselling service should play four essential roles in serving the university and college community:

- i. provide counselling to students experiencing personal adjustment, vocational, developmental and/or psychological problems that require professional attention;

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- ii. play a preventive role assisting students in identifying and learning skills which will assist them
 - iii. to effectively meet their educational and life goals;
 - iv. support and enhance the healthy growth and development of students through consultation and outreach to the campus community; and
 - v. Play a role in contributing to campus safety.

In the same way, the entire six respondents stated that the above-mentioned four indispensable roles stated by IACS should be endorsed by the Counselling Centre of MTU.

5.15. COUNSELLING PROGRAM SERVICE FUNCTIONS

In the likelihood of a restructuring of the Counselling Centre of MTU in the future, it is important to assess the counselling program service functions that have to be encompassed.

When we assort the rate of endorsement of services by the key informants we find that there are four levels of endorsement in which a group of services have been approve, as shown below in a table.

5.16. ETHICAL STANDARDS

One of the critical issues for any profession as well as counselling is adhering to ethical standards and guiding by them. However, adherence to ethical standards primarily presupposes the availability of ethical standards. Therefore, IACS Accreditation Standards on page 7 and 8 (IACS, 2010) posits that a Counselling Centre of higher institution should adhere to specific ethical standards in various areas including selection of staff and training on policy/ethics; confidentiality of counselling; imminent danger; psychological tests;

research; case records; disposition of records; access to records; shared electronic records systems; regulatory awareness; and technology.

For that reason, the key informants were asked if the Counselling Centre of MTU should adhere to these ethical standards and the responses collected show that there is a unanimous consensus that the counselling centre should adhere to these ethical standards.

5.17. COUNSELLING SERVICE PERSONNEL

Regarding counselling personnel, the status in which the Counselling Centre of Mizan Tepi University finds itself at the present time is simply unacceptable. In this particular case discussing on the IACS' standards would simply be irrational since the counselling office doesn't even meet the expectation of the Minimum Standards for Psychological Therapy Centre issued out in December, 2013 by the Food, Medicine and Healthcare Administration and Control Authority of the Federal Democratic Republic of Ethiopia let alone the international IACS' standards. Thus, unless an immediate measure is taken to correct this deficiency, the counselling centre is in no position to call itself a counselling centre.

5.18. OTHER GUIDELINES RELATED TO THE WORKING ENVIRONMENT

Almost half of the respondents agreed to the ratification of the specific standards as set by IACS' in a potential restructuring of the Counselling Centre of Mizan Tepi University. However, some key informants expressed their reservation on some standards related to the working environment that were included in IACS into the Counselling Centre of Mizan Tepi University.

To elaborate this, for instance, the rate of agreement for the following propositions as per the standards of IACS was 20%.

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- i. Maintain minimum staffing ratios in the range of 1 professional staff for every 1,000-1500 students.
 - ii. Counselling services are centrally located and readily accessible to all students, including those who are physically challenged.
 - iii. Counselling services are physically separated from administrative offices, campus police, and judicial offices.

This clearly emanates only because of lack of awareness and nothing else since, for instance, objecting to a ‘centrally located and readily accessible to all students, including those who are physically challenged’ is simply irrational. At any rate the responses of the key informants show that there a gap in the awareness of university administrators that requires a thorough scrutiny.

5.19. NETWORKING AND COMMUNICATION

IACS’ standard posits that Counsellors:

“Must develop an extensive network of institutional and community relationships. Close linkages should be forged with academic units, student service offices, and other sources of referral and consultation. Solid working relationships must be maintained with campus and community medical services and with community mental health services in order to accommodate clients who have medical problems or who require more intensive treatment or hospitalization. Counselling professionals should work with faculty, staff and administrators to promote the goal of psychological and emotional development in the many aspects of campus life.”

Based on this, the respondents were asked if they would agree to the formation intra-organizational as well as inter-organizational networks by the Counselling Centre of MTU.

5.19.1. Intra-Organizational Network

With reference to intra-organizational networking and communication the majority of the respondents (75%) acknowledged that they don't have information on the provisions of the Mizan Tepi University regarding networking and communication however, they admitted that the Counselling Centre has limited intra-organizational network or communication. On the contrary, one respondent pointed out that the Counselling Centre has the entire mandate to form intra-organizational network or communication and any dearth evidenced in such network or communication is only the reflection of the Centre's weakness. However, when this respondent was asked if there is any directive or guideline that gives the Counselling Centre such an authority the respondent acknowledged that the autonomy is unstated in a written form.

5.19.2. Inter – Organizational Network

Similarly, concerning inter-organizational network and communication 75% of the respondents insisted that the Counselling Centre of MTU has the authority to initiate and form inter-organizational networks with partners and stakeholders, however, when they were asked if there is any guideline that gives such as an authority to the Counselling Centre none of them were able to mention such a guideline indicating the fact that the inability of the Counselling Centre in forming inter-organizational networks with partners and stakeholders is limited by the lack of relevant functional inputs.

5.19.3. Establishments of a National Consortium of Counselling Centres

Finally, when the respondents were asked their position as to the formation of a national consortium of counselling centres of higher education in Ethiopia, all of them expressed their support for the idea and also noted that the Counselling Centre of Mizan Tepi University should take a proactive part towards the establishment of such a national consortium of counselling centres in higher education institutions of Ethiopia in collaboration with other counselling centres.

6. CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1. CONCLUSION

The purpose of this study was to assess the practices, needs, and attitudes concerning the counselling services in higher educational institutions taking the case of Mizan Tepi University with an implication towards restructuring the guidance and counselling centre in the university. Moreover, the study investigated the nature and characteristics of Mizan Tepi University, as a parent organization, so as to generate feasible and practical information that could be used in a possible restructuring of the Counselling Centre of Mizan Tepi University. This study also attempted to generate a body of data/information on various structural and functional issues that relate to a possible future restructuring of the Counselling Centre of Mizan Tepi University.

Hence, here below the major conclusions are presented in line with the research questions.

6.1.1. Nature, Vision, Mission, Core Values, and Characteristics of MTU

The first research question looks into the specific nature, values, vision, mission, characteristics of MTU so as to realize the overarching values that shall be embraced by the Counselling Centre of Mizan Tepi University

The accomplishment of Mizan Tepi University's vision, mission, values, and objectives presupposes that the various structural units under its umbrella are fully functional. However, these units would be fully functional only when the necessary structural and functional inputs are provided to them. Thus, the first conclusion of this study is that the Counselling Centre of MTU is not endowed with the necessary structural and functional inputs to enable it to embrace values, vision, mission, etc., of MTU and work towards their realisation. Therefore, if the Counselling Centre is expected to contribute the realization of the values, vision,

mission, characteristics of MTU, *conducting a comprehensive study* towards the development of the necessary inputs, which at least should include (i) A five-year strategic-plan for the Counselling Centre of MTU; and (ii) Mizan Tepi University Guidance and Counselling Policy.

6.1.2. Functional Inputs at the Counselling Centre of MTU

The second research question probes into the availability and characteristics of organizational operational or functional inputs, such as, charters, conventions, policies, laws, guidelines, strategies, etc. at international, national, and/or organizational level to guarantee the fulfilment of the roles, duties, responsibilities, etc., of the Counselling Centre of Mizan Tepi University. The study has found out that the Counselling Centre of Mizan Tepi University has failed to operate effectively basically because it lacks the necessary functional inputs, thus, the second conclusion is that the University should take an immediate measure to develop all necessary functional input based on the *conducting a comprehensive study*, proposed to be conducted, and develop at least the following functional inputs:

- i. Administrative guideline for MTU Counselling Centre;
- ii. Minimum Standards for MTU Counselling Centre;
- iii. Minimum Standards for Guidance and Counselling Services for MTU Counselling Centre;
- iv. Ethical Standards and Code of Conduct for MTU Counselling Centre;
- v. Case management Formats for MTU Counselling Centre; and
- vi. Counselling Services Supervision Guideline for MTU Counselling Centre.

6.1.3. Capacity, Effectiveness and Efficiency of the Counselling Centre of MTU

The third research question probed into the existing capacity, effectiveness and efficiency of the Counselling Centre of MTU in addressing the felt needs or behavioural objectives of the University community. In this regard, the study has disclosed that the Counselling Centre of Mizan Tepi University has uncompromisingly failed in addressing the felt needs of its potential clients due to its poor structural and functional readiness.

6.1.4. Knowledge and Awareness on Counselling Services at MTU

The fourth study question inquired as to the existing level of knowledge and awareness among administrators and clients (students) about the counselling services at Mizan Tepi University. Concerning this point, the results of the study need to be seen at two levels. First, regarding the student population, the level of awareness is gruesomely poor since the majority of the student population is not even aware that a Counselling Centre exists on campus. Second, on the part of administrators, the data is mixed, thus, on the one part there are some administrators who are well informed and appreciate the difficult situation the Counselling Centre is in, on the other hand, there are some members of the administration wing who don't seem to have basic awareness on basic human rights, a case in point would be, where some administrators disagreed with the idea that the 'the Counselling Centre should be organized in appreciation of the particular needs of students with disability/related problem'. Thus, in short, Mizan Tepi University need to look inwards and work towards creating the necessary awareness among its staff members and students alike.

6.1.5. Students' Attitudes Toward Seeking Counselling help

The fifth study question examines the attitude of the students' community toward seeking counselling help from the Counselling Centre at Mizan Tepi University.

The study, regarding attitude of the student community has found out that the overall attitude of those students who are aware of the existence of a Counselling Centre is positive. However, since the level of awareness is very, for instance, on the very existence and location of the Counselling Centre, the attitude of the entire student community is difficult to estimate. However, data from the focus group discussion of the students have revealed that student has the willingness and even more the enthusiasm to seek assistance from the Counselling Centre provided that the centre is prepared to provide well-thought-of service.

6.1.6. Counselling Needs of Mizan Tepi University Students

The sixth research question examines into the needs of Mizan Tepi University students in relation with the Counselling service.

Accordingly, the study has generated results that suggest the students' needs can be categorized into three major areas:

- i. *General Personal Development*: This need refers to wide-ranging needs related to personal growth and development, including: (i) human resource development; (ii) self-understanding; (iii) career planning and job security; (iv) life-management and self-direction; (v) positive self-images; and (vi) ensuring optimal actualization.
- ii. The second group of two services relate to broader goals, namely, national development and good citizenship.

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- iii. The third group of needs relate to specific personal challenges, including (i) job related concerns; (ii) vocational adjustment, vocational choices, vocational maturity, (iii) academic growth and development; (iv) family life; (v) social personal adjustment; and (vi) psychological problems, such as, anxiety.

6.1.7. Profiles of the Existing & Potential Clients of the Counselling Centre of MTU

Finally, the last and seventh, research question inquiries about the profiles of the existing and potential clients of the Counselling Centre at Mizan Tepi University.

Concerning the profile of potential and actual clients, the study has been able to find out that

- i. Students of Mizan Tepi University are enrolled under three programs, namely, regular, weekend, extension and summer and this has made the profile of the students highly dispersed which requires the Counselling Center to design different programs so as to accommodate the varying needs of its clients;
- ii. There are both male and female students and data show that the number of female students is increasing from time to time;
- iii. A very high proportion (35.5%) of the sampled students have indicated to have at least one disability/related problem, this included, Visual disability/related problem (15%), Auditory disability/related problem (14.5%), Orthopedic disability/related problem (2.8%), Multiple disability/related problem (3.3%), which suggests that the Counselling Centre needs to design appropriate services for these group of students.

Regarding 'profile' of students, though this study attempted to gather available data on detailed characteristics of potential clients from relevant units, such as, the Counselling Centre, no systematically compiled data was available. Thus, it should be noted that case

management formats should be developed for future use so as to make sure that ‘client profile’ is systematically compiled and made easily accessible.

6.2. RECOMMENDATION

6.2.1. First Recommendation

In light of the poor structural and functional status the Counselling Centre of Mizan Tepi University, an immediate restructuring is required, therefore, it is recommended that the Mizan Tepi University conduct a *comprehensive study* towards the development of the necessary inputs, which at least should include (i) A five-year strategic-plan for the Counselling Centre of MTU; and (ii) Mizan Tepi University Guidance and Counselling Policy.

6.2.2. Second Recommendation

In light of the fact that the Counselling Centre of Mizan Tepi University has failed to operate effectively basically because it lacks the necessary functional inputs, it is recommended that all the necessary functional inputs should be developed based on the *comprehensive study* (recommended above) including but not limited to the following functional inputs:

- i. Administrative guideline for MTU Counselling Centre;
- ii. Minimum Standards for MTU Counselling Centre;
- iii. Minimum Standards for Guidance and Counselling Services for MTU Counselling Centre;
- iv. Ethical Standards and Code of Conduct for MTU Counselling Centre;
- v. Case management Formats for MTU Counselling Centre; and
- vi. Counselling Services Supervision Guideline for MTU Counselling Centre.

6.2.3. Third Recommendation

In light of the fact that the structural standing of the Counselling Centre of Mizan Tepi University is below any conceivable standard and fail both national standards of the Food, Medicine and Healthcare Administration and Control Authority of Ethiopia let alone international standards, it is recommended that Mizan Tepi University takes the necessary administrative decisive measure to equip the Counselling Centre with the necessary inputs as per the “*Minimum Standards for Guidance and Counselling Services for MTU Counselling Centre*” (recommended above) which, at least, should including: working space, human power, material, financial, technical

6.2.4. Fourth Recommendation

In light of the fact that the operation of any structural unit of an organization require a rigorous follow up and supervision, it is recommended that Mizan Tepi University ensures that the day to day operations of the Counselling Centre is accurately, regularly, and extensively followed up, supervised, and evaluated as per the “*Counselling Services Supervision Guideline for MTU Counselling Centre*” (recommended above)

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APPENDICES

APPENDIX 1: TABLE 11. Attitudes Toward Seeking Psychological Counselling Help

Attitude Scales	Disagree	Partly Disagree	Uncertain	Partly Agree	Mostly Agree	Total
	F (%)	F (%)	F (%)	F (%)	F (%)	%
Although there are counselling centres for people with mental problems, I would not have much faith in them.	60 (15)	87 (21.8)	77 (19.3)	95 (23.8)	81 (20.3)	400 (100%)
If a good friend asked my advice about a mental problem, I might recommend that he/she see a counsellor.	34 (8.5)	65 (16.3)	69 (17.3)	106(26.5)	126 (31.5)	400 (100%)
I would feel uneasy going to a counsellor because of what some people would think.	56 (14)	66 (16.5)	97 (24.3)	120 (30)	61 (15.3)	400 (100%)
A person with a strong character can get over mental conflicts by him/herself, and would have little need of a counselling centre	58 (14.5)	78 (19.5)	64 (16)	117(29.3)	83 (20.8)	400 (100%)
There are times when I have felt completely lost and would have welcomed counselling for a personal or emotional problem.	49 (12.3)	49 (12.3)	102 (25.5)	139(34.8)	61 (15.3)	400 (100%)
Considering the time and expense involved in counselling, it would have doubtful value for a person like me.	67 (16.8)	94 (23.5)	74 (18.5)	93 (23.3)	72 (18)	400 (100%)
I would willingly confide intimate matters to an appropriate person if I thought it might help me or a member of my family.	19 (4.8)	75 (18.8)	91 (22.8)	116 (29)	99 (24.8)	400 (100%)
I would rather live with certain mental conflicts than go through the ordeal of getting counselling.	61 (15.3)	68 (17)	92 (23)	104 (26)	75 (18.8)	400 (100%)
Emotional difficulties, like many things, tend to work out by themselves.	48 (12)	79 (19.8)	64 (16)	104 (26)	105(26.3)	384 (100%)
There are certain problems, which should not be discussed outside of one's immediate family.	60 (15)	63 (15.8)	50 (12.5)	97 (24.3)	130(31.5)	400 (100%)
A person with a serious emotional disturbance would probably feel most secure in a good counselling centre	35 (8.8)	69 (17.3)	68 (17)	122(30.5)	106(26.5)	400 (100%)
If I believed I was having a mental breakdown, my first inclination would be to get counselling.	52 (13)	72 (18)	73 (18.3)	110(27.5)	93 (23.3)	400 (100%)
Keeping one's mind on a job is a good solution for avoiding personal worries and concerns	51 (12.8)	59 (14.8)	74 (18.5)	108 (27)	108 (27)	400 (100%)
Having been a counselling patient is a blot on a person's life.	61 (15.3)	77 (19.3)	100 (25)	78 (19.5)	84 (21)	400 (100%)
I would rather be advised by a close	53	56 (14)	75 (18.8)	119(29.8)	97 (24.3)	400 (100%)

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friend than by a counsellor, even for an emotional problem	(13.3)			)		
A person with an emotional problem is not likely to solve it alone; he/she is likely to solve it with a counsellor's help.	77 (19.3)	74 (18.5)	74 (18.5)	92 (23)	83 (20.3)	400 (100%)
I resent a person or a counsellor trained or not who wants to know about my personal difficulties.	91 (22.8)	72 (18)	80 (20)	78 (19.5)	79 (19.8)	400 (100%)
I would want to see a counsellor if I was worried or upset for a long period of time.	88 (22)	69 (17.3)	65 (16.3)	103 (25.8)	75 (18.8)	400 (100%)
The idea of talking about problems with a counsellor strikes me as a poor way to get rid of emotional conflicts	71 (17.8)	74 (17.5)	84 (21)	111 (27.8)	60 (15)	400 (100%)
Having been counselled carries with it a burden of shame.	57 (14.3)	60 (15)	78 (19.5)	105 (26.3)	100 (25)	400 (100%)
There are experiences in my life I would not discuss with anyone.	45 (11.3)	57 (14.3)	75 (18.8)	122 (30.5)	101 (25.3)	400 (100%)
It is probably best not to know everything about oneself.	39 (9.8)	45 (11.3)	67 (16.8)	136 (34)	113 (28.3)	400 (100%)
If I were experiencing a serious emotional crisis at this point in my life, I would be confident that I could find relief in counselling.	51 (12.8)	56 (14)	72 (18)	127 (31.8)	94 (23.5)	400 (100%)
There is something admirable in the attitude of a person who is willing to cope with his/her conflicts and fears without resorting to counselling.	59 (14.8)	69 (17.3)	82 (20.5)	118 (29.5)	72 (18)	400 (100%)
At some future time I might want to receive counselling.	39 (9.8)	45 (11.3)	67 (16.8)	136 (34)	113 (28.3)	400 (100%)
A person should work out his/her own problems; getting counselling would be a last resort.	51 (12.8)	56 (14)	72 (18)	127 (31.8)	94 (23.5)	400 (100%)
Had I received treatment at a counselling centre, I would not feel that it ought to be "covered up."	59 (14.8)	69 (17.3)	82 (20.5)	118 (29.5)	72 (18)	400 (100%)
If I thought I needed counselling help; I would get it no matter who knew about it.	56 (14)	65 (16.3)	82 (20.5)	87 (21.8)	110 (27.5)	400 (100%)
It is difficult to talk about personal affairs with highly educated people such as doctors, teachers, and clergymen.	67 (16.8)	69 (17.3)	77 (19.3)	102 (25.5)	85 (21.3)	400 (100%)

APPENDIX 2: TABLE 20. THE RESPONSES ON THE COUNSELLING SERVICE PERSONNEL

No.	DO YOU AGREE THAT MIZAN TEPI UNIVERSITY COUNSELLING CENTRE MEETS THE EXISTING INTERNATIONAL STANDARDS AND MAINTAIN THE FOLLOWING STANDARDS FOR ITS PERSONNEL?	I AGREE	I DISAGREE
1.	Hire Administrative Staff - Assistant Director for communication with at least BA degree in Information Communication Technology with minimum of 3 years previous experience.	6 out of 6	-
2.	Hire Administrative Staff - Assistant Director for Professional development and Monitoring and Evaluation. Qualifications and Competencies with at least MA/MSC degree in Measurement and Evaluation in Psychology with minimum of 2 years previous experience.	6 out of 6	-
3.	Hire support Staff – Administrative / logistics Head as per the standards of Mizan Tepi University	4 out of 6	2 out of 6
4.	Guarantee that professional staff members and trainees have access to necessary consultation resources	4 out of 6	2 out of 6
5.	Guarantee that professional (Masters-level and above) staff of the Centre have status comparable to faculty at the institution.	4 out of 6	2 out of 6
6.	Hire support Staff – sanitary workers as per the standards of Mizan Tepi University	3 out of 6	3 out of 6
7.	Hire Professional Counsellors (1 professional counsellor for every 1000 students): i. with at least MA/MSC degree in Psychological Counselling with minimum of 2 years-previous experience ii. Each professional counsellor shall work with at most 1000 students	3 out of 6	3 out of 6
8.	Hire / Assign a Director: i. With a PhD with minimum of 5 years- previous experience, or ii. a master's or specialist degree in counselling psychology with completion of a supervised field with a college-age population, or iii. graduate-level academic training in clinical and professional functioning, such as: diagnosis and assessment, counselling theory and practice, ethical issues, supervision, diversity, and research with a minimum of 5 years' experience as a staff member in a clinical and/or counselling setting, at least two of which should be in a clinical and/or administrative supervisory capacity.	2 out of 6	4 out of 6
9.	Hire Administrative Staff - Assistant Director for research and consultations with at least MA/MSC degree in Psychology with minimum of 2 years previous experience.	2 out of 6	4 out of 6
10.	Hire Administrative Staff - Assistant Director for Training and outreach services with at least MA/MSC degree in Psychology with minimum of 2 years previous experience.	2 out of 6	4 out of 6
11.	Engage graduate level trainees - Pre-Doctoral Interns – to be used in the delivery of counselling services and programs.	2 out of 6	4 out of 6
12.	Engage graduate level trainees - Practicum Students, Externs, Supervised Field Placements – to be used in the delivery of	2 out of 6	4 out of 6

	counselling services and programs.		
13.	Engage graduate level trainees - Practicum Students, Externs, and Supervised Field Placements - are used in the delivery of counselling services and programs.	2 out of 6	4 out of 6
14.	Engage under/graduate level trainees - Practicum Students, Externs, and Supervised Field Placements – to be used in the delivery of counselling services and programs.	2 out of 6	4 out of 6
15.	Engage under/graduate level trainees - Practicum Students, Externs, and Supervised Field Placements – to be used in the delivery of counselling services and programs.	2 out of 6	4 out of 6
16.	Engage under/graduate level trainees - Paraprofessional and Peer Educators – to be used in the delivery of counselling services and programs.	1 out of 6	5 out of 6

APPENDIX 3: TABLE 21. THE RESPONDENTS' RESPONSE ON OTHER GUIDELINES RELATED TO THE WORKING ENVIRONMENT

No	DO YOU AGREE THAT MIZAN TEPI UNIVERSITY COUNSELLING CENTRE MEETS THE EXISTING INTERNATIONAL STANDARDS AND MAINTAIN THE FOLLOWING STANDARDS FOR ITS WORKING ENVIRONMENT?	I AGREE	I DISAGREE
PROFESSIONAL DEVELOPMENT			
1	Time and budget resources should be made available to assist staff in on-going professional development activities.	3 out of 6	3 out of 6
STAFF DIVERSITY			
2	The counselling service demonstrate hiring practices that are free of prejudice with respect to race, religion, age, gender, sexual/relational orientation, gender identity, and physical challenge.	5 out of 6	1 out of 6
SIZE OF STAFF			
3	Maintain minimum staffing ratios in the range of one professional staff member (excluding trainees) for every 1,000-1500 students.	1 out of 6	5 out of 6
WORKLOAD			

4	The workload of any counselling centre director is unique and reflects responsibilities not incumbent on the professional staff. Consequently the director must be able to structure a workload which actually reflects the demands of the director's position.	3 out of 6	3 out of 6
COMPENSATION - SALARY AND BENEFITS			
5	Salaries should be commensurate with credentials, experience, responsibilities, and duties.	4 out of 6	2 out of 6
6	Salaries and benefits should be commensurate with those of others in the institution with similar qualifications and responsibilities and comparable professionals in other institutions of higher education in the geographic area.	4 out of 6	2 out of 6
PHYSICAL FACILITIES			
7	Counselling services are centrally located and readily accessible to all students, including those who are physically challenged.	1 out of 6	5 out of 6
8	Counselling services are physically separated from administrative offices, campus police, and judicial offices.	1 out of 6	5 out of 6
9	Individual sound-insulated offices are provided for each professional staff member and intern. Each office should have a telephone, computer, printer, and furniture that create a relaxing environment for students.	1 out of 6	5 out of 6
10	Counselling service staff and interns have access to computers and technology support for scheduling, record-keeping, data storage/file management, research, and publication activities.	2 out of 6	4 out of 6
11	Counselling services provide a	6 out of 6	-

	separate private reception/waiting area for students.		
12	All current client records are maintained in a central location that is secure and accessible to appropriate staff. Within the central location, paper records are maintained in secure, locked files.	3 out of 6	3 out of 6
13	Counselling services have library resources that include professional journals, books and other materials, and access to internet sources.	1 out of 6	5 out of 6
14	An area suitable for individual or group testing are made available, consistent with the needs of the centre.	6 out of 6	-
15	Counselling services maintain (or have ready access to) adequate space suitable for group counselling sessions and staff meetings.	6 out of 6	-
16	Counselling services with training components have adequate audio-visual recording and observation capability as an integral part of supervision.	1 out of 6	5 out of 6
17	Counselling services have adequate storage space for material and other supplies.	2 out of 6	4 out of 6
18	Ensure that the use and placement of security cameras must not compromise the privacy or confidentiality of service users.	3 out of 6	3 out of 6
19	Counselling services staffs have malpractice insurance coverage, either under the auspices of the university or by an individual policy.	1 out of 6	5 out of 6

APPENDIX 4: TABLE 23. COUNSELLING SERVICES ROLES AND FUNCTIONS

SERVICES ROLES AND FUNCTIONS	PRIORITY
1. Individual and Group Counselling	High priority
2. Crisis Intervention and Emergency Services	High priority
3. Consultations Interventions	Low priority
4. Outreach Interventions	Moderate priority
5. Program Evaluation	Moderate priority
6. Training Program	Moderate priority
7. Referral Resources	Low priority
8. Research	Low priority
9. Professional Development	Low priority

APPENDIX 5: TABLE 24. RANK OF COUNSELLING NEEDS OF STUDENTS

Need for counselling services	Always or Often	Occasionally or Seldom	Total	Never
	%	%	%	%
1. Human resource development	57.8	32.6	90.4	90.4
2. Students understanding themselves	52.3	38	90.3	87.4
3. Knowledge of how to apply for a job	54.1	34.1	88.2	88.2
4. Self-understanding and self-direction	44.8	43	87.8	87.6
5. Positive self-images	53.3	34.3	87.6	83.3
6. Optimum development of individual	43.8	43.8	87.6	86.6
7. For national development	56.3	31.1	87.4	90.3
8. Good citizenship	51.6	35.3	86.9	86.9
9. Vocational adjustment	37	49.8	86.8	86.6
10. Academic growth and development	52.8	33.8	86.6	81
11. Better family life	46.8	39.8	86.6	87.8
12. Vocational maturity	40.6	44.8	85.4	87.6
13. Vocational choices	33.1	52.3	85.4	85.4
14. Social personal adjustment	37.5	46.6	84.1	84.1
15. Reduced students anxiety	53	30.3	83.3	86.8
16. Solving different problems of individual	45	36	81	85.4

APPENDIX 6: TABLE 25. ENDORSEMENT OF PROGRAM SERVICE FUNCTIONS BY KEY INFORMANTS

No	PROGRAM SERVICE FUNCTIONS	Rate of Endorsement
1.	Individual guidance; Group guidance; Individual counselling; Group counselling; and Professional development	100%
2.	Crisis intervention and emergency services; Outreach interventions; Consultation interventions; Referral resources; Program evaluation; Training programs; Placement services; Tutorial programs; Academic skills training; and Drug and alcohol programs	83.3%
3.	Research; Academic advising; and HIV and AIDS programs	66.7%
4.	Life Skill Training	50%
5.	Career counselling; Sexual reproductive health psychology; Sexual Harassment psychology; and Gender biased violence psychology	16.7%

APPENDIX 7. List of colleges in Mizan Tepi University

N O	College	Departments	Program/regular		Total
			M	F	
1.	College of Engineering and Technology(CET)	Civil Engineering	1037	439	1476
		Construction Technology management	211	203	414
		Electrical and Computer Engineering	505	94	599
		Mechanical Engineering	435	59	494
		Survey Engineering	340	115	455
2.	School of computing and informatics(SCI)	Computer Science	282	102	384
		Information System	186	87	273
		Information Technology	197	113	310
3.	College of natural &computational sciences(CNS)	Biology	90	194	284
		Chemistry	137	107	244
		Geology and Geo-physics	131	91	222
		Mathematics	76	40	116
		Physics	76	56	132
		Sport science	69	119	188
		Statistics	126	93	219
4.	College of health sciences (CHS)	Midwifery	213	155	368
		Nursing	252	144	396
		Pharmacy	214	75	289
		Public Health	220	99	319
		Medical Laboratory science	30	11	41
5.	College of Agriculture(CA)	Agricultural Economics	251	116	367
		Animal science	115	86	201
		General forestry	90	100	190
		Horticulture	80	124	204
		Natural Resource Management	110	129	239
		Plant science	140	183	323
6.	College of Business and Economics (CBE)	Accounting and finance	281	167	448
		Cooperatives-Accounting and Auditing	89	17	106
		Cooperatives-Business Management	64	32	96
		Economics	311	24	335
		Management	170	203	373
7.	School of law	Law	216	99	315
	College of Social Science and Humanities(CSSH)	Civics and Ethical studies	108	73	181
		English language and literature	32	133	165
		Amharic	37	146	183
		Geography	127	49	176
		History	54	126	180
		Psychology	63	105	168

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		Sociology	114	79	193
		Social work	96	60	156
		Pedagogical science	65	41	106
	Total	41 departments			1192 8

7. APPENDIX 8. QUESTIONNAIRES FOR STUDENTS

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
SCHOOL OF PSYCHOLOGY

QUESTIONNAIRES FOR STUDENTS

FORM 001

The purpose of this questionnaire is to assess the practice, need, and attitude regarding psychological counselling services in higher educational institutions: the case of Mizan Tepi University

Your response on this questionnaire is very crucial thus we urge you to provide your responses carefully and genuinely.

Thank you for your cooperation!!

INSTRUCTIONS:

This questionnaire seeks your participation in providing data that shall serve to assess psychological counselling services in Mizan Tepi University.

This study is being conducted as a partial requirement for a master's degree at Addis Ababa University (AAU), however, is expected to contribute towards the improvement of counselling services in Mizan Tepi University (MTU).

School of Psychology, Addis Ababa University

Please Note:

1. You are not required to write your name on the questionnaire, thus, data are collected anonymously, and thus complete honesty is expected from respondents
2. There is no right or wrong answers, thus, please respond as you felt fit.
3. All data you shall provide through this questionnaire will be used only for the purpose of this study and will be handled with complete confidentiality.

Thank you for you gives your time for the completion of this questionnaire.

SELF-ADMINISTERED STRUCTURED QUESTIONNAIRE FOR STUDENTS

General Instructions for Respondents

1. Good morning/Good afternoon.
2. This Self-administered questionnaire is prepared by the researchers to generate data from the student community for the study designed to restructure the counselling centre and services of Mizan Tepi University.
3. Each student respondent is selected randomly and no personal attribute is used to select you.
4. The purpose of the study: -

The purpose of the study is to conduct a comprehensive study to understand the felt needs of the existing and / or potential clients of the counselling centre and develop a blue print towards the restructuring of the centre and / or its services as one functional unit of Mizan Tepi University.

5. By participating in this study and providing reliable data you personally will be able to significantly contribute to the attempt in restructuring the counselling centre and its services thereby ensure that the student community is guaranteed appropriate services.

6. Terms of participation as a data source.

6.1. There is no need to write your name on this Self-administered questionnaire.

6.2. Personal data you will be providing in relation with the Counselling Centre of Mizan Tepi University can't be linked with you personally in any form since data are collected anonymously.

6.3. Personal data you will be providing in relation with the Counselling Centre of Mizan Tepi University will be used only for the purpose of the study and will strictly be held confidential.

6.4. The data collection is expected to be conducted on your free will, thus, if you are not willing to participate as a data source you are entitled NOT to participate in the interview or to TERMINATE the process of the interview at any time of your choice.

6.5. Since this study is conducted for the benefit of the university community and particularly students of Mizan Tepi University and not for profit making all data sources aren't entitled to any form of remuneration.

7. If you have any questions, please feel free to ask the data collection facilitator. Do you have any questions?

0. 0. Consent of Respondent					
N0	Item/ Question	Coding Category		Code	Skip to
00	Are you willing to participate in the study as a source of data?	Yes....1	No....2		

I. Site Identification				
No	Item/ Question	Coding Category	Code [insert number]	Skip to
i.	Please write your department.	_____		
ii.	Admission Type	Regular 1 Extension.....2		
iii.	Program	Undergraduate..... 1 Graduate..... 2		

II. Questionnaire Identification and Authentication Of Data							
No	Item/ Question	Coding Category				Code	Skip to
iv	Date of administration	Date __ / __ / Month _____ Year 2018					
V	Time of administration	Started: ____/ ____ Ended: ____/ ____					
	Respondent's ID	Study site	Admission Type	Program	Serial number		
Vi	Insert number						
Vii	Enumerator	Name: _____ Signature: _____					
Viii	Data checked	Date: _____Month _____ Year._2018					
Ix	Supervisor	Name: _____ Signature: _____					

The Self-administered questionnaire starts here

This section inquires consists of six sub-sections. The first two subsections inquire about the respondent's general profile and his or her educational status while the remaining four, respectively, inquire about Information on the Counselling Centre; Counselling Services Roles and Functions; Need for Counselling Services; and Attitudes towards seeking counselling help

1.PROFILE OF RESPONDENT				
No	Item/ Question	Coding Category	Code [Insert Number]	Skip to
101	Sex of respondent	Male1 Female2		
102	Age of respondent	Please write your age in years	_____	
103	Academic year	First Year1 Second Year2 Third Year3 Fourth Year4 Fifth Year5		
105	Residential Status of family	Urban1 Rural2		

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106	Do you have any type of disability/related problem	Yes1 No2		
	If disabled, specify type of disability/related problem	Visual1 Auditory2 Orthopaedic (skeletal/muscular)....3 Multiple.....4 Other specify_____		
		96		

2. EDUCATIONAL STATUS OF RESPONDENT

No	Item/ Question	Coding Category	Code [Insert Number]	Skip to
201	What is your Total Cumulative Grade Point Average (CGPA) - For All Preceding Semesters)	Please write your CGPA	_____	
202	What is your Grade Point Average (GPA) - for the last semester	Please write your GPA	_____	
203	Are you currently happy with your educational performance in of Mizan Tepi University?	Yes1 No2		
204	How do you rate your performance when you compare it with students in your class?	Superior3 Average2 Substandard.....1		

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INFORMATION ON THE COUNSELLING CENTRE				
No	Item/ Question	Coding Category	Code	Skip to
301	Have you ever heard of a Psychological Counselling service?	Yes1 No2 I am not sure..... 3		
302	Is there a Centre that provides Psychological Counselling services in Mizan Tepi University?	Yes1 No2 I don't know 3		
303	Where is the Counselling Centre in Mizan Tepi University located?	Management office..... 1 Office of the students' dean..... 2 Student clinic....3 Around student dean office.....4 Aman Hospital.....5 I do not know.....6 Others (specify) _____96		
304	How did you learn about the existence of Mizan Tepi University Counselling Centre?	Through freshman orientation program.. 1 From a friend..... 2 From an instructor..... 3 From a pamphlet / brochure..... 4 Through my own effort..... 5 Others (specify) _____96		
305	Do you know the services that are available at the Mizan Tepi University Counselling Centre?	Yes1 No2		
306	If you know the services that are	1. _____ 2. _____		

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	available at Mizan Tepi University Counselling Centre can you mention three?	3. _____		
307	Have you ever visited the Mizan Tepi University Counselling Centre seeking counselling/professional help?	Yes1 No2		
308	What was your reason for visiting Mizan Tepi University Counselling Centre?	Seeking Counselling in relation with: My education ...1 My current / future career development ...2 Mental health (depression, anxiety, stress, etc.) ...3 My interpersonal relationship ...4 Love life / heterosexual relationship...5 Inability to adjust to campus life ...6 Financial support ...7 Others (specify) _____96		
309	How do you rate the quality of the services in the Mizan Tepi University Counselling Centre?	Very good ...1 Satisfactory ...2 Poor ...3		
310	Did the service you were provided with at Mizan Tepi University Counselling Centre solve your problem?	Yes1 No2 I am still receiving counselling service3		
311	Do you know any other student who has gone to	Yes1 No2		

	Mizan Tepi Counselling Centre seeking counselling/professional help?			
--	--	--	--	--

4.COUNSELLING SERVICES ROLES AND FUNCTIONS							
Below is a list of <u>nine major counselling services roles and functions</u> of a given guidance and counselling program. After reading the list, insert the number that shows what priority that service area you believe should receive in Mizan Tepi University Counselling Centre program. For definition of the service roles and functions please read the definition below the table.							
No	Item/ Question	Coding Category				Code [Insert Number]	Skip to
		Top Priority (1)	Moderate Priority (2)	Low Priority (3)	I don't know (4)		
40 1	Individual and Group Counselling	1	2	3	4		
Definitions: Individual and Group Counselling – services that address such issues as educational, career, personal, developmental, and relationship concerns.							
40 2	Crisis Intervention and Emergency Services	1	2	3	4		
Definitions: Crisis Intervention and Emergency Services - services provide or arrange for the provision of emergency services for students who are experiencing acute emotional distress, are a danger to self or others, or are in need of immediate hospitalization.							
40 3	Outreach Intervention	1	2	3	4		

	s						
Definitions: Outreach Interventions – services that focus on developmental needs of students and help students to: maximize the potential to benefit from academic experience; acquire new knowledge, skills and behaviours; develop positive and realistic self-appraisal; foster personal, academic and career choices; enhance the ability to relate mutually and meaningfully with others; and increase the capacity to engage in a personally satisfying and effective style of living.							
40 4	Consultation Intervention s	1	2	3	4		
Definitions: Consultation Interventions – Consultation services to faculty and other appropriate campus personnel, regarding individual students to parents, spouses, agencies, and others concerned respecting confidentiality requirements to make appropriate administrative or academic decisions.							
40 5	Referral Resources	1	2	3	4		
Definitions: Referral Resources – services that provide referral resources within the university and the local community to meet the needs of students whose problems are outside the scope of services or resources of the counselling centre.							
40 6	Research	1	2	3	4		
Definitions: Research – activities to (1) determine effectiveness, and to improve the quality of services of the counselling centre; identify determinants and correlates on student characteristics or on the influence of specific student development programs; ensure that accepted ethical practices are established and maintained; contribute to the fields of counselling, psychology, and other relevant professions (e.g., student affairs, student personnel services, social work, psychiatry, etc.); and generate data / information at campus as well as national level.							
40 7	Program Evaluation	1	2	3	4		
Definitions: Program Evaluation – regular review of the counselling service based on data from centre evaluation efforts. When possible, it is desirable to include							

comparative data from other counselling centres of other universities and related institutions.							
408	Professional Development						
Definitions: Professional Development – services that offer staff members / interns / trainees, etc., of the counselling centre per se and also the wider university community with regular opportunities to upgrade their skills by providing them with training, professional development and continuing education experience through different channels, such as, case conferences, workshops, conferences, etc.							
409	Training Programs	1	2	3	4		
Definitions: Training Programs – services designed to contribute to the development of practitioners in relevant professions including counselling psychology, psychiatry, social work, public health, special needs in education, etc., through the internship, externship, fellowship, student exchange schemes, etc.							

5.NEED FOR COUNSELLING SERVICES				
INSTRUCTION:				
1. The questions in this sub-section present brief Self-administered questions about need for counselling services. 2. The questions inquire information about your EXPECTATIONS AND/OR ACTUAL EXPERIENCE in using counselling services across your lifetime and in the past experiences. Read the questions below and based on your answer insert the number of your answer under the space provided for recording the score.				
No	Item/ Question	Coding Category	Code	Skip to
501	Do you think you and other students Mizan Tepi University would benefit from a psychological counselling service if the counselling service is well organized?	Yes ...1 No ...2 I am not sure ...3		

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If you believe you and other students in Mizan Tepi University would benefit from counselling service what do you think would be the areas that will addressed by psychological counselling?

NO	Items/Questions	Response category					SCORE
		Never	Seldom	Occasionally	Often	Always	
502	Self-understanding and self-direction.	1	2	3	4	5	
503	Optimum development of individual	1	2	3	4	5	
504	Solving different problems of individual	1	2	3	4	5	
505	Academic growth and development	1	2	3	4	5	
506	Vocational maturity	1	2	3	4	5	
507	Vocational choices	1	2	3	4	5	
508	Vocational adjustment	1	2	3	4	5	
509	Social personal adjustment	1	2	3	4	5	
510	Better family life	1	2	3	4	5	
511	Good citizenship	1	2	3	4	5	
7512	For conservation and proper utilization of human resources	1	2	3	4	5	
513	For national development	1	2	3	4	5	
514	Reduced students anxiety	1	2	3	4	5	
515	Positive self-images	1	2	3	4	5	
516	Knowledge of how to apply for a job	1	2	3	4	5	
517	Students understanding themselves	1	2	3	4	5	
518	Other specify_____	1	2	3	4	5	

6.ATTITUDES TOWARDS SEEKING COUNSELLING HELP							
INSTRUCTION: Read the questions below and based on your answer insert the number of your answer under the space provided for recording the score.							
No	Attitudes scales	Response category					SCORE
		Disagree	Partly Disagree	Uncertain	Partly Agree	Mostly Agree	
601	Although there are counselling centres for people with mental problems, I would not have much faith in them.	1	2	3	4	5	
602	If a good friend asked my advice about a mental problem, I might recommend that he/she see a counsellor.	1	2	3	4	5	
603	I would feel uneasy going to a counsellor because of what some people would think.	1	2	3	4	5	
604	A person with a strong character can get over mental conflicts by him/herself, and would have little need of a counselling centre	1	2	3	4	5	
605	There are times when I have felt completely lost and would have welcomed counselling for a personal or emotional problem.	1	2	3	4	5	
606	Considering the time and expense involved in counselling, it would have doubtful value for a person like me.	1	2	3	4	5	
607	I would willingly confide intimate matters to an	1	2	3	4	5	

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	appropriate person if I thought it might help me or a member of my family.						
608	I would rather live with certain mental conflicts than go through the ordeal of getting counselling.	1	2	3	4	5	
609	Emotional difficulties, like many things, tend to work out by themselves.	1	2	3	4	5	
610	There are certain problems, which should not be discussed outside of one's immediate family.	1	2	3	4	5	
611	A person with a serious emotional disturbance would probably feel most secure in a good counselling centre.	1	2	3	4	5	
612	If I believed I was having a mental breakdown, my first inclination would be to get counselling.	1	2	3	4	5	
613	Keeping one's mind on a job is a good solution for avoiding personal worries and concerns	1	2	3	4	5	
614	Having been a counselling patient is a blot on a person's life.	1	2	3	4	5	
615	I would rather be advised by a close friend than by a counsellor, even for an emotional problem	1	2	3	4	5	
616	A person with an emotional problem is not likely to solve it alone; he/she is likely to solve it with a counsellor's help.	1	2	3	4	5	

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617	I resent a person or a counsellor trained or not who wants to know about my personal difficulties.	1	2	3	4	5	
618	I would want to see a counsellor if I was worried or upset for a long period of time.	1	2	3	4	5	
619	The idea of talking about problems with a counsellor strikes me as a poor way to get rid of emotional conflicts	1	2	3	4	5	
620	Having been counselled carries with it a burden of shame.	1	2	3	4	5	
621	There are experiences in my life I would not discuss with anyone.	1	2	3	4	5	
622	It is probably best not to know everything about oneself.	1	2	3	4	5	
623	If I were experiencing a serious emotional crisis at this point in my life, I would be confident that I could find relief in counselling.	1	2	3	4	5	
624	There is something admirable in the attitude of a person who is willing to cope with his/her conflicts and fears without resorting to counselling.	1	2	3	4	5	
625	At some future time I might want to receive counselling.	1	2	3	4	5	
626	A person should work out his/her own problems;	1	2	3	4	5	

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	getting counselling would be a last resort.						
627	Had I received treatment at a counselling centre, I would not feel that it ought to be “covered up.	1	2	3	4	5	
628	If I thought I needed counselling help; I would get it no matter who knew about it.	1	2	3	4	5	
629	It is difficult to talk about personal affairs with highly educated people such as doctors, teachers, and clergymen.	1	2	3	4	5	
630	Other specify _____	1	2	3	4	5	

8. APPENDIX 9. SELF-ADMINISTERED SEMI-STRUCTURED QUESTIONNAIRE FOR KEY INFORMANTS

FORM 002

➤ GENERAL INSTRUCTION

- ❖ This Self-administered semi-structured questionnaire is developed for a study designed to assess the counselling practices and needs of the Mizan Tepi University community and the implication for restructuring the Counselling Centre of Mizan Tepi University and its services.
- ❖ The study conducted through a partnership scheme formed by the Institute of Psychology and the Students Affairs Office of Addis Ababa University.
- ❖ The Self-administered semi-structured questionnaire is designed to collect data from key informants selected from different organs of Mizan Tepi University.
- ❖ Key informants are selected based on purposive sampling method where the criterion is the role and function of the office s/he officially presides in and access to relevant information in line with the questions of the study.
- ❖ The purpose of the study: -

The purpose of the study is to conduct a comprehensive study on felt practices and needs of the existing and / or potential clients of the counselling centre and develop a blue print towards the practicing of the Counselling Centre and / or its services as one functional unit of Mizan Tepi University.

- ❖ The study has taken the Accreditation Standards for University and College Counselling Centres issued out by International Association of University and College Counselling Centres (IACS) as a benchmark for the restructuring of the Counselling Centre of Mizan Tepi University. Thus, the Standard has been attached to provide background information to the source of data.
- ❖ By participating in this study and providing reliable data you personally will be able to significantly contribute to the attempt in restructuring the counselling centre and its Services thereby ensure that the student community is guaranteed appropriate services.
- ❖ Terms of participation as a data source:
 - ✚ Sources for documented information, such as, statistical data, legislative provisions, policies, guidelines will be indicated for the purpose of authenticity.
 - ✚ Personal opinions, suggestions, comments, advises, etc. given by data sources to support the identification of the counselling needs of the university community, the status of the present Guidance and Counselling Centre, and the implication for restructuring the counselling centre and services will be collected anonymously without any reference to the source of data, that is, the individual or the office, thus are untraceable.
 - ✚ The data collection is expected to be conducted on your free will, thus, if you are not willing to participate as a data source you are entitled NOT to participate in the interview or to

TERMINATE the process of the interview at any time of your choice.

✚ Since this study is conducted for the benefit of the university community and particularly students of Mizan Tepi University and not for profit making, all data sources aren't entitled to any form of remuneration.

✚ If you have any **questions**, please feel free to call and ask for information.

✚ If you have any **questions**, please call during working hours: 0923-63-09-75.

0. Consent of Respondent					
No	Item/ Question	Coding Category		Code	Skip to
00	Are you willing to participate in the study as a source of data?	Yes.... 1	No2		
If "YES" (1) = If you <u>ARE WILLING</u> to provide us with data, please go to the next page. If "NO" (2) = If you <u>ARE NOT WILLING</u> to provide us with data, we thank you for your time and you may leave the data collection site.					
OFFICE USE ONLY					
QUESTIONNAIRE IDENTIFICATION AND AUTHENTICATION OF DATA					
NO	ITEM/ QUESTION	CODING CATEGORY			
101.	Date of data collection	Date _____	Month _____	Year. 2018 .	
102.	Data collector	Name: _____		Signature _____	
103.	Data checked by data collector	Date _____	Month _____	Year. <u>2018</u> .	
104.	Supervisor	Name: _____		Signature _____	
105.	Data checked by Supervisor	Date _____	Month _____	Year, 2018	

1. FUNCTIONAL INPUTS (CONVENTIONS, CHARTERS, POLICIES, LAWS, GUIDELINES, STRATEGIES, ETC.)

1.1. Are there any international and national functional inputs (conventions, charters, policies, laws, guidelines, strategies, etc.) that you think should be taken in consideration in the process of practicing the Counselling Centre of Mizan Tepi University?

E.g.

International Documents

- Accreditation Standards for University and College Counselling Centres, International Association of Counselling Services, Inc.

National Documents

- **Higher Education Proclamation No. 650/2009**

YES ☐ NO ☐

1.2. If “Yes” to question number 1.1, please indicate these international functional inputs that you think should be taken in consideration in the process of practicing the Counselling Centre of Mizan Tepi University

i. _____

ii. _____

iii. _____

1.3. If “Yes” to question number 1.1, please indicate these national functional inputs that you think should be taken in consideration in the process of practicing the Counselling Centre of Mizan Tepi University

i. _____

ii. _____

iii. _____

1.4. Are there any functional inputs at organizational level (at Mizan Tepi University) (legislations, policies, guidelines, strategies, etc.) that have significant relevance in the process of practicing the Counselling Centre of Mizan Tepi University?

YES ☐ NO ☐

1.5. If “Yes” to question number 1.4, please indicate these organizational functional inputs that you think should be taken in consideration in the process of practicing the Counselling Centre of Mizan Tepi University. Please make a mark across the functional input that you think should be taken into consideration or if the organizational input isn’t included in the list include it across “Other (Specify) _____”.

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No	ORGANIZATIONAL FUNCTIONAL INPUTS	YES	NO	No	ORGANIZATIONAL FUNCTIONAL INPUTS	YES	NO
1	Mizan Tepi University Legislation	☐	☐	18	Policy on Handling Student Complaints Regarding Grades	☐	☐
2	Fund Raising Policy	☐	☐	19	Policy on Student Orientation	☐	☐
3	General Academic Human Resource Policy	☐	☐	20	Policy on Student Records Management	☐	☐
4	Government Relations Policy- Revised	☐	☐	21	Policy on Teaching and Learning Support	☐	☐
5	Office of Community Service (OCS) Policy & Guidelines	☐	☐	22	Policy Technical and Professional (T&P) Support Staff	☐	☐
6	Outreach policy	☐	☐	23	Research Policy	☐	☐
7	Policy on Academic Skills Enhancement	☐	☐	24	Training Policy	☐	☐
8	Policy on Academic Staff Development Planning	☐	☐	25	University Cooperation & Partnership policy	☐	☐
9	Office of Community Service (OCS) Policy & Guidelines	☐	☐	26	Other (Specify)	☐	☐
10	Policy on Career Development Services	☐	☐	27	Other (Specify)	☐	☐
11	Policy on Disability/related problem Services	☐	☐	28	Other (Specify)	☐	☐
12	Policy on Enrolment Management	☐	☐	29	Other (Specify)	☐	☐
13	Policy on Faculty Code of Conduct	☐	☐	30	Other (Specify)	☐	☐
14	Policy on Career Development Services	☐	☐	31	Other (Specify)	☐	☐
15	Policy on Quality Assurance	☐	☐	32	Other (Specify)	☐	☐
16	Policy on Staff Productivity and Promotions	☐	☐	33	Other (Specify)	☐	☐
17	Policy on Student Conduct	☐	☐	34	Other (Specify)	☐	☐

*Please note that the functional inputs are listed alphabetically and not on any other criterion

2. GENERAL CHARACTERISTICS OF MIZAN TEPI UNIVERSITY THAT ARE RELEVANT IN
RESTRUCTURING THE COUNSELLING CENTRE

2.1. What do you think are the general organizational characteristics of Mizan Tepi University that should be taken into consideration in the process of practicing the Counselling Centre of Mizan Tepi University?

E.g.

- **Mizan Tepi** University Legislation
- The number of students
- The number of campuses that are situated far and wide
- The varying characteristics of students (regular, extension, distance, etc.)
- Particular needs of students with physical or other disabilities
- Any other?

i. _____

ii. _____

iii. _____

2.2. How do these organizational ‘characteristics’ influence the practices of the Counselling Centre of Mizan Tepi University?

- i. Characteristics of **Mizan Tepi** University that is relevant in determining the nature and characteristics of the counselling centre

GeneralOrganizationalCharacteristics_____

Discuss:

- ii. Characteristics of **Mizan Tepi** University that is relevant in shaping the nature and characteristics of the counselling centre

OrganizationalCharacteristics_____

Discuss:

- iii. Characteristics of **Mizan Tepi** University that is relevant in shaping the nature and characteristics of the counselling centre

OrganizationalCharacteristics_____

Discuss:

- iv. Characteristics of **Mizan Tepi** University that is relevant in shaping the nature and characteristics of the counselling centre

Administrative Organizational Characteristics _____

Discuss:

- v. Characteristics of Mizan Tepi **University** that is relevant in shaping the nature and characteristics of the counselling centre

Organizational Characteristics _____

Discuss:

RELATIONSHIP

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS² states:

“Counselling services are an integral part of the educational mission of the institution and support the mission in a variety of ways, such as consultation, teaching, preventive and developmental interventions, and treatment. They provide clinical services to clients who are experiencing stress due to academic, career or personal problems which may interfere with their ability to take full advantage of the educational opportunities before them. Counsellors are also involved in consultation with faculty and staff; student needs advocacy, program development, outreach programming, retention activities, research, and program evaluation that support the efforts of faculty and staff in enhancing the university environment.”

2.3. Administrative Independence and Neutrality

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS states: “While the relationship of the counselling service to other units within the institution will vary according to organizational structure and individual campus needs, it is critically important that the service be administratively neutral.”

2.3.1. According to existing legislation and policy documents do you think the Counselling Centre of Mizan Tepi University has administrative independence and neutrality? Please Explain.

YES ☐ NO ☐

2.3.2. Do you think the Counselling Centre of Mizan Tepi University should be given administrative independence and neutrality required for the adherence of professional and ethical standards inherent to counselling centres? Please Explain.

YES ☐ NO ☐

2.4. Policy development

2.4.1. According to existing legislation and policy documents of **Mizan Tepi** University, does the Counselling Centre of Mizan Tepi University have the mandate to develop its own policy? Please indicate the relevant legislative or policy provision.

YES ☐ NO ☐

2.4.2. In relation with keeping its administrative neutrality, do you think the Counselling Centre of Mizan Tepi University should be given a mandate to develop its own functional inputs, such as, policy, guidelines, etc., to be approved by the mandated university organ? Please Explain.

YES ☐ NO ☐

2.5. Reporting and Accountability

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS states: “It is essential that the counselling service Director work closely with the Chief Student Affairs Officer and other Key Administrators to ensure the accomplishment of institutional goals and objectives.

“In the case of a merged centre ([a counselling centre with] consolidations that bring together counselling centres [of different campuses] and other campus agencies (e.g., career services, academic advising, etc.), the administrator of the counselling service should continue to have a direct line of communication to a Vice Chancellor or a Vice President of Student Affairs, Academic Affairs, or other related division...

“This is necessary to inform these key administrators of the unique role that counselling services play on campus. While the counselling service works in a cooperative manner with members of the campus community, it is important to emphasize the unique role that it plays within the institution. Specifically, it

provides services such as crisis intervention, individual and group counselling, training, consultation with the campus community about student characteristics and development, as well as campus safety.”

2.5.1. Accountability

2.5.2. Which university functional input (legislation, policy, guideline, etc) specifies the accountability of the Counselling Centre of Mizan Tepi University?

2.5.3. According to this functional input (legislation, policy, guideline, etc) of **MTU**, to which university organ is the Counselling Centre of Mizan Tepi University accountable?

In relation with its scope of services and also in keeping its administrative neutrality, to which university organ do you think should the Counselling Centre of Mizan Tepi University, be accountable to? Please Explain.

University Organ that the Counselling Centre should be accountable to:

Please explain your reasons

Reporting

2.5.4. Which university functional input (legislation, policy, guideline, etc) specifies the reporting of the Counselling Centre of Mizan Tepi University?

2.5.5. According to this functional input (legislation, policy, guideline, etc) of **MTU**, to which university organ is the Counselling Centre of Mizan Tepi University report to?

In relation with its scope of services and also in keeping its administrative neutrality, to which university organ do you think should the Counselling Centre of Mizan Tepi University report to? Please Explain.

University Organ that the Counselling Centre should be accountable to:

Please explain your reasons

4. COUNSELING SERVICES ROLES

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS states:

“The counselling service should play four essential roles in serving the university and college community:

- 1) provide counselling to students experiencing personal adjustment, vocational, developmental and/or psychological problems that require professional attention;
- 2) play a preventive role assisting students in identifying and learning skills which will assist them to effectively meet their educational and life goals;
- 3) support and enhance the healthy growth and development of students through consultation and outreach to the campus community; and
- 4) Play a role in contributing to campus safety.”

INSTRUCTION:

The essential roles of a counselling centre of a University as stipulated in the IACS Accreditation Standards for University and College Counselling Centres are listed below in a table.

Please read the essential roles and indicate your opinion on their inclusion in Mizan Tepi University counselling centre. If you think that Mizan Tepi University should include that particular role make a mark (✓) under the code – “YES” if you think that particular essential roles should NOT be included among the roles of the counselling centre make a mark (✓) under the code – “NO”.

No	DO YOU THINK THIS PARTICULAR ESSENTIAL ROLE SHOULD BE ENDORSED BY THE COUNSELLING CENTRE OF MIZAN TEPI UNIVERSITY?	YES	NO
1	Services designed to provide counselling to students experiencing personal adjustment, vocational, developmental and/or psychological problems that require professional attention;	☐	☐
2	Services designed to play a preventive role assisting students in identifying and learning skills which will assist them to effectively meet their educational and life goals;	☐	☐
3	Services designed to support and enhance the healthy growth and development of students through consultation and outreach to the campus community	☐	☐
4	Services designed to play a role in contributing to campus safety	☐	☐

5. COUNSELLING PROGRAM SERVICE FUNCTIONS

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS states:

“A counselling service must include an appropriate range of activities to be eligible for accreditation. Agencies whose services are limited to the following areas are not eligible to be accredited: academic advising, placement services, tutorial programs, academic skills training, (i.e., developmental reading services, learning centres, etc.), and drug and alcohol programs. It should be noted, however, that many accredited counselling services include some or all of the above activities in their program.”

“IACS Accreditation Standards include the following nine program functions, including: individual counselling; group counselling; crisis intervention and emergency services; outreach interventions; consultation interventions; referral resources; research; program evaluation; professional development; and training programs.”

INSTRUCTION:

The program functions of a counselling centre of a University as stipulated in the IACS Accreditation Standards for University and College Counselling Centres are listed below in a table.

Please read the program functions and indicate your opinion on their inclusion in Mizan Tepi University counselling centre. If you think that Mizan Tepi University should include that particular program functions

make a mark (✓) under the code – “YES” if you think that particular program functions should NOT be included among the program functions of the counselling centre make a mark (✓) under the code – “NO”.

o	PROGRAM FUNCTIONS	YES	NO	No	PROGRAM FUNCTIONS	YES	NO
1	Individual guidance	☐	☐	16	Academic skills training	☐	☐
2	Group guidance	☐	☐	17	Drug and alcohol programs	☐	☐
3	Individual counselling	☐	☐	18	HIV and aids programs	☐	☐
4	Group counselling	☐	☐	19	Other (Specify)	☐	☐
5	Crisis intervention and emergency services	☐	☐	20	Other (Specify)	☐	☐
6	Outreach interventions	☐	☐	21	Other (Specify)	☐	☐
7	Consultation interventions	☐	☐	22	Other (Specify)	☐	☐
8	Referral resources	☐	☐	23	Other (Specify)	☐	☐
9	Research	☐	☐	24	Other (Specify)	☐	☐
10	Program evaluation	☐	☐	25	Other (Specify)	☐	☐
11	Professional development	☐	☐	26	Other (Specify)	☐	☐
12	Training programs	☐	☐	27	Other (Specify)	☐	☐
13	Academic advising	☐	☐	28	Other (Specify)	☐	☐
14	Placement services	☐	☐	29	Other (Specify)	☐	☐
15	tutorial programs	☐	☐	30	Other (Specify)	☐	☐

6. ETHICAL STANDARDS

NOTE: Accreditation Standards for University and College Counselling Centres, in relation with ethical issued states:

“Professional ethical practice forms the cornerstone of the counselling service...” and provides ethical guidelines under eleven headings, namely, 1. Selection of Staff and Training on Policy/Ethics, 2. Confidentiality of Counselling, 3. Imminent Danger, 4. Psychological Tests, 5. Research, 6. Case Records, 7. Disposition of Records, 8. Access to Records, 9. Shared Electronic Records Systems, 10. Regulatory Awareness, 11. Technology.

Here below only the major fifteen (15) ethical and professionals that a given university counselling centre should meet are listed down. For complete list of ethical and professional standards please refer to the accreditation standards attached.

INSTRUCTION:

The major ethical principles stipulated in the IACS Accreditation Standards for University and College Counselling Centres are listed below in a table. Please read the standards and indicate your opinion on each. If you think that Mizan Tepi University should endorse that particular ethical standard make a mark (✓) under the

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code – “I agree” if you think that particular ethical standard is contrary to the principles of Mizan Tepi University make a mark (✓) under the code – “I disagree”.

No	DO YOU THINK MIZAN TEPI UNIVERSITY COUNSELLING CENTRE SHOULD ABIDE BY THE FOLLOWING ETHICAL PRINCIPLES OF IACS?	I AGREE	I DISAGREE
1	Counselling service staff should have access to legal counsel when necessary and should be well-informed regarding legal issues.	☐	☐
2	Staff members must maintain strict adherence to the ethical standards.	☐	☐
3	Operating procedures must be congruent with these standards and in no way abridge or contravene an individual staff member's ethical obligations and privileges.	☐	☐
4	All staff must be selected carefully and trained thoroughly regarding appropriate policies and procedures.	☐	☐
5	The confidential nature of the counselling relationship must be consistent with professional ethical standards and with federal and state statutes.	☐	☐
6	Information can be released only at the request or concurrence of a client.	☐	☐
7	When the condition of the client is indicative of clear and imminent danger to self or others, counselling professionals must take reasonable personal action that may involve informing responsible authorities and consulting with other professionals.	☐	☐
8	Standards regarding research with human subjects must be maintained	☐	☐
9	All current client records must be maintained in a central location that is secure and accessible to appropriate staff.	☐	☐
10	Complete [client] record should be maintained for a minimum of 7 years from the last date of service.	☐	☐
11	Access to client records must be limited to appropriate counselling services personnel.	☐	☐
12	Counselling service records must be kept separate from records of any other merged entity (e.g. medical records, advisement notes, placement credentials, etc.).	☐	☐
13	Staff members must be knowledgeable about and function in a manner consistent with relevant civil and criminal laws.	☐	☐
14	Professionals providing technical assistance must be given training concerning issues regarding confidentiality and must sign a confidentiality agreement.	☐	☐
15	Clients must be informed that confidential information about their treatment is stored on the centre's secured server.	☐	☐

7. COUNSELLING SERVICE PERSONNEL

NOTE: Accreditation Standards for University and College Counselling Centres, in relation with counselling service personnel states:

“Counselling functions are performed by professionals with a minimum of a Master’s degree from relevant disciplines such as: counselling psychology, clinical psychology, counsellor education, social work or mental health counselling ... all professional and administrative support staff must be selected carefully and trained thoroughly regarding appropriate agency policies and procedures” and provides standards for the 1. The Director; 2. Professional Staff; 3. Other Centre Administrative Staff; 4. Trainees; and 5. support staff.

Here below only the major personnel profile is summarized. For complete personnel profile please refer to the accreditation standards attached.

INSTRUCTION:

The major standards stipulated in the IACS Accreditation Standards for University and College Counselling Centres are listed below in a table. Please read the standards and indicate your opinion on each. If you think that Mizan Tepi University should endorse that particular counselling service personnel make a mark (✓) under the code – “I agree” if you think that particular counselling service personnel is contrary to the principles of Mizan Tepi University make a mark (✓) under the code – “I disagree”.

No	DO YOU AGREE THAT MIZAN TEPI UNIVERSITY COUNSELLING CENTRE MEETS THE EXISTING INTERNATIONAL STANDARDS AND MAINTAIN THE FOLLOWING STANDARDS FOR ITS PERSONNEL?	I AGREE	I DISAGREE
1.	Hire / Assign a Director i. with a PhD with minimum of 5 years previous experience, or ii. a master's or specialist degree in counselling psychology with completion of a supervised field with a college-age population, or iii. graduate-level academic training in clinical and professional functioning, such as: diagnosis and assessment, counselling theory and practice, ethical issues, supervision, diversity, and research with a minimum of 5 years experience as a staff member in a clinical and/or counselling setting, at least two of which should be in a clinical and/or administrative supervisory capacity.	☐	☐
2.	Hire Professional Counsellors (1 professional counsellor for every 1000 students): i. with at least MA/MSC degree in Psychological Counselling with minimum of 2 years previous experience	☐	☐

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	ii. Each professional counsellor shall work with at most 1000 students		
3.	Hire Administrative Staff - Assistant Director for research and consultations with at least MA/MSc degree in Psychology with minimum of 2 years previous experience.	☐	☐
4.	Hire Administrative Staff - Assistant Director for communication with at least BA degree in Information Communication Technology with minimum of 3 years previous experience.	☐	☐
5.	Hire Administrative Staff - Assistant Director for Training and outreach services with at least MA/MSc degree in Psychology with minimum of 2 years previous experience.	☐	☐
6.	Hire Administrative Staff - Assistant Director for Professional development and Monitoring and Evaluation Qualifications and Competencies with at least MA/MSc degree in Measurement and Evaluation in Psychology with minimum of 2 years previous experience.	☐	☐
7.	Engage graduate level trainees - Pre-Doctoral Interns – to be used in the delivery of counselling services and programs.	☐	☐
8.	Engage graduate level trainees - Practicum Students, Externs, Supervised Field Placements – to be used in the delivery of counselling services and programs.	☐	☐
9.	Engage graduate level trainees - Practicum Students, Externs, Supervised Field Placements - are used in the delivery of counselling services and programs.	☐	☐
10.	Engage under/graduate level trainees - Paraprofessional and Peer Educators – to be used in the delivery of counselling services and programs.	☐	☐
11.	Engage under/graduate level trainees - Practicum Students, Externs, and Supervised Field Placements – to be used in the delivery of counselling services and programs.	☐	☐
12.	Engage under/graduate level trainees - Practicum Students, Externs, and Supervised Field Placements – to be used in the delivery of counselling services and programs.	☐	☐
13.	Hire support Staff – sanitary workers as per the standards of Mizan Tepi University	☐	☐
14.	Hire support Staff – Administrative / logistics Head as per the standards of Mizan Tepi University	☐	☐
15.	Guarantee that professional staff members and trainees have access to necessary consultation resources	☐	☐

16.	Guarantee that professional (Masters-level and above) staff of the Centre have status comparable to faculty at the institution.	☐	☐
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8. OTHER GUIDELINES RELATED TO THE WORKING ENVIRONMENT

NOTE: Accreditation Standards for University and College Counselling Centres, in relation with other guidelines pertaining to the working environment provides specific provisions on seven areas of focus, namely, 1. Professional Development; 2. Staff Diversity; 3. Size of Staff; 4. Workload; 5. Compensation - Salary and Benefits; 6. Physical Facilities; 7. Malpractice/Liability Insurance. Here below only the major requirements are presented. For complete standards please refer to the accreditation standards attached.

INSTRUCTION:

The major standards stipulated in the IACS Accreditation Standards for University and College Counselling Centres in relation with the working environment are listed below in a table. Please read the standards and indicate your opinion on each. If you think that Mizan Tepi University should endorse that particular guideline related to the working environment make a mark (✓) under the code – “I agree” if you think that particular guideline is contrary to the principles of Mizan Tepi University make a mark (✓) under the code – “I disagree”.

No	DO YOU AGREE THAT Mizan Tepi UNIVERSITY COUNSELLING CENTRE MEETS THE EXISTING INTERNATIONAL STANDARDS AND MAINTAIN THE FOLLOWING STANDARDS FOR ITS WORKING ENVIRONMENT?	I AGREE	I DISAGREE
PROFESSIONAL DEVELOPMENT			
1.	Time and budget resources should be made available to assist staff in ongoing professional development activities.		
STAFF DIVERSITY			
2.	The counselling service demonstrate hiring practices that are free of prejudice with respect to race, religion, age, gender, sexual/relational orientation, gender identity, and physical challenge.		
SIZE OF STAFF			
3.	Maintain minimum staffing ratios in the range of one professional staff member (excluding trainees) for every 1,000-1500 students.		
WORKLOAD			
4.	The workload of any counselling centre director is unique and reflects responsibilities not incumbent on the professional staff. Consequently the director must be able to structure a workload which actually reflects the demands of the director's position.		
COMPENSATION - SALARY AND BENEFITS			
5.	Salaries should be commensurate with credentials, experience,		

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	responsibilities, and duties.		
6.	Salaries and benefits should be commensurate with those of others in the institution with similar qualifications and responsibilities and comparable professionals in other institutions of higher education in the geographic area.		
PHYSICAL FACILITIES			
7.	Counselling services are centrally located and readily accessible to all students, including those who are physically challenged.		
8.	Counselling services are physically separated from administrative offices, campus police, and judicial offices.		
9.	Individual sound-insulated offices are provided for each professional staff member and intern. Each office should have a telephone, computer, printer, and furniture that create a relaxing environment for students.		
10.	Counselling service staff and interns have access to computers and technology support for scheduling, record-keeping, data storage/file management, research, and publication activities.		
11.	Counselling services provide a separate private reception/waiting area for students.		
12.	All current client records are maintained in a central location that is secure and accessible to appropriate staff. Within the central location, paper records are maintained in secure, locked files.		
13.	Counselling services have library resources that include professional journals, books and other materials, and access to internet sources.		
14.	An area suitable for individual or group testing are made available, consistent with the needs of the centre.		
15.	Counselling services maintain (or have ready access to) adequate space suitable for group counselling sessions and staff meetings.		
16.	Counselling services with training components have adequate audio-visual recording and observation capability as an integral part of supervision.		
17.	Counselling services have adequate storage space for material and other supplies.		
18.	Ensure that the use and placement of security cameras must not compromise the privacy or confidentiality of service users.		
19.	Counselling services staff have malpractice insurance coverage, either under the auspices of the university or by an individual policy.		

9. NETWORKING AND COMMUNICATION

NOTE: Accreditation Standards for University and College Counselling Centres issued out by IACS states:

“... Counsellors must develop an extensive network of institutional and community relationships. Close linkages should be forged with academic units, student service offices, and other sources of referral and consultation. Solid working relationships must be maintained with campus and community medical services and with community mental health services in order to accommodate clients who have medical problems or who require more intensive treatment or hospitalization. Counselling professionals should work with faculty, staff and administrators to promote the goal of psychological and emotional development in the many aspects of campus life.”

INTRA-ORGANIZATIONAL NETWORK

9.1. Do you believe that the existing Counselling Centre of Mizan Tepi University has the necessary intra-organizational network with sister units in the University?

YES ☐ NO ☐

9.2. According to existing legislation and policy documents of **Mizan Tepi** University, do you think the Counselling Centre of Mizan Tepi University has administrative independence and autonomy to establish an intra-organizational network to enable it to collaborate with relevant sister units within **Mizan Tepi** University, such as, academic faculties (psychology, psychiatry, social work, special needs in education, public health, sociology, law, etc); the university clinic, university police; etc.?

YES ☐ NO ☐ (If NO go to question 9.5)

9.3. If you claim that Counselling Centre of Mizan Tepi University does NOT have the administrative independence and autonomy to establish an intra-organizational network to enable it to collaborate with relevant sister units within **Mizan Tepi** University, please indicate the policy or guideline that restricts this independence or autonomy?

9.4 Do you think that the granting of an administrative independence and autonomy to the Counselling Centre of Mizan Tepi University to establish its own intra-organizational network would enrich its working environment thus enable it design and deliver a more robust services to the university community.

YES ☐ NO ☐

9.5. Do you think the Counselling Centre of Mizan Tepi University should be given an administrative independence and autonomy to establish such an intra-organizational network to enable it to collaborate with relevant sister units within **Mizan Tepi University** and enrich its services?

YES ☐ NO ☐

INTER-ORGANIZATIONAL NETWORK

9.6. Do you believe that the existing Counselling Centre of Mizan Tepi University has been able to establish the necessary inter-organizational networks / collaborations / partnership with international and domestic organizations (both governmental and / or non-governmental) outside of **Mizan Tepi** University?

YES ☐ NO ☐

9.7. According to existing legislation and policy documents of **Mizan Tepi** University, do you think the Counselling Centre of Mizan Tepi University has administrative authorization to establish an inter-organizational networks / collaborations / partnership under the auspices of an office mandated by **Mizan Tepi** University to endorse inter-organizational networks / collaborations / partnership?

YES ☐ NO ☐ (If NO go to question 9.9)

9.8. If you say the existing legislation and policy documents of **Mizan Tepi** University grant administrative authorization the counselling centre to establish an inter-organizational networks / collaborations / partnership under the auspices of an office mandated by **Mizan Tepi** University, does the counselling centre has direct access to this office mandated by **Mizan Tepi** University to endorse inter-organizational networks / collaborations / partnership?

YES ☐ NO ☐

9.9. Do you think the counselling centre should be given a direct access to an office mandated by **Mizan Tepi** University to endorse inter-organizational networks / collaborations / partnership so as to facilitate the establishment of inter-organizational networks / collaborations / partnership under the auspices of an office mandated by **Mizan Tepi** University?

YES ☐ NO ☐

10. MONITORING AND EVALUATION

10.1. Does the Counselling Centre of Mizan Tepi University has any form of monitoring and evaluation mechanism or strategy designed and / or implemented for the purpose of following up, regulating, monitoring, and / or evaluating its activities?

YES ☐ NO ☐ (If NO go to question 11)

10.2. If you claim that the Counselling Centre of Mizan Tepi University has a monitoring and evaluation mechanism or strategy designed and / or implemented for the purpose of following up, regulating, monitoring, and / or evaluating its activities what were the lessons learnt in the previous academic year?

1. _____
2. _____
3. _____

11. ESTABLISHMENT OF A NATIONAL CONSORTIUM OF COUNSELLING CENTRES

NOTE: In the last few years the number of colleges and universities and as a logical consequence the number of students of higher institutions has increased in Ethiopia. This clearly has brought out the necessity not only for the restructuring of each and every counselling centre but also for a closer

coordination of activities, collaboration, partnership, and leveraging of resources. In this regard, professionals in the area advocate for a national consortium of counselling centres in higher education and health institutions.

The following questions are developed to assess the organizational standpoint of Mizan Tepi University towards the establishment of this national consortium of counselling centres in higher education and health institutions.

11.1. Do you think counselling centres scattered throughout the different state and private higher institutions of higher education and mental health hospitals of Ethiopia would benefit from the establishment of a national consortium of counselling centres in higher education and health institutions?

YES ☐ NO ☐

11.2. Which of the following do you think would be the prime benefits that could be drawn from the establishment of such a consortium?

INSTRUCTION:

Please read the perceived benefits and if you agree with the suggested ‘benefit’ make a mark (√) under the code – “I AGREE” if you don’t agree make a mark (√) under the code – “I DISAGREE”

No	THE ESTABLISHMENT OF A NATIONAL CONSORTIUM OF COUNSELLING CENTRES WOULD FACILITATE:	I AGREE	I DISAGREE
1.	The process of drafting, endorsing, and implementing national policies, guidelines, ethical standards, etc. for counselling, guaranteeing high-level services in Ethiopia.		
2.	The designing and implementation of standardized and yet locally customizable counselling services in universities / colleges.		
3.	The assessment and cross-evaluation of counselling programs of different universities based on standardized benchmarks.		
4.	The recording of good practices and lessons learnt for wider application at national level.		
5.	Bilateral and multilateral coordination and partnership among members.		
6.	The execution of national wide studies and researches through the participation of member counselling centres.		
7.	Communication among members of the national consortium of counselling centres in higher education.		
8.	leveraging and sharing of resources through projects designed to benefit all members of the national consortium, for instance, online library, e-learning facilities, online guidance / counselling, conferences, workshops, training programs, etc.		
9.	Any _____ other _____ (?) _____ _____		

10.	Any _____ other _____ (?)		
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11.3. Do you think **Mizan Tepi** University would benefit from the establishment of such a national consortium of counselling centres in higher education and health institutions of Ethiopia?

YES ☐ NO ☐

11.4. Do you think **Mizan Tepi** University should take the lead in the establishment of such a national consortium of counselling centres in higher education and health institutions of Ethiopia?

YES ☐ NO ☐

DEAR DATA SOURCE

THE SELF-ADMINISTERED SEMI-STRUCTURED QUESTIONNAIRE IS COMPLETED.

WE EXPRESS OUR GRATITUDE FOR YOUR COOPERATION IN FILLING THIS DATA COLLECTION TOOL.

If there is any other data or information you would like to provide us with please use the space provided below.

4. APPENDIX 10. FGD Amharic version

ለዩኒቨርሲቲ አስተዳደርና ተማሪዎች የሚሰጥ የአትኩሮት ቡድን ውይይት

መመሪያ፡-

1. በውይይቱ ወቅት ስም መጻፍ አያስፈልግም፡፡
2. በጥናቱ ላይ የምትሰጡት ግለሰባዊ መረጃ ለጥናቱ አላማ የሚውልና ሚስጥራዊነቱ የተጠበቀ ይሆናል፡፡
3. የሚሰበሰበው መረጃ በእናንተ ፈቃደኝነት ላይ የተመሰረተ ሲሆን መረጃ ለመስጠት ፈቃደኛ ካልሆናችሁ በጥናቱ አለመሳተፍ ትችላላችሁ፡፡
4. የሚሰበሰበው መረጃ ለዩኒቨርሲቲው ማህበረሰብ በተለይም ለተማሪዎች የሚጠቅም ስለሆነ ክፍያ አይኖረውም፡፡
5. ማንኛውም ጥያቄ ካለዎት መረጃ ስብሳቢውን ይጠይቁ፡፡

የመጠይቁ ዓላማ፡-

ይህ መጠይቅ የተዘጋጀበት ዋና ዓላማ በሚዛን-ቴፒ ዩኒቨርሲቲ የሚገኘውን የምክር አገልግሎት ማዕከል ልምድ፣ ፍላጎት እና አመለካከት ለማጥናት ነው፡፡ በተጨማሪም የምክር አገልግሎት ማዕከሉ ከተመሰረተ ጀምሮ ያልፈታቸውን ነባር ችግሮች ለመገምገምና የደንበኞችን ስሜት ለመለካት ይሆናል፡፡

ስለዚህ የዕርስዎ ሃሳብ ለዚህ ጥናት ያለው ጠቀሜታ የጎላ ነው፡፡

እባክዎን መልስዎን ከልብ እና በግልጽ ለመመለስ ይሞክሩ፡፡

ከሁሉ አስቀድሜ ስለትብብርዎ ከልብ አመሰግናለሁ፡፡

የቡድን ውይይት አስተባባሪ

የቡድን ውይይት ተሳታፊዎች በሙሉ በውይይቱ ለመሳተፍ ፈቃደኛ መሆናቸውን ማረጋገጥ፡፡

ጥያቄዎች

ምድብ ኮድ

ሁሉም የቡድን አባላት በውይይቱ ለመሳተፍ ፈቃደኛ አዎ.....1 አይደለም.....2

“አዎ” ከሆነ (1) ሁሉም አባላት ለመሳተፍ ፈቃደኛ ከሆኑ ወደ ቀጣዩ ገጽ ሄደው ውይይቱን ይጀምሩ

“አይደለም” ከሆነ (2) ለመሳተፍ ፈቃደኞች ካልሆኑ ጊዜያቸውን ስለሰጡ ያመሰግናቸውና ያሰናብቷቸው፡፡

የቡድን ውይይት

የሚከተሉት መሪ ጥያቄዎች መረጃ ለመስብሰብ ጥቅም ላይ ይውላሉ፡፡

1. የሚዛን ቴፒ ዩኒቨርሲቲ አገልግሎት መስጫ ማዕከል ከተከፈተ በኋላ ያልተሟሉ ወይም ያልተፈቱ ችግሮች ችግሮች (ለምሳሌ፡- የትምህርት፣ የጤና፣ የማህበራዊ ግንኙነት ወዘተ) ምንድን ናቸው?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____

2. የዩኒቨርሲቲውን የምክር አገልግሎት ባለሙያ ሚና፣ ተግባርና ኃላፊነት ያውቃሉ?

አዎ

የለም

i. ሚና ለምሳሌ፡- (1) ከማህበረሰቡና ከተማሪዎች ጋር አብሮ በመስራት የተማሪዎችን የትምህርት፣ የባህሪ፣ የማህበራዊና ሥነ-ልቦናቸውን ማሳደግ (2) የግል፣ የማህበራዊና ከትምህርት ጋር ተያያዥነት ያላቸውን የተማሪዎችን ችግር ለመፍታት (3) የግል፣ የማህበራዊ፣ የአካዳሚክ ችግሮች ለመለየት (4) እንደ አልኮል እና ሌሎች የአደንዛዥ እጽ እንዲሁም ከፍቅር ጋር ተያያዥነት ያላቸውን ችግሮች፣ የጠና ችግሮች እና ከሰው ጋር ያላቸውን መስተጋብርና የፈተና ወቅት ችግር መለየት ጋር ተያያዥነት ያላቸውን ጉዳዮች ይግለጹ፡

ii. ተግባራት ለምሳሌ፡- የሰነ-ልቦና ችግሮችን ወይም ህመሞችን መለየት፣ ማራሪያ መስጠት፣ መገምገም ጉዳዩን በተገቢው መንገድ መያዝ ደንበኞችን ማስተማርና ወደተሻለ ባለሙያ ጉዳያቸውን ማዘዋወር ወዘተ ያካትታል፡፡ ከእነዚህ ጋር ተያያዥነት ያላቸውን ጉዳዮች ይግለጹ፡

iii. ኃላፊነት፡- የምክር አገልግሎት ባለሙያው/ዋ የሚወስዱት ኃላፊነቶች ጥቂቶቹ የሚከተሉት ናቸው፡፡ ለሁሉም ተማሪዎች እኩል አገልግሎት መስጠት፣ ከብር መስጠት፣ ጥሩ ግንኙነት መፍጠር፣ ሚስጥር መጠበቅ፣ ወዘተ ጋር ተያያዥነት ያላቸውን ጉዳዮች ያብራሩ፡- _____

3. የሚዛን-ቴፒ ዩኒቨርሲቲ የምክር አገልግሎት ማዕከል የዩኒቨርሲቲውን ማህበረሰብ ፍላጎት ለማሟላት ተሳክቷል ብለው ያምናሉ? አዎ ወይም አይደለም ከሆነ እባክዎን ምክንያቶችዎን ያብራሩ

አዎ የለም

ሀ. ካልሆነ ይግለጹ፡-

ለ. መልስዎ አዎ ከሆነ ያብራሩ፡-

4. በዩኒቨርሲቲዎ የሚሰጠው የምክር አገልግሎት ስኬታማ ነው ብለው ያስባሉ? ካልሆነ ምክንያቶቹ ምንድን ናቸው?

አዎ

አይደለም

ይግለጹ:-

5. በዩኒቨርሲቲዎ ያለው የምክር አገልግሎት በአግባቡና ሙያዊ በሆነ መንገድ እየተሰጠ ነው ብለው ያምናሉ? አዎ ወይም የለም ከሆነ እባክዎ ምክንያቱን ያብራሩ?

አዎ

አይደለም

ይግለጹ:-

6. የዩኒቨርሲቲው አስተዳደር የምክር አገልግሎት ባለሙያውንና ማዕከሉን ለማመቻቸት እንዴት ያግዛሉ ለምሳሌ:- ሀብቶችን በማቅረብ፣ የተለያዩ የሙያ ማሻሻያ ስልጠናዎችን በመስጠት፣ የገንዘብ ወይም ፋይናንስ ድጋፍ በማድረግ እንዲሁም ወርክሾፖችን መስጠት ጋር ተያያዥነት ያላቸውን ጉዳዮች ያብራሩ፡

7. የዩኒቨርሲቲዎ የምክር አገልግሎት ማዕከል የሚሰጣቸው አገልግሎቶች ምን ምን ናቸው?

ይዘርዝሯቸው፡

8. ተማሪዎች ከምክር አገልግሎቱ ተጠቃሚ ናቸው ብለው ያምናሉ? አዎ ወይም አይደለም ካሉ ለምን?
አዎ አይደለም.....

ይግለጹ: _____

9. የምክር አገልግሎቱ በትክክል ለተማሪዎች ጥቅም እንዲሰጥ እንዴት አድርጎ ማሻሻል ይቻላል ብለው ያስባሉ?
ያብራሩ: _____

10. የተማሪዎችን የምክር አገልግሎት ፍላጎት ያሟላል ብለው የሚያስቡት ተጨማሪ መረጃ አለዎት? መልስዎ አዎ ከሆነ ያብራሩት?
አዎ አይደለም.....

9. ያብራሩት: _____

5. APPENDIX 11. FOCUS GROUP DISCUSSION GUIDE FOR UNIVERSITY ADMINISTRATORS

FORM 004

Focus Group Discussion Facilitator:

- ❖ Introduce yourself. Good morning/Good afternoon. My name is _____. I am collecting data from students for the study designed to assess the existing status of the Counselling Centre of Mizan Tepi University, the various services rendered or expected to be rendered by the Counselling Centre, felt needs of the existing and / or potential clients of the counselling centre, etc., and develop a blue print towards the reorganization of the centre and / or its services as one functional unit of Mizan Tepi University.
- ❖ This focus group discussion is organized to collect data from selected students on the counselling centre of the University.
- ❖ Each student respondent is selected randomly and no personal attribute is used to select you.
- ❖ The purpose of the questions: -

The purpose of the questions are to assess a comprehensive study on felt attitudes of the existing and / or potential clients of the counselling centre and develop a blue print towards the practicing of the centre and / or its services as one functional unit of Mizan Tepi University.

- ❖ By participating in this study and providing reliable data you personally will be able to significantly contribute to the attempt in practicing the counselling centre and its services thereby ensure that the student community is guaranteed appropriate services.
- ❖ Terms of participation as a data source:
 - ✚ There is no need to mention your name during the discussion.
 - ✚ Information you will be providing in relation with the Counselling Centre Mizan Tepi University can't be linked with you personally in any form since data are collected anonymously.
 - ✚ Personal data you will be providing in relation with the Counselling Centre Mizan Tepi University will be used only for the purpose of the study and will strictly be held confidential.
 - ✚ The data collection is expected to be conducted on your free will, thus, if you are not willing to participate as a data source you are entitled NOT to participate in the interview or to TERMINATE the focus group discussion at any time of your choice.
 - ✚ Since this study is conducted for the benefit of the university community and particularly students of Mizan Tepi University and not for profit making all data sources aren't entitled to any form of remuneration.
- ❖ If you have any questions, please feel free to ask the data collection facilitator.

Do you have any questions?

School of Psychology, Addis Ababa University

DECLARATION

I, the undersigned, declare that this thesis is my work and that I have duly acknowledged the sources of all the materials I have used.

Name: TILAHUN ASSEFA

Signature: _____

Date: _____ Month _____, 2018

Place: School of Psychology, Addis Ababa University

Addis Ababa

Ethiopia