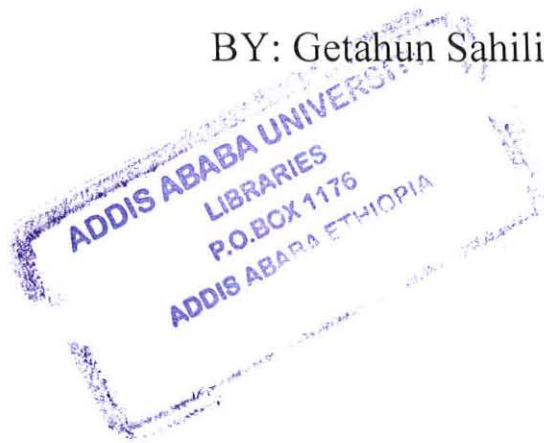


The Practice and Challenges of Psychologists Who are working as  
Career Counselors and Trainees Satisfaction to the Service Offered in  
Amhara National Regional State TVET

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July 2010

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## ACRONYMS

**ACCH-** Ability of Career Counselors to Help

**ANOVA-** Analysis of Variance

**ANRS-** Amhara National Regional State

**BA/SC-** Bachelor of Arts/science

**CCSSS-** Career Counseling Service Satisfaction Scale

**ICCH-** Initiation of Career Counselors to Help

**JRM-** Joint Review Mission

**MOE –** Ministry Of Education

**OECD -**Organization for Economic Co-operation and Development

**OIG -** Occupational Information Given

**TK-** Tukey Kramer

**TVC -** Technical and Vocational college

**TVET –** Technical and Vocational Education Training

**TVETI –** Technical and Vocational Education Training Institute

**UNESCO-**United Nation Educational, Social and Cultural Organization

**Yrs-** years

## ABSTRACT

*The purpose of this study was to survey the practice and challenges of psychologists who were working as career counselors & trainees reaction to the service offered in ANRS TVET institutes and colleges. A questionnaire, practice and challenge scales were administered to a random sample of 38 male and 6 female career counselors. In addition, satisfaction scale was also administered to a random sample of 167 female & 165 male trainees. T-test, chi-square, One-Way ANOVA & Tukey/Kramer (TK) post hoc multiple comparisons was employed in the data analysis. The study found out encouraging practice of career counseling service in the four dimension of career counseling practice. In helping trainees to identify their interest, values and abilities 68.18% of career counselors rated their practice as adequate and on awareness creation activities, 68.18% of career counselors believed that their practice as encouraging. Concerning career counselors effort to help trainees handle their educational and vocational problems 75% of them were found to be helpful in identifying and handling educational and vocational problems. With regard to the provision of career information to their trainees, 81.82% of career counselors appreciated their activities. Statistically significant difference were observed between less & better-experienced career counselors in providing career counseling service except the identification of trainees' interest, values and abilities. In all statistically significant results, better-experienced career counselors provide improved activities. In addition, in facing the challenge the study failed to reveal statistical significant relationship ( $\chi^2 = 0.14$ ,  $df = 1$ ,  $p > 0.05$ ) between less and better experienced career counselors. The results of t-test from the three dimensions trainees' satisfaction indicate that there was only one statistical significant difference between male and female trainees on their satisfaction derived from the initiation of their career counselors. By year level, there were statistically significant variations at 0.05 levels. TK mean comparison analysis revealed that trainees' satisfaction increases as their year level increases. Finally, implication, summary, conclusion and recommendation were made.*

# CHAPTER ONE

## I. INTRODUCTION

### 1.1 Background

Career counseling is an interpersonal relationship in which the counselor attempts to help the clients and students to understand, cope with questions, decisions, problems and difficulties pertaining to career choice and development (Arulmani & Nag- Arulmani, 2004). It is closely linked to the labor market information to guide trainees about types of jobs available, skills needed, career paths, salary scales and trends and opportunities for professional growth (OECD, 2004).

The trend in vocational guidance is that of helping individuals to their self understanding through useful work of the career counselors. This requires career counselors to have much knowledge of self and the complex worlds of work, and techniques of directing continuous growth and readjustment in a quickly changing technological world (Bennet, 1963). Moreover, the activity of Vocational counseling includes providing the student with information about the world of work, integrating various kinds of data to them, and aiding the counselor towards a better understanding of students.

Factual, intellectual, and emotional aspects of planning and decision making must all be considered and dealt with by the student and the counselor (Dowing, 1986). Therefore, effective counseling is not a simple exercise in advice giving, rather it needs time to identify the problem and its cause, and to explore and show appropriate solutions to the career aspirant. And the most immediate concern to career counselors are the questions to which young people bring them

concerning what fields they should prepare for, whether they have sufficient ability, and what abilities are required (Mc Mahon & Patton, 2002).

Moreover, career counseling services can be best practiced by skillful career counselors. By skillful, it means that the career counselors should be matured by experience and profession in using different techniques and integrating career counseling theories with its application which is appropriate to the problem. Thus, Arulmani and Nag- Arulmani (2004) suggested that, career counselors should have got a comprehensive theoretical and skill based training in counseling and then further specialized in career counseling. This training can help counselors to provide quality counseling service. The quality of career counseling service is not solely determined by the training rather it may also depend on the availability of resources and facilities. For instance, good career counseling service can not take place in a noisy and crowded office (Cooper, 2005). Good career counseling service also utilizes instruments like tests to identify students' interest. aptitude (2004).

However, literature (e.g. Figler & Bolles, 1999) indicates that the practice of those less experienced counselors were not effective. Because they have not run their own life through the process that they are adjuring their clients to do and they are also trying to do all the teaching, instead of enlisting peers of the clients (former clients, former graduates and former job hunters) to come back and testify, explain and teach that which they know well from experience (Figler & Bolles, 1999).

Therefore, trainees in making wise choices and adjusting to the college setting require expert's help. Moreover, career guidance programs help trainees to orient in problems of career planning,

educational programming, and decisions toward long term personal aim and value (Zunker, 1998). Moreover, the absence of adequate and organized career guidance programs in school, lack of appropriate and well informed sensitive career guidance service in the TVET colleges and institutes contributed very much for the poor quality and unmarketable output of training institutions (Zunker, 2002).

The history of guidance and counseling service in Ethiopia is a recent phenomenon. According to Yusuf (1987), guidance and counseling appeared in Ethiopia in 1960's and services in its crude form practiced in comprehensive secondary schools, vocational and technical institutes.

Interestingly, regarding the practice of guidance and counseling service in Ethiopian secondary schools, several recent studies were conducted. For example, Yusuf(1975,&1987), Yusuf & Bardly (1983), Haregewoin and Yusuf (1994) and Seleshi (2000) have found out that, most high school psychologists who were assigned as guidance and counselors did a lot, even though they faced with so many administrative, personal, psychological, and occupational problems.

Furthermore, other studies conducted concerning the importance, practice and problems of guidance and counseling at the Ethiopian secondary school students in general (Seleshi, 2000), at the Oromia regional state secondary school students( Beker, 2002) and at Addis Ababa city administration secondary school students(Amare, 2004) in particular have yielded similar results. The findings stressed that providing the service to students played significant role in helping students identify their abilities and cope with problems by their own.

- With reference to the practice of career counseling service in TVET, some researcher conducted their research recently. Ali (2007) for example conducted a research on the practice of vocational guidance: the missing link between TVET and labor market information at Woliso TVET College

and found out that there were no mechanisms of providing timely and adequately labor market information in the TVET colleges.

Kindu (2007) also conducted an assessment of career guidance and labor market information provided by government TVET colleges at Addis Ababa city administration and reached a conclusion that career guidance was not given special attention in the TVET system. He believed that the main way and means of obtaining information and data is labor market information system. This includes need assessment, tracer studies and labor market monitoring. However, he found out that no need assessment and tracer studies had been carried out in the TVET colleges.

A further study conducted on the states of career guidance at Addis Ababa TVET (Dejene, 2007) indicated that the majority (66.6%) of counselors were graduates of psychology with BA/BSC Degree which is below required level of qualification. And the qualification and specialization did not enable career counselors to achieve TVET objectives including tracer and labor market studies in terms of guidance service.

All these researchers believed that that career counselors who were assigned at TVET have faced several problems; such as lack of training in the area, presence of routine activities, lack of resources and facilities including private office for counseling service. Hence, the researchers arrived at a conclusion that the practice of career counseling service at TVET institutes and colleges was inadequate.

## **1.2 Problem Statements**

As indicated above, some studies [e.g. Yusuf (1975, 1987 &1995); Seleshi, (2000); Beker, (2002); Amare, (2004) & (Ali, 2005)] have been conducted in the area of guidance and

counseling services. And very limited number of researchers such as Ali (2007), Dejene (2007); and Kindu (2007) conducted research in the area of career counseling. Yet, they all emphasized on the labor market information. The studies further emphasized that some of the activities of career counselors seem unnoticed such as helping trainee to identify trainees' interest, values, abilities & weakness; awareness creation and orientation service and helping trainees' to handle the educational and vocational problems. The studies also have not shown whether experience has a statistical significant difference on their practices of career counseling service and challenges faced. Moreover, the above studies also did not show whether the service offered was satisfactory or not to the trainees. In addition, the challenge that was identified by these researchers was so limited (such as lack of training in the area, presence of routine activities, lack of resources and facilities). So it is believed that the present study may identify more challenges faced by career counselors working at TVET institutes & colleges in the Amhara National Regional State. The study also addressed issues that were not considered in the previous researchers like exploring students' level of satisfaction from the career counseling service offered in TVET institutes and colleges.

The regional TVET agency gives emphasis to career counseling service and includes in its structure with an assignment of an expert at bureau level who can help trainees' educational and vocational problems as well as facilitating the training given in the TVET institutes and colleges. So far, no study was conducted at ANRS TVET institutes and Colleges related to career counseling.

Therefore, this study focuses on the investigation of the practice and challenges of psychologists who were working as career counselors and on the examination of trainees' satisfaction to the service offered in ANRS TVET colleges and institutes.

## **1.3 Objective**

### **1.3.1 General Objective**

The general objective of the study is to survey the practice and challenges of psychologists who are working as career counselors.

### **1.3.2 Specific Objectives**

The specific objectives of this study are to:

- Identify the major challenges that psychologists who are working as a career counselors encountered in implementing career-counseling service in ANRS TVET
- Asses the major practices that psychologists who are working as career counselors play in helping TVET trainees
- Determine whether there is difference between psychologists with different level of experience in terms of practicing career counseling.
- Identify whether trainees differ in terms of their level of satisfaction with regard to career counseling service offered in TVET due to their sex
- Determine whether trainees differ in terms of their level of satisfaction with regard to career counseling service offered in TVET due to their year level.

## **1.4 Significance**

Career counseling services are given in all ANRS TVET. However, there is a lot of problem which are observed in its practice and also no significant study has been conducted in the area. Thus, this study will be considered to be significant for the following reasons:

1. The identification of challenges encountered in the career counseling services will help to remind the TVETI, TVC, TVET promotion Agency, psychologists who were working as a career counselor and other concerned bodies to give a better solution for the problems and to improve the career counseling service.
2. The result of this study shall serve as a feedback for ANRS TVET agency and serve as a spring board for further studies in this area.

### **1.5 Operational Definitions of Terms**

**Career counseling challenge-** any problem that hinders the effectiveness of career counseling practice/services

**Career counseling practice-** the provision of career counseling service to the trainees

**Career counseling Satisfaction-** refers to the pleasure that trainees got from the career counseling service offered in TVET institutes and colleges

**Career counseling services-** professional help given to trainees in vocational areas (occupation selection, career information, placement... etc

**Career counselor-** a person who gives a career counseling service to TVET trainees and other bodies who are in need of career counseling in vocational area

**Experience-** the service year of TVET career counselors in career counseling activities

**Psychologists-** persons who were graduated with 1<sup>st</sup> or 2<sup>nd</sup> degree in psychology and works as career counselor

**Trainees-** are students who are attending their training at TVETI and TVC.

## CHAPTER TWO

### RELATED LITERATURE REVIEW

This chapter presents the conceptual and theoretical explanations on the practice and challenges of career counselors in TVET. This section also presents empirical studies on this issue.

#### 2.1 Theoretical and Conceptual Explanations on Career Counseling Practice

There are many career theories that may be helpful in providing a framework for career counseling and continued to inform the practice of career counselors. One example of such a framework is system theory of career counseling, which emphasizes the importance of society and the environment along with individual difference such as gender, values, sexual orientation, ability, interest, skill, age, and world of work, knowledge, physical attributes, aptitudes, beliefs, personality, self-concept and others (Patton & McMahon, 1999). They discussed that individuals interact with the social system (educational institution, peers, family, media, community groups, and work place) and the environmental social system (that includes geographical location, political decision, historical trends, globalization, socio-economic status and the employment markets).

According to Patton & McMahon (2006, P.1) career counseling service consists of four elements that are interactive in nature such as:

- Helping individuals to gain greater self awareness in areas such as interest, values, abilities and personality style*
- Connecting students to resources so that they can become more knowledgeable about jobs and occupations*
- Engaging students in the decision making process in order to choose a career path that is well suited to their own interests, values, abilities and personality styles*
- Assisting individuals to be active managers of their career paths including managing career transitions and balancing various life roles as well as*

*becoming life long learners in the sense of professional development over the life span.*

This framework is used to explain the career development process to students and to explain the place of various career theories and their relationship to each other. Therefore, counselors are encouraged to learn about other career framework/theories to utilize ideas that are most relevant to their own cultures (Patton & McMahon, 1999).

In the system theory framework, individual is seen as a whole aspect not as an element; and the interaction between the client and the counselor that is, the counseling relationship itself, can be conceptualized as a system (Patton & McMahon, 1999; Peavey, 2004). And this framework accommodates both the perspectives of the traditional predictive theories and the positions of the more recent constructivist career counseling approaches (Miller, 2004).

System theory framework and constructive career counseling approach have similarities. Brown and Brooks (1996, P.10) portrayed that the principles of constructivism and system theory framework have been developed from a similar world view and underlay on similar assumptions, such as:

*1) All aspects of the universes are interconnected: it is impossible to separate figure from ground, subject from object, and people from environment. 2) There are no absolutes, thus human functioning cannot be reduced to laws or principles, and cause and effects can not be inferred. 3) Human behavior can only be understood in the context in which it occurs. 4) The subjective frame of reference of human beings is the only legitimate source of knowledge. Even occurs outside human beings. As individuals understand their environments and participate in these events, they define themselves and their environment.*

From the system theory framework, career counseling's challenge is to prepare for an emerging world view that proposes ways of thinking different from that of traditional career counseling. Career counseling also faces a challenge of meeting the needs of clients a sociopolitical system that is at last seeing its benefits (OECD, 2004).

Further more, the application of system theory principles to the counseling process and to the world view that guides the contemporary career counselor's practice can be facilitated through the systems theory frame work. And this framework can ensure that the influences relevant to the process of career counseling will receive appropriate attention by linking practice with theory (McMahon, 2002). Therefore, because of its relevance to the practice of career counseling and direct link to the study, this study has laid its foundation to the system theory framework.

## **2.2 Empirical Explanations on the Practice and Challenges of Career Counseling Service in TVET**

### **2.2.1 The Practice of Career Counseling Service in TVET**

Research findings and reviews indicate that the practice of career counseling has been derived from principles of career theory and counseling theory (Patton & McMahon, 2006). And its effectiveness on the practice depends on the personnel that involved in the counseling service and on their cognition, duties, and responsibilities under which they expected to perform it (Patton & McMahon, 1999). Moreover, Miller (2004), OECD(2004)also indicate that the effectiveness career counseling service is not solely depend on the personnel involved rather it also rely on the availability of adequate resources and facilities that are essential to counseling service. Effective counselors help students and others who are in need of counseling service in many ways. For example, Aggrwal (1994) acknowledged that effective counselors assist students to understand themselves and their social and psychological world, help students to develop their aptitudes, abilities, interests, and opportunities for self fulfillment and decision making competency. In addition Aggrwal (1994) indicate that effective counselors also help school communities to understand their students, impact of school program on students' development and informing

them when ever changes made in the school and non school environments which have implication for instruction, and also assist parents to understand the developmental needs and progress of their children.

Investigating the situation (practice as well as problems) of psychology in general and counseling in particular in Africa, Yusuf (1975) agreed that there is an immediate need of counseling service. It helps to create awareness on their cultural values, attitudes, and socio-economic conditions. He also believed that African children are in need to offer appropriate vocational and educational counseling service. This offering of vocational and educational counseling service enable African students and TVET trainees to identify, know, and appreciate their potential and inclination towards growth, career development and success (UNESCO, 1996).

In Ethiopia, the practice of guidance and counseling in general and vocational guidance and counseling in particular is a recent phenomenon (Yusuf, 1987 & 1995). Most high school students do a lot, even though they are faced with so many administrative, personal, psychological, and occupational problems (Haregewoin & Yusuf, 1994). According to them guidance and counselors help students to improve their learning skills such as note taking, preparation for tests, and examinations, use of library and study habits ; organize clubs which help students to develop a sense of responsibility, develop hobbies. High school counselors assist students to plan their own individual program and relate to different goals and careers; help students to understand and appreciate the rules and regulations of the school by providing the necessary information; prepare papers on different topics and provide information to students to help them develop self understanding and supply information on higher learning , what they offer their requirements, and entrance qualification , social environmental and prospects for personal developments. They believed that high school guidance and counselors organize regular

orientation program for the school community to develop their knowledge on the concepts of guidance and counseling and the roles of teachers in the program; collect information from subject and homeroom teachers, unit leaders, parents and others. Moreover, high school guidance and counselors also plan and conduct research to improve the total teaching process, participate in different committee and administrative activities (Beker, 2002).

Similarly, recent research finding on the practice of guidance and counseling at high school (Amare, 2004) revealed that guidance and counselors prepared written materials on issues like drug abuse, study methods and posted them on the school's display board for students. The study also revealed that; in spite of its inadequacy, guidance and counselor gave orientation service to students, teachers, school directors and other community members though it was not adequate. Because of this inadequacy awareness creation to the school community, the finding revealed that they did not cooperate with the guidance and counselors to provide office facilities, budget and other support. The study also found out that the school principal gave routine administrative works rather than giving time for effective counseling service.

One may question that why guidance and counselors are assigned at high school and TVET institutes and colleges? We may suggest many reasons from our point of view. With respect to this question some local studies were carried out (eg. Seleshi, 2000; Beker, 2002; Amare, 2004 & Ali, 2005). They all held that guidance and counselors were assigned to high school to:

- assists students to understand and accept themselves in accordance with the social norm
- identify students' abilities, potentials, interests, and relations with the environment.
- facilitates better study habits among students. It helps students' to get in touch with their vocational career.

The results of the study discussed above are partly consistent with what Yusuf (1983, 1995 &1998) as well as what Haregewoin and Yusuf (1994) conclude in their review on the practice and problems of guidance and counseling service in Ethiopia. In their review, Haregewoin and Yusuf (1994) stated the practice of guidance and counseling in the school setting helps students to understand and accept themselves as individual, making it possible for them to express and develop awareness of their own ideas, feelings, values and needs as well as furnish personal and environmental information to their plans, choices and problems. The counselors also help students to identify their interest, aptitudes, personality and abilities and relate to current and future educational and occupational opportunities and requirements. He/she also helps students cop up with their problems by themselves.

In sum, the practice of counseling service is not limited only to secondary schools students rather it is also extended to TVET institutes' and colleges' trainees, higher institution students and others.

Moreover, vocational guidance and counseling is not something different from that of guidance and counseling rather it is a type of guidance and counseling that emphasizes for vocational and career matters. It is a process of assisting individuals to choose an occupation, prepare for it, and enter up on it and progress in it as indicated by Svendsen cited in Ali (2007).

And hence, in TVET, practicing vocational/career counseling service is designed to help trainees so as to assist them to grow in self understanding and self direction to reach to their fullest potentials in educational talents, interests and vocational awareness (Ali, 2007).

Some comprehensive reviews of the literature on the importance and practice of career counseling; Crow and Crow, Woolf et al , Isaacson cited in Ali (2007) and UNESCO (1996 &

1999) suggested that career counselors in TVET institutions should help trainees to identify their talents, interests and tendencies with regard vocational alternatives. The basic reason for this is, considerable number of trainees shift aimless from one occupation to another frequently. Hence, the vocational guidance and counseling service primarily concerned with matching trainees with educational and vocational opportunities in relation to individuals strength, interest, and limitations. Therefore, the very need of vocational guidance and counselor, among other things, is provisos of expert assistance to the trainees on educational and training need as well as helping to integrate them in the labor market (Ali, 2007).

Furthermore, career guidance and counseling has paramount advantage for the stake holders of the education system. Hence, the interest of industry, individuals and parents should be considered in guidance and counseling and be sensitive to the need of every trainees and circumstances. Its role should include preparing students and adults for the actual opportunity of career change during the period of unemployment as well as employment. Guidance and counseling service should not be limited only to educational institution rather it should be extended beyond the educational institution; so that it is accessible to the population at large (UNESCO, 1999). This may help the population to have knowledge about the importance of guidance and counseling and different occupations.

A study conducted by UNESCO (1996) in some selected African countries indicated that in a rapidly changing work environment, vocational guidance and counseling are decisive factors in facilitating the teaching learning process in TVET. And guidance and counseling enable trainees to identify, know, and appreciate their potentials and inclination towards growth and career development. Therefore, career counselors should also be guidance minded person and facilitator

of human and career development (Dejene, 2007). It is supposed that to be effective facilitator of human development, counselors must have a broad academic background that includes an understanding of guidance philosophy, human growth and development, counseling theory and practice, and counseling intervention (Gysbers & Henderson, 1994; Miller, 2004; OECD, 2004 and Patton & Mc Mahon, 2006).

To be professional career manager, the counselors need skills in assisting, developing, improving and managing a counseling program. Professional career counselors obtain either a masters degree or doctorate degree of psychology or related vocational fields to human resource management with teaching and non teaching experience (Nayak & Rao, 2004). Effective counselors regardless of specialty, keep their knowledge and skills up to date by participating in life long education, research and training. The role of counselors in the transition of students from school to work and life long learning can not be over looked. They may serve as the crucial link between students and their chance for rewarding careers. The counselors offer the intellectual and emotional support that assist trainees in developing the necessary skills to become productive citizens (Dejene, 2007). In practicing counseling service and assisting students, counselors require adequate time, understanding of roles and responsibilities, sufficient space and facilities. The task of such facilities include, among other things, provision of expert care for trainees with special educational and vocational needs and provision of assistance in the process of their integration in to the society (Seleshi, 2000).

Report indicate that there is no/ very limited counseling of students in grade 10 about the options for coming years of education. The education structure is rigid in the sense that main intention is to filter and identify the best candidates to join general secondary education, preparatory and

finally higher education. The mechanism for selecting students to 10+1 is examination results obtained in grade 10(JRM Report, 2007).

Counseling for students in governmental and private TVET institutions seem to be limited to those students who have serious problems. Hence this is more a question of assisting students who already have different forms of problems and not related to issues of how to prepare them to make career choices. In general there is, however, little chance of making many different choices due to the rigidity of the structure. The students flow through the education system with out much individual flexibility. In this sense one can say that the system should be more flexible to trainees to choose their field of training in their future field of study (JRM Report, 2007). In minimizing such challenges effective counselors are needed in TVET institutes and colleges.

Consequently, one example of career counselors' practice in TVET is giving orientation service to the TVET community, trainees as well as to secondary school students. However, giving orientation is not only the duty of TVET counselors rather extended to trainers and administrators of the TVET. And the TVET counselors are not shouldered only to give orientation but also to facilitate the orientation service while others give orientation. Concerning the content of orientation, TVET counselors should create awareness to trainers, trainees and other administrative workers on issues like duties, importance and functions of counseling service in TVET institutions and colleges. On the other hand, TVET counselors in collaboration with trainers and other concerned administrative workers would introduce secondary school students on the importance and objective of TVET for one's professional and economic development of the country as well and also introduce incoming trainees to curriculums, training, and other opportunities, facility and service utilization; and rules and regulations of the training institutes and colleges (MOE, 2003).

assess their trainees' interest, strength and weakness and to make appropriate decisions regarding the type and scope of training.

Another study conducted by Kindu (2007) on career guidance and labor market information service at government TVET colleges of Addis Ababa, found out that providing career information to students help them to know the career goals and understand the world of work. So as, they can decide their course of study, field of training, further education/training, initial job choice and job change.

The continuous changes in occupational patterns as well require up to date information to be provided on occupation and employment opportunities. Now a day, a choice for occupation, which is a matter of training, is a severe problem. Trainees need to be assisted to explore the job area and the training field that best fit to him/her. This problem and others related to the training relevance and appropriateness need to be reoriented, pre and post training, through vocational counselors (Ali, 2007). Thus, accurate information can assist the learner in making realistic training and occupational choices. The responsibility of selecting the best information materials from the wide variety of sources is that of a counselor. These the responsibilities of career counselors are not only making information, rather, it also demands the counselors familiarity with the variety of training required by the job and knowledge of local demands and trends together with work status of different occupations (Nayak & Rao,2004). To do so, information should be gathered from a variety of sources and used appropriately. To gather it, reviews indicate that the chief source of information about technical, vocational and educational training could be films, radio and TV programs, newspapers, brushers, and others that has to be realistic, accurate, up-to-date, applied to a truth activities, appeal to the ability level of the pupils that cover the

characteristics of an occupation and attainable with in the limited effort (Ali & Barbara, 1996). On top, according to them, there are other sources of information. Such as;

*Classmates, parents, local business service, civic services and states, local employment agency. Assemblies made, school publications, offering of special courses in occupation, field trips, school and college conferences, career conference, career clubs, exploratory work experience, community occupation survey, utilization of library, use of audio visual aids, career corner, industrial visits, and employment services serve as a prominent sources of educational career information(P.2).*

In sum, labor market information system is the main means of obtaining information and data before provision of TVET program. The study conducted in Addis Ababa (Ali, 2007) and Woliso TVET (Kindu, 2007) found out that there were no mechanisms of providing timely and adequately labor market information in the TVET colleges.

Apart from this, career counselors play a great role in placing new entrant trainees to departments and graduates to jobs. The counselors should assist trainees to take successive steps to resolve problems related to educational or vocational and job placement. And the placement should be prominent and sufficient. The basic reason for this is to motivate trainees to make a wise choice of a life work and make them use their potential skills and knowledge through appropriate training (Ali & Barbara, 1996). Ali & Barbara (1996) believed that young people should be helped to locate occupations suitable to their abilities; otherwise they may shift aimlessly from one work to another or remain idle.

In training institutions, where very target of their function is providing quality training, which enables graduates to seek for and be successful on jobs, every stakeholders should have basic interest on job placement and career guidance career /vocational counselors are often assigned as placement officer as well. This officer is therefore, expected to work in collaboration with concerned bodies, such as employment officials, labor unions, business and industry

representatives (Hepper & Hepper, 2003). This officer should assess trainee's interest and abilities to be compatible with the job requirements so as to come up with success on the job. As a result, the counselor is expected to keep a breast of occupational trends and employment opportunities available any where related to the training module and the trainees' profile (UNESCO, 1996).

In general, educational and occupational counseling is the fundamental task and responsibility of career counselors to execute their help for the benefits of the institute, the trainees, the trainers and the employing organizations in particular and the community at large. However, local studies (Ali, 2007) revealed that TVET trainees were assigned to different fields of for training and apprenticeship program with out their consent, interest and potentials.

Another important practice of career counselors is their participation in research activities which enables them to assist trainees with regard to personal, social, educational and vocational development. Among others, conducting tracer/graduates follow up/ and labor market demand/need assessment/ studies finding are most important to serve trainees in educational as well as vocational development. The very purpose of the follow up services as part of career counseling service is the follow up of students in school, the follow up of attendance, the follow up of graduates and drop outs and conducting studies to discover worth of career counseling service from the point of view of the trainees and the graduates. It is at this level that the gap between what is provided and what is activated is reflected as success or failure to initiates further decisions concerning training program quality, trainees professional capacity to address the labor market demand (MOE, 2003).

Furthermore, MOE (2003), underlined that the follow up program in vocational guidance and counseling service help to know where graduates are found, assesses the competence of the

graduates at place of work and help to come up with the information on new skills demanded on the labor market collected from employer, graduates, supervisors, and others. For the sake of effective follow up practices, counselors develop and use various forms on which in school and out of school follow up practices are exercised.

In connection with this, Schwarz (2003) stated that tracer study is an essential instrument to gather information about the impact of training measures and supports planning of TVET programs regarding training needs and development. A study conducted by Mekonen (2007) revealed the importance of tracer study as:

“It helps TVET institutions to know the relevance of training areas, and to identify the weakness of the program and eventually to adjust the training program in away that it suits to the labor markets p.75.”

However, concerning the practice of tracer study in north Shoa Zone of Amhara region TVET institutes, this study bring into being that; the TVET institutions lacked capacity to conduct labor market demand study and to implement the tracer studies result to improve the training system.

To serve all these activities, career counselors are needed in TVET institutes and colleges. As a result MOE and TVET promotion agencies assigned career guidance and counseling personnel to TVET institutes and colleges. Concerning this issue MOE (2006, P.26) stated that:

*Increased attention is given to vocational guidance and counseling service to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life long learning opportunities provided by the TVET system. Vocational guidance has to start at school level. However, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institutions will be instrumental in facilitating apprenticeship and preparing youth for*

*apprentice ship training. They will also be focal points in organizing self employment support for TVET graduates.*

Adding up to MOE, JRM report (2007) reported that career counselors should facilitate apprentice ship program to give an insight about the world of work to trainees. This can help them to understand their future career.

In TVET counselors also facilitate different clubs like anti-AIDS, gender, anti-drug and others which run at TVET, and involved in committee and other administrative activities (MOE, 2006 & Dejene, 2007).

On the whole of the practice, the services of career counselors differ depending on competence. A professional career counselors help people to make decision and develop plans related to life and career directions. To discharge their responsibilities career counselors utilize variety techniques. Among thus, Helfand (1999) pointed out some strategies and techniques specific to the person seeking career counseling. Such as:

1. Conduct individual and group counseling session to clarify life and career goals.
2. Administer & interpret tests and inventories to assess abilities, interests and career options.
3. Encouraging exploratory activities through assignments and planning experience.
4. Utilize career planning systems and occupational information systems to help individuals better understand the world of work.
5. Provide opportunities for improving decision making skills.
6. Teach job-hunting strategies and skills and assist in the development of resumes
7. Help resolve potential personal conflicts on the job through practice in human relation skills.
8. Assist in understanding the integration of work and other life roles.
9. Providing support for persons experiencing job stress, job loss and career transition.

### **2.2.2 Students Satisfaction From Career Counseling Service Offered**

An officer in the vocational guidance and counseling unit should help trainees to understand their potential and interest so that they make realistic technical and vocational choices. They also need to be encouraged to gain experience of the world of work in any form possible, that help trainees learn adaptive skills to change, find ways to acquire the kind of work identified and to develop personality meaningful set of work values that will enable them to humanize the work place for satisfaction(Nayak & Roa, 2004). Vocational or career counselors also help trainees to come up students' vocational like placement (both departmental and job), educational, personal and social problem. Moreover, Nayak & Roa, (2004) indicate that for students' satisfactory adjustment and success in education, vocational training and job should depend up on students' abilities, interests and limitations.

The personal and social problems individuals have, understanding and accepting of one self and others, developing healthy attitudes, acquiring better work habits and learning how to deal with others need to be dealt with, as a priority target for satisfactory adjustment in educational and vocational training (Nayak & Roa, 2004).

Studies in African countries such as Nigeria by a number of writers (Hassan & Laoosebiken) cited in Salami(1999) on satisfaction from counseling service have reported that teachers, principals, students and others school personnel failed to satisfy on the counseling service offered in their colleges. However, researchers (Olutimehin, McCullough & Meyer, and Kolo) in Salami (1999) have found out that students were satisfied on counseling service offered in their institution.

Specifically, Olutimehin cited in Salami (1999) found out that the year three or final year students have more positive view of counseling than the year one student. McCullough and Meyer in

Salami (1999) also showed that students' level of education has influence on their use of the counseling center. A study conducted by Kolo in Salami (1999) at Congo tertiary institutions reported that female students preferred expert guidance in resolving their problems while the males preferred non-expert guidance approaches to resolve their problems.

According to this finding, it is apparent that the urban students' level of education and gender affect their satisfaction of counseling service. Similarly, Salami (1999) carried out a research in Nigerian rural tertiary institutions students found out that students was satisfied and had positive attitude towards counseling service. However, the finding suggests that the year one students lack orientation service and lack adequate awareness about counseling. The roles and functions of the counselor should be taught to the year one students during the orientation program.

And therefore, year three students had more satisfied on counseling service than year one and two students. Because, they need to get help from the counselors and are more anxious about passing their examinations to meet conditions for graduation and they worried about the transition from school to work.

Recent study by Mau & Fernades (2001) on students' satisfaction on career counseling at higher institution indicated that students were very satisfied regarding the helpfulness of career counseling service and provision of information and other sources. However, in our country Ethiopia, there was no empirical study conducted on this issue.

### **2.2.3 Challenges of TVET Career Counselors**

While practicing the service career counselors my face many challenges. Broadly, Yusuf (1975) categorized problems of counselors in to three major categories. These are:

1. Administrative problems: absence of professional job description for counselors.
2. Personal problems: especially female counselors
3. Occupational problems: professional preparation.

However, the literatures were not collected based on this classification. Rather the reviewed touched on the training issue, lack of resources and facilities, unfavorable attitudes & awareness level of users and student-counselor ratio.

To practice the service effectively, career counselors should have specialized training in a career counseling and career development. They may also have additional training in personal as well as in group counseling. They may facilitate career development groups for students or counsel students individually. Career counselors can assist students in various areas such as increasing awareness, decision making, goal setting and establishing a plan of action (Miller, 2004).

To serve this purpose, career personnel should get adequate training in the area of career counseling, however, reviews (OECD, 2004 & Miller, 2006) indicated that career guidance specialists lack specialized training even some counselors have had no training in career guidance and counseling or in testing and measurement.

Studies conducted at high school (Yusuf, 1975, 1983 & 1995; Haregewoin and Yusuf, 1994; Seleshi, 2000; and Beker, 2002) found out that lack of training in the area of counseling service affected counselors practice. They believed that counselors were trained to be general psychologist. . In addition, Amare(2004) found out that the counseling courses that counselors took were more theoretically oriented and lacked adequate practice. The study also revealed that counselors had inadequate knowledge on the counseling theories, techniques and principles to react on the students' problem (sociology graduates Local study conducted in states of career

guidance at Addis Ababa TVET (Dejene, 2007) also indicated that the majority (66.6%) of counselors were specialized in psychology and hold BA/BSC Degree which is below required level of qualification. The study also discovered that the current qualification and specialization did not enable them to implement TVET objectives in terms of guidance service, hence, they required further training and up grading of guidance activities.

Furthermore, the role and function of a counselor as a main task to perform requests a physical environment to be conducive and well required and better facilities setting. Effectiveness in maintaining guidance and counseling duties is more of the functions of the physical surrounding and equipments made available (Yusuf, 1983; Amare, 2004; Ali, 2007 & Dejene, 2007).

According to them, in our context, though guidance and counseling service of any type in any form is necessary, yet, counselors are left with out consideration. Too many schools counselors are less functioning as a result of lack of adequate facilities (telephone, internet and computer). Counselors are expected to operate effectively in the absence of suitable space, equipment, and other physical facilities.

Hence, success in guidance and counseling service needs physical facilities. In connection with this, Crow and Crow cited in Ali (2007) stated that, attempts should be made to consider the physical facilities with regard to location, space, amount and kind of furniture, adequate of files, office supplies needed for the guidance and counseling services. Well spaced guidance and counseling setting ensures, counselors privacy and confidential counseling conversation which helps an individuals to feel confident and sincere.

Amare (2004) revealed that counselors lacked contemporary information, as they have no access to integrate facilities in their schools, also lack reference materials on counseling in their school

libraries and lacked standardized test to solve students' problem. The study also further suggested that counselors lack proper facilities such as computer, internet, telephone, and even private office to perform counseling services.

Therefore, to perform guidance and counseling, being educational or vocational demands resource materials, equipments facilities and finances and it is useless to plan for guidance and counseling program of any type at any level unless money can be allocated to implement (Ali, 2007).

The other challenges that affect the practice of counselors were unfavorable attitudes and awareness level of students, teachers, administrators and other clients. As a result of this, counselors were occupied by routine administrative activities (Amare, 2004; Dejene & 2007). Another study conducted on the effect of perception & beliefs on counselors' activity (Sampson, 1996; Peterson, 1996 and Roll & Arthur, 2002) found out that negative beliefs and perceptions of the client affects the practice of career counselors.

Alternatively, positive career beliefs facilitates students' movement through the career decision making process, create positive expectation and contributes to effective problem solving behavior (Peterson, 1996). So, in one way or another, bring such kind of trainees to the service, changing their general anxiety, or fear and expectation about the counseling process are the most influential challenges of career counselors associated with trainees' career beliefs (Roll, 2002) and (Hayward & Arthur, 1998).

Moreover, Miller (2004) and OECD (2004) also stressed that the mismatch between student and counselor ratio, work loads and other administrative work given to the counselors (such as conducting testing program, requesting students for courses, handling disciplinary issues and maintaining students record). In general, Miller (2004) and OECD (2004) also came up with a

similar result on the challenges related to training issue, resource and facilities with the finding of the above local studies.

In conclusion, researchers generally agreed that there are factors or challenges which affect the practice of career counseling services in TVET (Ali, 2007 & Dejene, 2007).

Over all, the review points out that there is a need to investigate the practices and challenges of career counselors and to explore trainees' satisfaction at year level where research evidence is lacking using both practice, challenge and satisfaction scale and questionnaire.

## CHAPTER THREE

### RESEARCH METHODS

#### 3.1 Research design

A descriptive survey was used to investigate the practice and challenges of psychologists who were working as career counselors and trainees reaction to the services offered in ANRS TVET colleges and institutes.

#### 3.2 Population and Samples

According to the information obtained from the ANRS TVET promotion agency, there are 10 government TVCs and 43 government TVETIs. The total number (53) of psychologists working as career counselors in ANRS TVET TVC and TVETI and the total number of trainees in these selected TVC and TVETI constitutes the population of this study.

##### 3.2.1 Sample size

The sample size of both career counselor and trainee participants was determined using a sample size determination formula of:

$$n = \frac{Z^2 pqN}{Nd^2 + Z^2 pq}$$

Where  $n$  = the Size of the sample,  $Z$  = the standard normal deviation,  $d$  = degree of accuracy,  $N$  = total population,  $p$  = proportion in the target population estimated to have a particular characteristics, if there is no reasonable estimation, we use 50 % (0.5) &  $q = 1-p$ .

Initially, this formula was used by Reddy in 2006 to determine the sample size that was conducted by him at Jimma University. So, for the present study the sample size was calculated as follows:

$$1. \text{ Career counselors Sample Size } (n_1) = \frac{Z^2 pqN}{Nd^2 + Z^2 pq}$$

$$\begin{aligned} n &= \frac{(1.96)^2(0.5)(0.5)53}{53(0.05^2) + 1.96^2(0.5)(0.5)} \\ &= \frac{3.8416(0.25)(53)}{53(0.0025) + 3.8416(0.25)} \\ &= 50.9012/1.0929 = 47 \end{aligned}$$

$$2. \text{ Trainees Sample Size } (n^2) = \frac{Z^2 pqN}{Nd^2 + Z^2 pq}$$

$$\begin{aligned} n &= \frac{(1.96)^2(0.5)(0.5)7950}{7950(0.05^2) + 1.96^2(0.5)(0.5)} \\ &= \frac{3.8416(0.25)(7950)}{7950(0.0025) + 3.8416(0.25)} \\ &= 7635.18/20.8354 = 366 \end{aligned}$$

**Table1: The Size of the Sample of Trainees and Career Counselors**

Participants	Population		Total population	Sample		Total Sample
	Male	Female		Male	Female	
Career counselors	45	8	53	41	6	47
Trainees: Year one	1851	1888	3739	84	87	171
Year two	1553	1757	3310	70	80	150
Year three	536	365	901	28	17	45
Total	3940	4010	7950	182	184	366

However, out of 170 year one trainees 18 (male = 8 & female = 10) and out of 150 year two trainees 16 (male = 8 & female = 8) did not return the tool administered. And out of 47 career counselors the responses of 3 male career counselors were not complete. Therefore, out of 366 trainees only 332 trainees and 44 career counselors responded properly. Hence, the results of the study were computed based on 332 trainees and 44 career counselors.

### 3.2.2 *Sampling Techniques*

1. Simple random sampling technique: was used to select TVET colleges and institutes. The researcher has listed all (53) TVET institutes and Colleges and decided to select only five (5) out of the fifty three (53) TVET institutes/colleges for trainee and 47 for career counselor participants through lottery method. Accordingly Akesta, AddisZemen, Motta & Almazbum TVET institutes and DebreBirhan TVC was selected. The reason that the researcher selected only this TVET institutes and college was because of the large numbers of trainees along each TVET and other constraints like finance and time to take large sample TVETI & TVC.
2. Simple random and stratified sampling technique was also used to select trainees from the selected Technical and Vocational College (TVC) and institutes. In this case, trainees were divided into three strata in their year level (I, II and III) and sex was considered while selecting respondents.

The reason that the researcher used only this year level was that, the trainees who were enrolled in TVET can complete their training within or before three years.

### **3.3 Instruments**

Three different Likert type scales were developed and used for both career counselors and trainees. A 4 point Likert type scale was employed with career counselors. The scale consisted number of statements which assessed the practice of career counseling service and the challenges career counselors experience in their daily work.

Similarly, a 5 point Likert type scale was also constructed by the researcher and used with trainees to measure trainees' level of satisfaction derived from the career counseling service (SCCS) offered in TVET institutes and colleges. The SCCS is comprised of three sub-scales. The first sub-scale measures the level of satisfaction derived from occupational information given (SOIG) and the sub-scale contained 7 items. The second sub-scale measure level of satisfaction derived from the ability of career counselors to help (SACCH) the clients. The SACCH scale contains 11 items. The third sub-scale was used to measure trainees' level of satisfaction derived from the initiations of career counselors to help (SICCH) the enthusiasm of the counselors to handle the problems trainees faced and comprised of 6 items.

For the clarity of trainee participants to respond with out complicatedness, the English version of satisfaction scale was translated in to Amharic version. The translation was made by the researcher and two 2<sup>nd</sup> year graduate students (from counseling and measurement and evaluation stream).

### **3.4 Procedures**

#### *3.4.1 Construction*

The researcher has not a chance to get constructed/ developed practice, challenge and satisfaction scale. Due to this reason the researcher obliged to develop the scale items. To develop the scale, first, the researcher had made intensive reading of different literature and took ideas to develop the first draft of the scaled items. Then the researcher revised the first draft and made some amendments.

Second, the researcher gave the constructed scales to two evaluators (second year counseling (one) and measurement and evaluation (one) postgraduate students) to avoid items that redundantly written and to improve the language and ideas that express. Initially, the number of

items in the practice scale developed was 40, in the challenge scale was 15, and in the satisfaction sub-scale was 30. Then the number of items in these scales was reduced in to 30, 12 and 25 respectively based on the feedback obtained from the evaluators. The feedbacks were error in grammar usage and presence of items that have similar concepts.

Finally, the scale that was developed by the researcher was commented by the advisor to check for its content validity. Based on the feedback obtained from the advisor, some modifications were also made.

### *3. 4.2 Validation of Instruments*

After constructing the instrument, the scale items was administered for a sample selected from one government TVET College (Debrebrhan technical and vocational college) for instrument try out. During the pilot study, two psychologist who were working as career counselors and 30 trainees were participated. Psychologists who were working as career counselors were selected using availability sampling technique and trainees were randomly selected from year I, II and year III. The response of the participants of the research was scored and the reliability of the items on the practice, challenge and satisfaction scales was computed using Chronbach alpha. In the case of practice scale (alpha = 0.80), challenges scale (alpha = 0.77) and trainees satisfaction scale was (alpha = 0.68) was obtained. Concerning the reliability of practice sub-scale (alpha = 0.71) for identifying of trainees' interest, value and ability, (alpha = 0.65) for awareness creation, (alpha = 0.89) for providing occupational information & (alpha = 0.86) for handling of educational & vocational problems was obtained. On the other hand, for the satisfaction sub-scale (alpha = 0.60,, 0.76 & 0.62) were obtained for trainees' satisfaction derived from occupational information given, ability and initiation of their career counselors to help them respectively. Therefore, concerning

the practice and challenge scales, all items with some modifications were used for the final study. However, for the satisfaction scale one item was discarded because of low item-correlation (less than 0.30). Hence, by discarding one item and making some improvements on satisfaction scales; and by amending the items of practice and challenge scale, the final version of the instrument was developed.

### *3.4.3 Administration*

Having checked the reliability of the instruments in the pilot test, the career counseling practice and challenge sub-scales, trainees' career counseling service satisfaction scale were administered to the study participants. To administer the instruments to trainees, one research assistant was trained from each TVET institute/college selected for the study. The scaled developed for career counselors were administered by the researcher and other two assistant researchers. The instrument was administered to the career counselors when they were at a cluster meeting at 8 TVET colleges namely DebreBirhan, W/ro Sihin, Woldia, Debre-Tabore, Gonder, BahirDar, Engibara, and Debre-Markos from Feb22-26/2010.

### *3.4.4. Analysis*

In order to analyze the data, different statistical techniques such as percentages and chi-square test were computed by hand using calculator; and t-test, analysis of variance and Tukey Kramer post-hoc analysis were computed using SPSS (statistical package for social science) software version12. Percentage was used to analyze demographic characteristics of respondents and to describe the challenge, practice and satisfaction sub-scales. For this reason items in the practice sub-scale practice, challenge sub-scale and the items in satisfaction sub-scale scale were

dichotomized in to two (adequate & inadequate), two (high & low) and three(Not satisfied, failed to decide and satisfied) scales respectively.

Primarily, for the practice scale, the ones scoring 3 & 4 were categorized as adequately practiced. Those with a score 1 & 2 were categorized as in adequately practiced. Secondly, for the satisfaction on career counseling offered in their TVET we used similar procedures. Those with a score of 1 & 2 regarded as not satisfied, those who score 3 regarded as failed to decide and those who score 4 & 5 as satisfied on the service offered in TVET. Finally, for career counselors' challenge sub-scale its average was used to make a distinction the response in to above and below.

T –test was used to see whether there was a significant difference or not among career counselors in practicing career counseling service due to experience. Career counselors' experience was dichotomized into two (less and relatively better) based on the mean of their experience. Furthermore, t-test was also used to see whether there was significant satisfaction difference among trainees on career counseling service offered in TVET institutes and college by their sex. Chi-square was used to see the association between career counselors working experience and the patterns of challenges faced. Bar graph was used to describe the type of research that career counselors conducted and the techniques that they used to discharge their responsibility while helping their trainees. One way ANOVA was computed so as to see whether or not there is a significant difference among trainees on career counseling service satisfaction(occupational information given, career counselors ability and initiation to help trainees) offered in their TVET with year one, two and three trainees. Here, Tukey/ Kramer post hoc multiple comparison tests were computed to see significant mean difference between trainees different year level. Alpha value 0.05 was determined for all significant tests.

## CHAPTER FOUR

### RESULTS & DISCUSSION

#### 4.1 Results

In this chapter the data collected are organized, analyzed and presented.

##### 4.1.1 Characteristics of Study Respondents

###### 4. 1.1.1. Career Counselors

A total of 44 [M = 38(86.34%) & F = 6(13.64%)] career counselors were participated in this study. The following table summarizes background information of the study participants. The table below shows that the proportion of female career counselors was almost negligible as compared to their male counter parts. Concerning their field of study the majority of career counselor were psychologists (95.46%) and small proportions of them were pedagogist (4.54%).

**Table 2: Background Information of Career Counselors**

Characteristics		Male		Female		Total	
		N	%	N	%	N	%
Field of study	Psychology	36	81.82	6	13.64	42	95.46
	Pedagogy	2	4.54	-	-	2	4.54
	Total	38	86.36	6	13.64	44	100
Qualification	BA/SC	38	86.36	6	13.64	44	100
	MA/SC	-	-	-	-	-	-
	Total	38	86.36	6	13.64	44	100
Experience	1-3 Yrs	23	52.27	3	6.82	26	59.09
	> 3 Yrs	15	34.09	3	6.82	18	40.91
	Total	38	86.36	6	13.64	44	100

Regarding work experience, the majority (59.09%) of the study participants have 1 to 3 Yrs experience as a career counselor in TVET. Hence, it seems that the larger proportions of career counselors were not well experienced according to the guidelines of the current education policy career structure. The table has also shown that all career counselors participated in this study were BA degree holders.

#### **4 1.1.2 Trainees**

A total of 332 (F = 50.3%) & M = (49.7%) trainees participated in this study. Out of this number, 153(46.08%) were first year 134(40.36%), second year & 45(13.56%) were third year trainees.

#### **4.1.2 Career Counselors' Practice of Career Counseling Service in ANRS TVET**

For the sake of ease for the analysis process the practice was categorized in to four themes:

1. Identifying of trainees interest, values and abilities related to career,
2. Connecting trainees with career related information,
3. Awareness creation activities on the importance of career counseling service in TVET, and
4. Identifying and handling trainees' educational and vocational problems.

Career counselors working in TVET institutes and colleges' of Amhara region were asked to rate their practice as adequate or in adequate. The table below presents the response of the study participants.

**Table 3: Shows the Adequacy of Career Counseling Practice**

Practice	Adequate		In adequate		Total	
	N	%	N	%	N	%
Identifying interest, values & abilities	30	68.18	14	31.82	44	100
Awareness creation	30	68.18	14	31.82	44	100
Providing career information	36	81.82	8	18.18	44	100
Handling educational & vocational problems	33	75	11	25	44	100

As indicated in table 3, on the first them of career counseling service practice that is helping trainees to identify their interest, values and abilities; a greater proportion (68.18%) of career counselors rated their practice as adequate whereas only some (31.82%) career counselors believed that their practice was inadequate. Concerning awareness creation activities, 68.18% of career counselors believed that their practice as encouraging while the remaining 31.82% of them reported as low.

With regard to the provision of career information to their trainees, 81.82% of career counselors appreciated their activities. However, 18.18% of career counselors believed that they did not successfully provide career information to their trainees.

Concerning career counselors effort help trainees handle their educational and vocational problems the data portrayed that the majority of the career counselors (75%) were found to be helpful in identifying and handling educational and vocational problems. The data indicated that very few proportions of career counselors (25%)

failed to adequately help their trainees with their educational and vocational problems through career counseling.

#### **4.1.2.1 Identifying Trainees' Ability, Interest and Value Related to Careers**

Career counselors help trainees to develop an insight into their own interest, values, abilities and personality styles so that they can choose a career that is well suited to their interest, values and abilities.

An attempt was made to assess whether experience has an effect on the practice of career counselors or not. The analysis failed to yield statistically significant difference between the less experienced and the relatively better experienced career counselors in helping trainees to identify their abilities, interests and values related to careers ( $t = -1.75, df = 42, p > 0.05$ ).

#### **4.1.2.2 Provision of Career Related Information**

Independent sample t-test was also computed to see whether there was a statistically significant difference among less & better experienced career counselors with regard to the provision of career related information.

The statistical analysis revealed statistically significant difference between the less and relatively better experienced career counselors ( $t = -2.33, df = 42, p < 0.05$ ) in helping trainees to have a better understanding about occupations or careers. The analysis indicated that relatively better experienced career counselors provided trainees with improved career related information than the less experienced career counselors.

### 4.1.2.3 Awareness Creation

A total of 6 items were used to assess the efforts of career counselors with regard to the provision of orientation service to the new entrants on issues like job search skills, the nature of different fields of study and about the importance of counseling service.

Independent t-test was used to analyze if there is a statistically significant difference between better and less experienced career counselors related to awareness creation activities. The analysis revealed statically significant ( $t = -2.54, df = 342, p < 0.05$ ) difference indicating that relatively better experienced career counselors were found to be successful in creating awareness among the trainees than their counter parts.

### 4.1.2.4 Identifying and Handling Trainees' Educational and Vocational Problems

**Table 4: Career Counselors' Comparison in Their Practice of Handling Trainees' Educational and Vocational Related Problems by Experience**

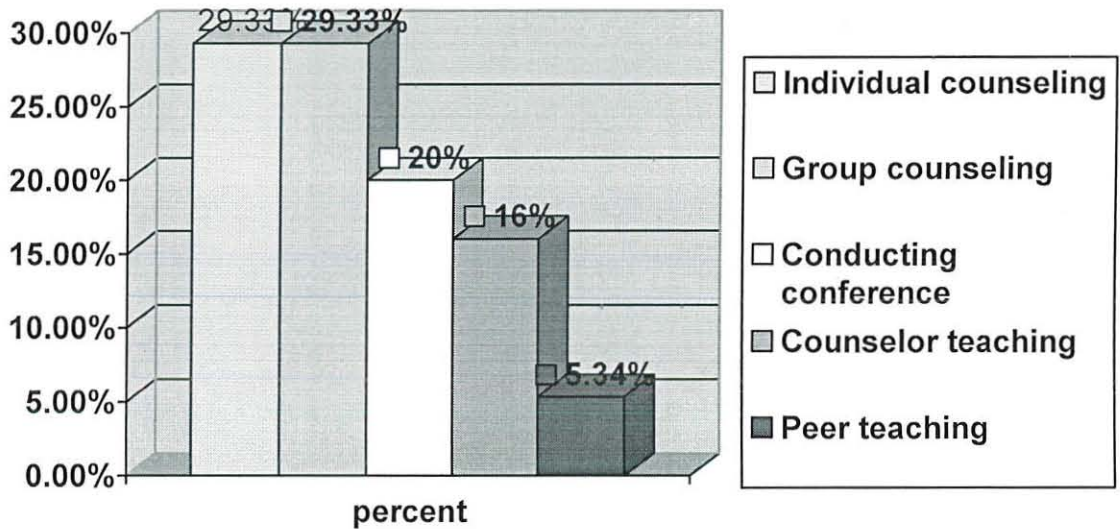
Experience	N <sub>1</sub>	Mean	SD	T
1-3 Yrs	26	22.96	4.50	-2.33*
> 3 Yrs	18	25.72	3.37	

\* $P < 0.05$

The independent sample t-test showed significant difference between the less and the relatively more experienced career counselors in handling trainees educational and vocational related problems ( $t = -2.33, df = 42, p < 0.05$ ). This showed that the relatively better than the less experienced career counselors handled the educational and vocational problems of the trainees through career counseling.

## Counseling Techniques used by Career Counselors

Concerning the techniques they used to discharge the services to the trainees, the study uncovered that the majority of the respondents used both group and individual counseling technique. The figure below depicts the details of the data.



**Fig.1 Techniques Employed by Career Counselors in Helping Trainees**

As it is indicated above, the majority of the respondents used individual and group counseling (29.33%). The second largest proportion (20%) of the respondents replied that they helped their trainees by conducting conference and about 16% of the study participants reported that they help their trainees by directly teaching them how to develop the necessary skills. In addition, a very small proportion (5.34%) of the study participants reported that they help their trainees by creating role models from their peers.

Moreover, in an open ended question career counselors replied that they help their trainees' by:

1. helping them to explore the career environment

2. providing them with more research based career information
3. arranging program and inviting small business and industry experts to give training on entrepreneur and job search skill
4. helping trainees to identify their interests and abilities in relation to their careers

Career counselors were also asked whether there were factors that affect the occupational choice of trainees or not. The table below presents the details of the response.

**Table 5: The Distribution of Factors Affecting Occupational Choice**

<b>Factors</b>	<b>Frequency</b>	<b>Percent</b>
Lack of interest and motivation	12	24
Values they give to the occupation	23	46
Lack of proper orientation	9	18
*others	6	12
<b>Total</b>	<b>50**</b>	<b>100</b>

*\*\* Multiple responses*

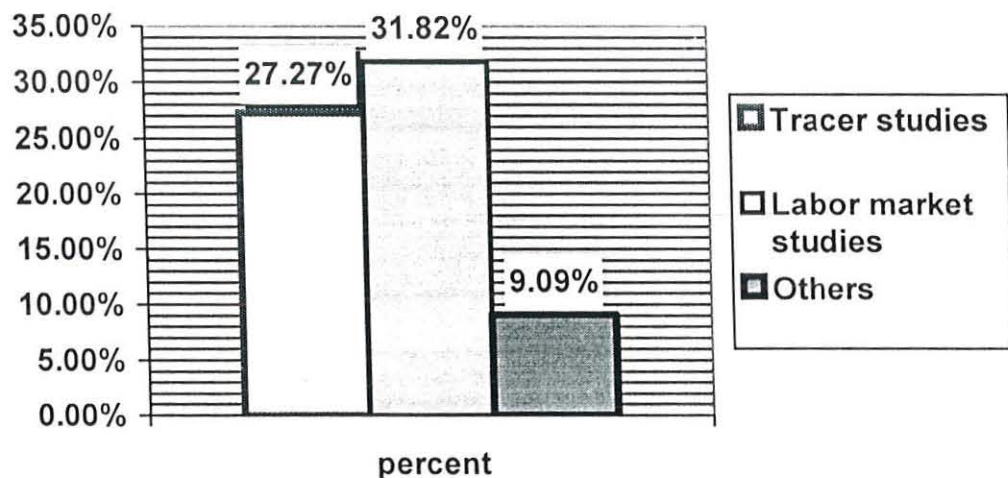
*\*Other factors include demand of the labor market, peer influence & community influence. The attitude level of the community towards certain occupations may lead trainees to choose occupations that are socially desirable.*

As depicted in the above Table trainees' occupational choice was found to be affected highly by the importance they attach to different occupations. That is, 46% of the research participants indicated that their occupational choice was affected by values they gave to different occupations.

The next largest proportion of the study participants (24%) reported that lack of motivation and interest to different occupations as a factor in occupational choice. And about 18% said that lack of proper orientation affect the career choice of trainees.

## Career Counselors' Involvement in Research Activity

Career counselors were also asked whether they were involved in research activity to solve the educational and occupational problems of trainees or not. The study uncovered that 30(68.18%) of study participants involved in research while 14(31.82%) of the respondents did not involve in research to solve the educational and occupational problems of trainees. Concerning the type of research conducted, the majority of the respondents (31.82%) involved labor market studies which gave an emphasis on collection of data on the needs of the industries, GO,s NGO,s to give information to trainees on the demand of the occupations in the market. The second largest (27.27%) Proportion of the respondents replied that they involved in tracer studies whereas the remaining 9.09% of the respondents involved in other research (such as action research). In general, the finding revealed that 68.18% of career counselors participated in research activities. Graphically, it is illustrated in Fig.2 below



**Fig. 2: Shows Types of Research Conducted by Career Counselor**

Moreover, in an open ended question career counselors were also asked whether they carry out other activities other than research. The participants reported that they involved in the

following activities: such as giving courses for the trainees, supervising the exam class, follow up of trainees' disciplinary cases and assisting the trainee counsels. In addition, they identified that career counselors involve in activities such as:

1. discussing with the administrators of the Wereda and zones about materials needed for the training
2. making agreement with enterprises to cooperate in apprenticeship training
3. doing activities with police, women affairs and other concerned bodies in relation to trainees(e.g. giving training on gender issues).
4. helping trainers in developing modules and session plans
5. strengthening the activities of different clubs and supervising trainees during apprenticeship and cooperative training program

#### **4.1.3 CAREER COUNSELORS' CHALLENGE**

The challenges faced by career counselors identified in the study were training issues, awareness level of the TVET community (trainers, administration workers and principals) about the importance of the counseling service, lack of resource and facilities, the mismatch between trainees & career counselors number (large number of trainees) and lack of tests and inventories. The data was dichotomized in to two using the average (30) as a cut off point to see the pattern of challenge. The one who scored above 30 is regarded as facing high challenge and below 30 as facing low challenge.

In general, the general pattern of the challenges was described in the following Table 6 below.

**Table 6: Career Counselors' General Pattern of the Challenges Faced (N<sub>1</sub>= 44)**

Experience	High	Low	Total	$\chi^2_{obtain}$
	No	No	No	
1-3 Yrs	24	2	26	0.14
> 3 Yrs	16	2	18	
Total	40	4	44	

$P > 0.05$   $df = 1$

$\chi^2_{table\ value} = 5.024$

As shown in Table 6 large proportion of less (54.55%) and better (36.36%) experienced career counselors reported that they faced challenges that greatly affected their practice. This shows 90.91% of the career counselors thought that the challenges they faced extremely hindered their practice. On the other hand, only 9.09% [(4.55%) of less and (4.55%) of better experienced] career counselor believed that the challenges they faced have low influence on their performance. And the challenges they encountered, no significance difference ( $\chi^2 = 0.14$ ,  $df = 1$ ,  $p > 0.05$ ) was observed between less and better experienced career counselors in facing challenges.

**Table 7: Dimension of Challenges by Career Counselors' Experience (N<sub>1</sub>=44)**

challenges	Experience	High	Low	Total	$\chi^2_{obt}$
		No	No	No	
Training issue	less	19	7	26	0.21
	better	12	6	18	
Community awareness	less	15	11	26	0,24
	better	13	5	18	
Resource & Facilities	less	24	2	26	4.69
	better	12	6	18	
Trainees number	less	17	9	26	3.02
	better	7	11	18	
Tests & inventories	less	20	6	26	0.13
	better	13	5	18	

P > 0.05

df = 1

$\chi^2_{table\ value} = 5.024$

Table 7 revealed that the majority of both (66.67%) better and (73.08%) less experienced career counselors believed that their training was inadequate whereas the remaining (33.33%) better experienced and 26.92% less experienced career counselors believed that their training was adequate and to enable them assume their responsibility properly. Chi-square analysis failed to yield statistically significant relationship between experience of career counselors and challenges related to training issue ( $\chi^2 = 0.21$ , df = 1, p > 0.05).

Concerning TVET institutes' and colleges' trainers and administrative staff level of awareness about the importance of career counseling, 72.22% of better experienced and 57.69% less experienced career counselors reported that members of the TVET community lack adequate awareness about the role of career counseling in TVET. However, 27.78% of better and 42.31% of less experienced career counselors believed that TVET trainers and administrative staff have adequate information about the role of career counselors. The analysis of the present study failed to reveal significant association ( $\chi^2 = 0.24$ , df = 1, p >

0.05) between experience of career counselors and challenges related to level of awareness of members of the TVET community.

Career counselors were also whether their TVET institutes and colleges provide adequate resources and facilities. And the 66.67% of better and 92.31% of less experienced career counselors reported the resources and facilities that their TVET institutes and colleges provided was not adequate. On the other hand, 33.33% of better and 7.69% of less experienced career counselors said that they were provided with resources and facilities which are essential to their practices. The analysis of the present study failed to identify significant relationship ( $\chi^2 = 4.69$ ,  $df = 1$ ,  $p > 0.05$ ) between experience of career counselors and challenges in getting adequate resources and facilities.

Concerning the effect of large number of trainees on career counselors practice, 38.89% of better and 65.38% of less experienced career counselors agreed that having large number of trainees challenges their practice whereas 61.11% of better experienced career counselors' believed that having large numbers of trainees did not challenge their practice. The result of the present finding found out that having large number of trainees did not contribute difference due to experience dissimilarity ( $\chi^2 = 3.02$ ,  $df = 1$ ,  $p > 0.05$ ).

Finally, concerning challenges of career counselors related to lack of tests and inventories, 72.22% of better experienced and 79.92% less experienced career counselors believed that the absence of such instrument challenges their required activities where as 27.78 % of better experienced and 23.08 % of the less experienced career counselor respondents thought that the absence of tests and inventories did not have an impact on their practice. Still the

examination of chi-square result revealed insignificant association ( $\chi^2 = 0.13$ ,  $df = 1$ ,  $p > 0.05$ ) between experience and lacking tests & inventories as a challenge.

#### 4.1.4 Trainees Satisfaction on Career Counseling Practice

Data also gathered from trainees on the practice of career counseling in the selected TVET colleges and institutes. Emphasis has given on how much the practice has resulted in trainees' satisfaction at the service offered. The table below present data on the level of satisfaction derived from the service offered.

**Table 8: Shows Trainees' Satisfaction on Career Counseling Service**

Dimension of Satisfaction	Satisfied		Undecided		Not satisfied	
	N	%	N	%	N	%
Occupational Information given	201	60.54	54	16.27	77	23.19
Ability of Career counselors to help	203	61.14	55	16.57	74	22.29
Initiation of Career counselors to help	211	63.55	62	18.67	59	17.78

In the first case, for their satisfaction from the occupational information provided to them, large proportions (60.54%) of the trainees rated as satisfactory where as only some (23.19%) trainees believed that the provision of career information was not satisfactory. The remaining (16.27%) preferred not to rate the level of satisfaction they derived from the occupational information given to them.

With regard to trainees' satisfaction on the ability of career counselors to help them, the data in Table 8 also indicate that 61.14% of trainees believed that the ability that their career

counselors had was satisfactory. The data also indicate that few proportions of trainees (22.29%) failed to satisfy on the ability of their career counselors. The remaining (16.57%) of the participants failed to decide in this issue.

Finally, on trainees' satisfaction from the commencement of their career counselors to handle problems they faced. The data in Table 8 revealed that the large number of trainee (63.55%) were found to be satisfied while 17.78% acknowledged being dissatisfied with the counseling services they had received. And the remaining 18.67% of them were reported feeling of mixed.

An independent t-test was used to see whether or not there is a significant difference between male and female trainees with respect to their level of satisfaction sub-scales.

The result indicates that there is no as such noticeable variation between males and females in their level of satisfaction derived from occupational information given to them ( $t = 0.69, p > 0.05$ ) as well as on the ability of their career counselors to help them ( $t = -1.06, p > 0.05$ ).

**Table 9: Independent t-test for Trainees' Satisfaction by Sex**

Dimension of satisfaction on:		$N_2$	mean	SD	T
Occupational information given	Male	165	27.79	23.80	0.69
	female	167	26.48	5.34	
Career counselors ability to help	Male	165	40.69	10.65	-1.06
	Female	167	41.88	9.78	
Career counselors initiation to help	Male	165	22.19	5.49	*-2.19
	Female	167	23.41	4.56	

\* $P < 0.05$

In addition as it is clearly shown in Table 9 statistical significance difference was observed ( $t = -2.19$ ,  $df = 330$ ,  $p < 0.05$ ) between male and female trainees in terms of the level of satisfaction they derived from the initiation career counselors have shown to help them. The mean difference observed indicates that females than males derived better satisfaction from the career counselors' initiation to help them deal with their own problem.

The second variable which was found to have a significant effect on trainees' satisfaction is trainees' year level. The mean and standard deviation of the satisfaction score of the trainees of each year level are presented in the following table.

**Table 10: Trainees' Mean and Standard Deviation of Satisfaction Score by their year level**

Dimension of Satisfaction	Year level					
	Year one		Year two		Year three	
	Mean	Standard deviation	mean	Standard deviation	mean	Standard deviation
Occupational information given:	23.92	5.68	29.91	5.88	28.96	5.73
Ability of Career counselors to help	38.63	9.81	42.33	9.65	47.24	10.38
Initiation of Career counselors to help	21.85	5.64	23.38	4.36	24.64	4.33

One way ANOVA was also carried out to pry for possible statistically significant difference among trainees of different year level with respect to satisfaction they derive from the occupational information, the ability of career counselors to provide the service and the initiation of career counselors to help the trainees. Table 11 presents the results of One Way ANOVA.

**Table 17: The Summary of One Way ANOVA**

Satisfaction	Sources	SS	df	MS	F
Occupational information given	Between Groups	3371.57	2	1685.78	5.88*
	Within Groups	94392.599	329	286.91	
	Total	97764.169	331		
Ability of Career counselors to help	Between Groups	2824.61	2	1412.31	14.63*
	Within Groups	31757.63	329	96.53	
	Total	34582.24	331		
Initiation of Career counselors to help	Between Groups	321.64	2	160.82	6.46*
	Within Groups	8192.64	329	24.90	
	Total	8514.27	331		

\* $p < 0.05$  SS = sum of square, MS = mean square, df = degree of freedom

As shown in the above table the analysis revealed statistically significant difference ( $F_{(2,329)} = 5.88, p < 0.05$ ) between trainees of year one, two, & three in terms of their satisfaction score on occupational information given by the career counselors.

A similar ANOVA result was also obtained on trainees' satisfaction derived from career counselors' ability to help them ( $F_{(2,329)} = 14.63, p < 0.05$ ) and also either satisfaction derived from the initiation of career counselors to handle trainees problem ( $F_{(2,329)} = 6.46, p < 0.05$ ).

After an over all significant F, Tukey Kramer (TK) is used to identify pair of means that differ one from another.

**Table 12: Tukey Kramer Comparisons of Means of Trainees' Satisfaction by their Year levels**

Dimension of satisfaction:	(I) year level	(J) year level		
		Year one	Year two	Year three
Occupational information given	Year one	-	-6.22*	-6.86*
	Year two	6.22*	-	-0.65
	Year three	6.86*	0.65	-
Ability of Career counselors' to help	Year one	-	-3.70*	-8.62*
	Year two	3.70*	-	-4.92*
	Year three	8.62*	4.92*	-
Initiation of Career counselors' to help	Year one	-	-1.43*	-2.79*
	Year two	1.43*	-	-1.37
	Year three	2.79*	1.37	-

\*  $P < 0.05$ , the mean difference is significant at the .05 level

The results of post hoc multiple comparisons in Table 12 revealed a significant difference ( $p < 0.05$ ) among trainees of the three year levels on the three sub scale of career counseling service satisfaction. Accordingly, significant mean difference was observed between year one trainees from year two and year three trainees on career counselors' initiation to help them (see table 10). But there was no statistically significant difference between year two and three trainees on the satisfaction derived from the initiation of career counselors' to help them.

Regarding trainees' satisfaction derived from the occupational information given to them, two statistically significant differences were observed between year one and year two; and year one and year three with a mean difference of -6.22 & -6.82 respectively. However, year three trainees had no statistical significant difference with year two. Moreover, as clearly

seen from table 12, all year levels of trainees have a great variation on their satisfaction derived from the ability's of their career counselors in helping them.

In all of the post hoc multiple comparisons, year one trainees have a significant difference from year two and three trainees on their satisfaction derived from the three themes of career counseling satisfaction. And year two and three trainees have no statistical significance difference on the two career counseling service satisfaction sub scales with the exception of their satisfaction derived from the ability of their career counselors.

## **4.2. Discussion**

The main objective of this study was to examine the practice and challenges of psychologists who were working as career counselors in ANRS TVET institutes and colleges. The second purpose of the study was to compare male and female, less and better experienced career counselors with respect to their roles as career counselors. The third purpose of the study was to investigate trainees' satisfaction of career counseling service offered in their TVET institutes and colleges.

### **4.2.1 The Practice of Career Counseling in ANRS TVET**

#### *4.2.1.1 Identifying Trainees Interest, Values and Abilities*

As mentioned in the result section, the finding revealed that career counselors are vital to help trainees to know their abilities, weakness, interests and values. Accordingly, greater proportions (68.18%) of the career counselors rated their practice as adequate where as only some (31.82%) career counselors believed that their practice was inadequate.

With reference to career counselors practice in helping trainees to identify their abilities, weakness, interests, and values related to careers, some investigators (Amare, 2004 & Ali, 2005) have found results that support the present finding. In their finding these researchers reported that career counselors play a great role in identifying students' ability, potential, interest and relations with the environment. This finding also consonant with Patton & McMahoan (2006) suggested that career counselors help students to engage in the decision making process in order to choose a career path that is well suited to their own interest, value, ability and personality style. Moreover, Yusuf and Haregewoin (1994), UNESCO (1996 & 1999) forwarded that counselors enable students to identify, know, and appreciate their potentials.

Concerning experience difference in practicing this issue, the result of independent sample t-test revealed non statistical significant difference among less and better experienced career counselors in identifying trainees interest, values and abilities in relation to careers ( $t = -1.75$ ,  $df = 42$ ,  $p > 0.05$ ). The percentage analysis suggested that the practice of career counselors with regard to this issue was hopeful. The finding of present study was in contrary with Helfand (1999) and Nayak & Rao (2004) who stressed that experienced careers counselors better assist trainees in developing the necessary skills.

#### *4.2.1.2 Connecting Trainees with Career Related Information*

On the provision of occupational information to trainees, the current study revealed that the superior proportion (81.82%) of career counselors adequately provide whereas only some (18.18%) career counselors believed that their practice was insufficient.

The result of the present study is, however, inconsistent with the finding of Ali (2007), Dejene (2007) & Kindu (2007) which explored that the practice of career counselors in collecting and providing of career/occupational information was inadequate. One possible explanation for the inconsistencies between the present study and the previous studies may be due to the difference in study area and time gaps of the study. The previous studies were conducted in Addis Ababa city administrative and Woliso TVET colleges. However, even if it was not adequately practiced they and other authors (Ali & Barabara, 1996; MoE, 2003 and Nayak & Rao, 2004) share in common that is the importance of providing occupational information to trainees. Relatively speaking, they suggested that the career counselors are not only responsible for making the information available but also should be familiar with the variety and amount of education and special training required by the job and knowledge of local demands and trends together with work status of different occupations.

In light with this, Patton and Mc Mahoon (2006) contended that career counselors should connect students to resources so that they can become more knowledgeable about jobs and occupations. And unless young people are helped to locate work suitable to their abilities, they often shift aimlessly from one field to another (Ali & Barbara, 1996).

Interestingly, to observe whether experience has a statistical significant difference or not, independent t-test was computed. The finding of this study revealed that participants working experience contributed statistical significance difference in providing career information to trainees. This shows that there is a difference between less and better experienced career counselors in helping trainees to have information about different

occupations ( $t = -2.33$ ,  $df = 42$ ,  $p < 0.05$ ). The mean difference indicates that the relatively better experienced career counselors provide improved career related information.

This finding is supported by Helfand (1999) who suggested that experienced career counselors better utilize career planning systems and occupational information systems to help individuals better understand the world of work.

#### *4.2.1.3 Awareness Creation and Orientation Activities*

Giving orientations services enable the new entrant trainees, administrative staff and high school students to have a great awareness on the issues given to them such as importance of career counseling service, TVET and the social norm of the TVET institutes and colleges. This may serve career counselors as a basis to identify their trainees' abilities, interests, and values to solve the difficulty that they may face related to vocations. In turn, it may also help trainees to recognize their trainees' abilities, wellbeing, and values and weakness that they have.

The present study revealed that the largest proportion (68.18%) of the career counselors satisfactorily involved in the orientation and awareness creation activities where as the remaining (31.82%) of career counselors believed that their practice was poor (see Table 3). This result is inconsistent with the findings obtained by Amare (2004) who disclosed that the orientation service given to students and school community members on the roles, objectives, and principles of counseling was inadequate.

However, the present study gave emphasis not only on orientation service on the importance of career counseling but also on the importance of training in the TVET institutes and

colleges, different careers, and rules and regulations of the TVET institutes and colleges. In line with this, MOE (2003) listed the content of orientation service that new entrant trainees should be given. These are introducing them to curriculum, training, and other opportunities, facilities and services utilizations and rules and regulations of the training institutes and colleges.

Furthermore, Browning & Bush (2006) suggested that respective departments should give each trainee a hand book or academic manuals specific to the TVET program which enable them to get information on academic and other requirements, expectations, resources, time tables, policies, and procedures. In view of this the present finding revealed that the majority of the career counselors thought that they adequately gave orientation services to new entrant trainees, TVET workers and grade 10 students.

To see if there was significant difference between experiences on this issue, independent t-test was computed. And the finding indicated that a statistically significant difference ( $t = -2.54$ ,  $df = 42$ ,  $P < 0.05$ ) was observed between less and better experienced career counselors in orientation activities at TVET institutes and colleges. This study revealed that the work commitment was not similar between less and better experienced career counselors with regarded to the provision of orientation service. Accordingly, the mean difference showed that better experienced career counselors were found to be successful in creating awareness.

#### *4.2 .1.4 Handling Educational and Vocational Problems*

Career counselors are said to be the key to solve the educational and vocational related problems. Concerning this issue the present study find out that the highest proportions (75%) of career counselors assumed that they passably involved in the handling of trainees'

educational and vocational related problems where as the remaining (25%) career counselors believed that their practice was not enough.

Moreover, handling educational and vocational problems of trainees may have a direct linkage with career counselors' practice related with identification of trainees' interest, abilities and values. In support of this, Yusuf (1975) & Beker (2002) argued that the identification of talents, interests, and potentials of African children help counselors to give appropriate vocational and educational counseling for educational system. Moreover, Yusuf and Haregewoin (1994) suggested that guidance and counselors help students to improve their learning skills such as note taking, study habits and preparation for exam. Furthermore, they added that counselors assist students to plan their own individual program and related to different goals and careers. This shows that to handle the educational and vocational problems of trainees, career counselors should identify their trainees' interest, values, abilities, thought and weakness related to careers.

In addition to this independent t-test was also used to see if there was variation or not among career counselors due to experience. This finding indicated a statistical significant difference of handling the educational & vocational problems of trainees in favor of better experienced career counselors ( $t = -2.33$ ,  $df = 41$ ,  $p < 0.05$ ). This finding is consistent with the finding of others (e.g. Helfand, 1999).

In order to handle both the educational and vocational problems of trainees, TVET career counselors used various techniques. The finding of the present study revealed that the majority of career counselors (29.33%) used individual counseling, and another (29.33%) used group counseling techniques. On the other hand, some (5.24%) career counselors used

peer teaching techniques. Furthermore, evidence obtained through open ended questionnaire supported this finding. In an open ended question, career counselors replied that they used various techniques to assist their trainees' to solve career related problem. Such as:

1. Helping them to see the career environment in multidimensional. This may help trainees to explore occupations that are well suited to their interest, abilities and values as portrayed earlier.

Another explanation for this may be exploring the demand of the occupations in the market may help to see their future job opportunity. This technique is useful in areas where standardized test are absent.

2. Arranging program and inviting small business and industry experts to give training on entrepreneur and job search skill.

In general, this finding is highly consistent with Helfand (1999). Helfand pointed out that competent career counselors conduct individual and group counseling sessions to clarify life and career goals, administer and interpret tests and inventories to assess abilities and interests and to identify career options, encourages to explore activities and teach job hunting strategies.

The study also assessed on the factors affecting occupational choice of trainees from their real life experience. The majority of career counselors (46%) responded that it was the value they give to the occupations which affect their occupational choice. The second largest proportion (24%) of career counselors also believed that lack of motivations and interests to the occupations. And small proportions (5.34%) of career counselors thought that there were other factors that affect trainees career choice such as present demand of the labor market, peer influence, pre-information from the community and having a sense to be government

employee. By having sense of government employee it means that trainees prefer to join in fields that are highly demanded for office than fields. This may lead trainees to choose career which were not suitable to their ability.

This finding is highly consistent with JRM Report (2007) which reported that those trainees who were really faced with challenges of choosing their future career drop outs of the system. It is due to this reason career counselors were needed in TVET (MOE, 2003; Ali, 2007 & JRM Report, 2007).

Career counselors solve the educational and vocational problems of their trainees through research. They may gather occupational information from the labor market demand. They may also help their in school and graduate trainees by conducting follow up studies.

The result of the present study portrayed that the greatest proportion (68.18%) of career counselors involved in research activity to solve the educational and vocational problems of their trainees.

Accordingly, the highest proportion (31.82%) career counselor respondents conducted labor market studies which emphasized on collecting of data on the needs of industries, GOs, NGOs to give information to trainees based on the demand of the market. This information may help trainees to choose their field of study properly.

The second largest proportions (27.27%) of the career counselors involved in follow up studies. This helps them to know where TVET graduates are found, asses the competence of the graduates at work place, problem they faced, and help to come up with the information on new skills demanded on the labor market collected from employer, graduates, supervisors

and others (MOE, 2003). Moreover, Schwarz (2003) stated the importance of tracer study as an essential instrument to gather information about the impact of training measures and supports planning of TVET programs regarding training needs and development.

The fundamental issue that may be raised at this point is: was the research implemented based on its finding? The result of this finding indicated that 80% of the career counselors said the result of their research discovery was not implemented. Other study has found out a similar general result. Mekonnen (2007) found out that TVET institutions do not generally implement the tracer studies result to improve the training system and even they lacked the capacity to conduct labor demand study.

## **4.2.2 Career counselors' challenge**

### *4.2.2.1 Training Issues*

One of the objectives of assigning career counselors to TVET institutes & colleges is to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life long learning opportunities provided by the TVET system (MOE, 2006). To achieve this particular objective ANRS TVET promotion agency assigns career counselors at all TVET institutes and colleges. Counselors with Bachelors of Arts Degree level was trained be general psychologist whom some researchers call it as below the required level (Seleshi, 2000 & Dejene, 2007).

Here, one may raise one basic question: was the training of career counselors adequate to assume the responsibilities of career counselors? Substantially higher proportions (66.67%) better & (73.08%) of the less experienced career counselors supposed that their professional

training was inadequate. For example, even there may be psychologists who were working as a career counselor without taking any courses related to career counseling. From the researcher's real life experience, those generalist psychologists who graduated from Jimma University before 2007 had not taken any courses related to career counseling. The other explanation that may be raised here is that the training may lack adequate practice. The result of Chi-square showed that there was no statistically significant variation between the better and the less experienced career counselors ( $\chi^2 = 0.21, df = 1, p > 0.05$ ).

A survey study conducted by Seleshi (2000) on high school counselors in Addis Ababa came up with a similar finding with the present study. Similarly, Amare (2004) also found a similar result. He indicated that the counseling courses that counselors took were more theoretical and lacked adequate practice.

As indicated earlier in the discussion part, MOE (2006) and OECD (2004) suggested that career counselors should assist trainees in various areas such as increasing awareness, decision making, goal setting and establishing a plan. To serve this purpose, career counselors should get adequate training in the area of career counseling.

In addition, the result of the present study is in direct agreement with OECD (2004) and Miller (2006) which indicated that career guidance specialists lack specialized training even some counselors have had no training in career guidance and counseling or in testing and measurement.

Moreover, a recent local study conducted on the state of career guidance at Addis Ababa city TVET (Dejene, 2007) revealed that 66% of career counselors were BA degree holders which is below the required level of qualification.

#### *4.2.2.2 Trainers and Administrative staff Level of Awareness*

Primarily, TVET communities (trainers, administrative staff and principals) should be aware of about the importance of career counseling service in their TVET institutes and colleges. In other words, they should recognize the fact that the career counselor is there to help them.

However, the result of the present study revealed that 72.22% of better and 57.69% of less experienced career counselors believed that TVET community have insufficient awareness about the role of career counseling.

This result seems contradictory and may make oneself confused with the result obtained earlier on career counselors practice in relation to giving orientation and awareness creation. But in reality the fact is that career counselors give orientation service and awareness creation only to the new entrant trainees, TVET workers and grade 10 students in their school surrounding. Hence, this finding revealed that trainers and administrative staff did not recognize the role of career counselors in the teaching learning process.

A study conducted by Amare (2004) came up with a similar result. Due to this reason school counselors were occupied by routine administrative works rather than giving effective counseling service. Similarly, Miller (2004) and OECD (2004) stressed that work loads and other administrative works given to counselors (such as conducting testing program, requesting students for courses, handling disciplinary issues and maintaining students' record) are the primary challenges with regard to the practice of counseling service. So, this loaded work activities given to career counselors may be emanated from the low level

awareness of the administrative staff. For this reason Seleshi (2000) suggested that counselors must play a leading role in sensitizing the school society.

In fact, the present study revealed that in some TVET institutes and colleges career counselors were close to trainers and other administrative staff seems to be well aware of the importance of career counseling. In the present study 27.78% of better and 42.31% of less experienced career counselors believed that TVET communities have favorable awareness. However, results from the open ended question identified that some career counselors did not have private office. They shared the same office with other personnel. This shows that the administrators did not have awareness on why the career counselors were assigned there.

Generally, the present study indicates that the awareness level of trainers and other administrative staff impede their practice. The examination of the result failed to have significant association ( $\chi^2 = 0.24$ ,  $df = 1$ ,  $p > 0.05$ ) between experience with issue.

#### *4.2.2.3 Resource and Facilities*

To practice career counseling service, resources and facilities are essential. Among thus, budget, private counseling office, computer, internet, telephone, chair, table and other furniture products are indispensable to implement the service effectively. For example, in the absence of private office, no one would expect any body to come to the career counseling office in search of assistance. Career counselors should be provided with adequate facilities and resources to perform their responsibilities.

However, the result of the present study revealed that 54.55% of less and 33.33% of better experienced career counselor believed that the allocations of resources and facilities were

not adequate. This finding is consistent with Miller (2002) and OECD (2004) explained that inadequate allocation of budget and other facilities affect the practice of career counseling. The result of local studies conducted by Amare (2004) and Dejene (2007) also agreed with the finding of the present study. On the open ended question some career counselor respondents also replied that they lack private office due to BPR. Hence, together with career counselors, other workers of the TVET shared the same office. As a result trainees and other service finder do not come to career counselor to search for assistance, because of lack of privacy.

One may question that: does experience have significant difference on this challenge or not? The result of this study clearly indicated that experience has no significant variation ( $\chi^2 = 4.69$ ,  $df=1$ ,  $p > 0.05$ ) on this challenge. In general, the allocation of resources and facilities to career counselors seems inadequate.

#### *4.2.2.4 Large Number of Trainees*

The other challenge that was raised to career counselors was the effect of large number of trainees on their practice. And 38.89% of better experienced and 65.38% of less experienced career counselors believed that having large number of trainee challenges their practice. And 61.11% of better experienced and 34.62% of less experienced career counselors held that large number of trainees do not challenge their practice. This result of the percentage analysis told that having large number of trainees did not seem to be factors that affect the practice of better experienced career counselors. However, the statistical analysis showed that there is no significant statistical difference between the two groups [ $\chi^2$

= 3.01.47, df = 1, p > 0.05]. This statistical analysis yielded that the problems were common both for less and better experienced career counselors.

The result is supported by Miller (2004) and OECD (2004) stressed that the mismatch between students and counselors ratio challenges the activities of the counselor. Concerning the association between experience and such a challenge, no literature is available.

#### *4.2.2.4 Tests and Inventories*

The last but not the least challenges that was asked to career counselors was about tests and inventories which have importance to identify the interest, values, abilities and limitations of counselee.

And the results of this study indicate that the absence of tests and inventories challenges their activity. Accordingly, 60.61% less & 39.39% of better experienced career counselors agreed that the non presence of tests and inventories highly challenged their activities whereas 54.55% of less and 45.45% of better experienced career counselors believed that the absence of tests and inventories had low challenge to their practice. The statistical analysis of this study revealed insignificant difference between less and better experienced [ $\chi^2 = 0.13$ , df = 1, p > 0.05] career counselors.

In general, to what ever the indicated challenges( training issue, attitude and awareness level, resources and facilities, having large number of trainees; and lack of tests & inventories ), the study portrayed that being less and better experienced did not minimize facing the challenges. For all these challenges the analysis of chi-square result was not successful to reveal significant difference based on participants' working experience.

### **4.2.3 Trainees' Satisfaction on Career Counseling Service Offered in TVET**

One of the major issues investigated in this study was the satisfaction of trainees derived from the career counseling service offered in their TVET institutes and colleges. In order to examine this, percentage analysis were made by dichotomizing the five scales in to three. And the percentage analysis portrayed that in all of the themes of career counseling satisfaction; trainees assumed that they received assistance that makes them happy.

This finding is found to be consistent with other similar studies conducted abroad. Mau & Fernandes (2001) discovered that students were very satisfied regarding the helpfulness of career counseling service and provision of career information and other sources. Nayak and Roa (2004) also suggested that career counselors should be able to help trainees to identify their interests, abilities, and limitations to a satisfactory adjustment and success in education and vocational training. So, during this time trainees can identify whether the service provided was satisfactory or not.

#### *4.2.3.1. Trainees' Satisfaction by Sex*

One of the independent variable which is given due attention in relation to career counseling service satisfaction was sex.

In this respect, the result of the present study revealed that there was no significant statistical difference between male and female trainees on their satisfaction derived from the occupation information given ( $t = 0.69, df = 330, p > 0.05$ ) and on the ability of their career

counselors in handling their educational and vocational problems ( $t = -1.06$ ,  $df = 330$ ,  $p > 0.05$ ).

However, the present finding yielded that there is a considerable variation among male and female trainees on their satisfaction felt from the initiation of their career counselors to handle their vocational problems ( $t = -2.19$ ,  $df = 330$ ,  $p < 0.05$ ). The results of the present study clearly indicate that unlike males, females are more satisfied on the initiation of their career counselors to resolve their problems. A study conducted among Congo students was agreeable with this finding. Kolo cited in Salami (1999) found out that female than male students in tertiary institution preferred guidance to resolve their problems. This preference may help trainees to understand the initiation of their career counselors to their problem.

#### *4.2.3.2 Trainees' Satisfaction by Year Level*

Another variable expected to have an effect on trainees' career counseling satisfaction is trainees' year level. The results of the preliminary mean score and summary of One Way ANOVA indicated that there is significant satisfaction variations among trainees based on year levels. The mean score revealed that year one trainees have a considerable variation with year two and three.

With the exception of trainees' satisfaction resulting from the occupational information provided, the present research finding evidenced that those trainees' satisfaction increases as their year level increases. With respect to the satisfaction difference across year levels, these finding are constant with the findings of previous studies. According to Olutimehin cited in

Salami (1999) found out that the final year or year three students have more satisfaction on counseling service than the year one students.

In the same vein, Salami (1999) also reported that year one students lack orientation service and lack adequate awareness about counseling. Therefore, year three students had more satisfaction than year one and two.

The one way ANOVA summary result on the year level variation of career counseling service satisfaction reveals significant variation for the three dimension of career counseling service satisfaction at  $p < 0.05$  for occupational information given,  $p < 0.05$  for career counselors ability and  $p < 0.05$  for career counselors' initiation to help trainees.

Moreover, post hoc multiple comparisons were used to see pair of means differ one another. And the finding revealed that at the three dimension of satisfaction, year three trainees have significant variation with year one and vice versa. The finding also indicates that year three trainees do not have a statistical significant variation with year two except on career counselors' ability. This finding is inconsistent with the finding of Salami (1999). Salami (1999) concluded that year three students more satisfied than year two.

The present finding further revealed that year one trainees have a statistical significant variation with year two and three trainees. To enhance the satisfaction of year one students, Salami (1999) suggested that year one students should be taught about the role and functions of counselors. In sum, as it was expected, trainees' year level was found to be a potential variable in explaining a considerable variation in trainees' satisfaction.

In general, the present findings have practical implications to career counseling practice and further research. First, during educational and vocational counseling, career counselors should not only focus on the individual/ client (interest and values) alone but should also assess the system surrounding the client (such as the work environment, the hazards faced, job demand, the psychological readiness of the client, etc). Providing interest, values, abilities and career exploration opportunities for emerging adults will not only enhance their knowledge about potential career opportunities, but also lead to a reduction in career choice anxiety. This may help the career counselors as well as the client to handle the problem faced easily.

Second, though the practice of career counselors was encouraging, only some career counselors invite small business and industry experts to create a broad awareness to trainees concerning different fields of study in the TVET institutes and colleges. This invitation of experts may help trainees to develop and improve their self-confidence in relation to self-entrepreneurship and job searching skills.

Third, it may also help career counselors; TVET institutes administrative staff and TVET promotion agency manager to solve the challenges which were identified in this study. This tackling of such challenges may further enhance the practice of career counselors.

Fourth, the present study finding revealed that difference in experience has no significant variations in identifying trainees' ability, value and interest. So, with the exception of this finding, the finding of the present study revealed that experience has statistical significance variation on career counseling practice. And the reason why experience has no effect on this specific career counseling practices (in identifying trainees' ability, value and interest)

seems to provide a new direction. Thus, the examination of the existence of such absence of experience differences is recommended for further research.

In addition, there are areas in which the present study has not touched that future researcher should focus on:

1. the attitude and perceptions of TVET community towards the practice of career counseling service in TVET
2. the practice of career counselors to solve the individual and social problems of TVET community (trainees, trainers, administrative staff and other TVET community members). Because this study focuses on the educational and career related problems of trainees though TVET counselors practice individual, social, educational and career counseling activities.
3. the effect of gender in facing the challenges and on the practice of career counseling service

The present study is not free from limitation. One potential limitation was time and financial constraints to gather data through interview and observational checklist to further strength the study. Moreover, due to shortage of time & financial constraints the researcher failed to incorporate many TVET institutes and colleges to select trainee participants.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

The study was conducted to survey the practice and challenges of psychologists who were working as a career counselors and to examine trainees' satisfaction to the service offered.

There were 10 TVET colleges and 43 TVET institutes in ANRS. Of these, 47 were selected at random. From these sample TVET colleges and institutes, 44 career counselors (male = 38 & female = 6) participated in this study.

Moreover, concerning trainee respondents (male =165 & female = 167) were randomly selected from a randomly selected one TVET college and 4 institutes from three year levels.

Three instruments, namely, scales (practice, challenge & satisfaction) and questionnaire were used to collect data. Initially, these instruments were administered on a pilot sample. Based on this, the instruments were improved.

Experience as an independent variable was used to compare career counselors' career counseling practice and challenge; and sex and year level also were used to compare trainees' satisfaction from career counseling service offered in TVET.

The method of analysis employed were t-test, chi-square test, one way ANOVA and Tukey/Kramer (TK) post hoc comparison method. A t-test was used both for career counselor and trainee participants.

First, a student t-test was made to examine the practice of less and better experienced career counselors. Results have shown that there was significant difference between the two groups with the exception of their practice in relation to identifying trainees' interest, values and abilities. The response of career counselors at the studied TVET indicates that at the four dimension of the practice scale, their practice was encouraging.

Second, independent t-test was also made to identify the satisfaction of male and female trainees from the career counseling service offered in their TVET institutes and colleges. Accordingly, the result of t-test on this issue indicates that the difference between sexes was not statistically significant. However, here one statistical variance was observed among the two groups on their satisfaction from their career counselors' ability to help them. Here, females better satisfied than males.

A chi-square test was used to examine the challenges facing of less and better experienced career counselors have shown that there was no statistical significance difference between the two groups of career counselors.

The response of career counselors at ANSR TVET institutes and colleges indicate that training issue, awareness level of trainers and administrative staff, inadequate provision of facilities and resources, the mismatch between trainees and career counselors' ratio; and lack of tests and inventories challenges their practice.

One way ANOVA was also used to asses the effects of year level on trainees' career counseling service satisfaction and has shown that this variable causes difference. Following this result, Tukey Kramer (TK) post hoc comparisons were performed in order to find pairs

of means that differ one from the other. Thus, three pair of comparisons was made for each sub-scale.

In two sub-scales two pairs of means were found to differ significantly. In one sub-scale that is trainees' satisfaction on career counselors' ability to help them, all the three pairs of means were found to differ significantly. As a whole, the finding of this study revealed that trainees level of satisfaction increases as their year level increases.

## **5.2 Conclusion**

Based on the results of this study the following conclusions are drawn.

1. Training issues; TVET trainers and administrative staff level of awareness; lack of adequate provision of resources and facilities; large number of trainees; and lack of tests and inventories become visible factors disturbing the activities of career counselors in ANRS TVET institutes and colleges.
2. Experience has no statistical significant difference in facing the challenges
3. Despite the presence of the indicated challenges the practices of career counselors give the impressions that have encouraging outcomes.
4. Career counselors' involvement in research activity was encouraging even though the findings of their studies were not put in to practice.
5. Experience has a statistical significant variation on career counseling service practice except in the identification of trainees' interest, value and ability. And better experienced career counselor respondents' superior practice career counseling service in TVET.

6. Sex has no significant statistical difference in most dimensions of trainees' satisfaction except satisfaction derived from career counselor ability. Here, females than males are more satisfied.
7. As trainees' year level increases their level of satisfaction also increases.

### **5.3 Recommendation**

Based on the findings obtained in this research the following recommendations are forwarded.

- Results in this study indicated that TVET career counselors conduct tracer and need assessment studies, however, its finding was not implemented. So, it is better if TVET institutes and colleges put into practice the finding of the study.
- Results in this study also indicated that career counselors faced challenges. Therefore,
  1. ANRS TVET promotion agency should create a forum (such as seminars) whereby counselors can exchange their practical experience. Resource person also should be invited to fill the gap through short term training.
  2. ANRS TVET promotion Agency should also fill the gap through long term training by assigning psychologists who were working as a career counselor to masters program in the field of guidance and counseling or career counseling.
  - 3 Higher institutions who train psychologists as well as guidance and counselors should give guidance and counseling and career counseling courses in more practical fashion.
  - 4 TVET institutes and colleges should provide adequate materials (such as budget, computer, telephone and other office equipments) and private office to each career

counselors for career counseling purposes. Because, in the absence of private office no one would come to offer the service.

- 5 Despite the encouraging practice of career counselors found out in this study, the study revealed that there was a mismatch between career counselor and trainees number. This may have an effect on career counselors' practice to help all the trainees. To minimize this challenge, ANRS TVET promotion agency should assign additional career counselors to TVET institutes and colleges depending on trainees' number.
- 6 TVET institutes' and colleges' career counselors should develop a positive relationship and sensitize TVET trainers' and administrative staff to recognize the value of career counseling and to change their unfavorable attitude that they may have about career counselors.
- 7 TVET institutes and colleges should provide internet service access to career counselors so as to search tests and inventories which are important to solve trainees' problem and so as to upgrade their knowledge of career counseling service.
- 8 TVET institutes' and colleges' libraries should be equipped with recent edition different career counseling books, journals and articles to the career counselors. This may help career counselors upgrade their knowledge through reading.

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**Appendix A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of psychology**

Questionnaire to be filled by Career Counselors

The objective of this questionnaire is to survey your practice as well as challenges faced while practicing career counseling service in your TVET institute/college. Feel confident that your responses is needed only for research purpose and will be kept confidentially.

**Instructions**

Please you are kindly requested to answer the following statements as honestly you can and express your degree of agreement on the practice of career counseling and your challenges while practicing it by putting “x” mark

- A) In four point scale ranging from 4 (always), 3(sometimes), 2(rarely) & 1(never) for your practice of career counseling service; and
- B) In four point scale ranging from 4 (high), 3(medium), 2(low) & 1(never) for your challenges that affect your practice of career counseling service.

And fill the blank space in the space provided for the open ended questions and chose your own answers for those which have alternatives.

**I General Information**

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

1.2 Field of study \_\_\_\_\_

1.3 Qualification: A) B.A/ SC B) M.A/SC C) PhD

1.4 Service year: \_\_\_\_\_

## II. Career counselors' Practice Scale

Below there are 30 statements which describe the practice of career counseling. Please answer them based on the following keys.

Use key: 4 = always, 3 = sometimes, 2 = rarely and 1 = never

No	Items that measure the practice of career counselors in identifying trainees' interest, values & abilities	4	3	2	1
1	I administer and interpret tests and inventories to assess trainees abilities and interests to identify their career options				
2	I help trainees to identify their abilities, interests, strength and weakness				
3	I help trainees to identify their abilities, and interest in relation to current needed careers/occupations				
4	I help trainees to understand the constructs that they use to relate to their world and environment				
5	I help trainees to learn about new constructs that help them to find perception of themselves and the world of work				
6	I help trainees to see values that are inherent in their perception of occupations				
7	I help trainees to differentiate constructs that are different from each other by creating deeper understanding in areas related to work and career choice				
8	I help trainees to organize a system by relating or integrating the constructs they have to each other.				
<b>Items related to provision of career information</b>					
9	I collect information which help trainees to know career goals and understand the world of work				
10	I help trainees to develop more specific information about themselves and occupations they prefer				
11	I gather occupational information to help trainees better understand the world of work				
12	I gather occupational information via labor market studies and inform the results to the trainees when they need information about the career				
13	I display important information about job and occupation on the TVETs' display board to trainees				
14	I assigned trainees to do volunteer work at work place in the form of apprenticeship and cooperative training program to clarify their occupations.				
15	I assigned trainees to apprenticeship program to discuss on occupations with workers, friends and relatives.				
16	I help trainees to join fields which are related to their abilities				

	and interests				
<b>Items that measure career counselors activity in relation to awareness creation</b>					
17	I familiarize new entrant trainees about the social norm of the college/institute to adapt with it				
18	I give orientation service to introduce career counseling service to the new entrants				
19	I give awareness training about the importance of career counseling service to other new entrant TVET communities.				
20	I introduce TVET to grade 10 students to have a clear understanding about TVET and to enter up on it.				
21	I facilitate and inform TVET communities to tell the rules and regulations of the TVET to the new entrant trainees.				
22	I invite small business and industry experts to create good awareness on trainees in the area of entrepreneur and job search skill				
<b>Items that measure career counselors practice of handling educational &amp; vocational problems of trainees.</b>					
23	I tried to solve the educational & vocational problems of trainees by conducting research				
24	I help trainees to improve their learning skills such as note taking, study habits, & preparation for exam				
25	I am interested to help my trainees & TVET communities when they are in need.				
26	I help trainees to make decision & cop with problems by themselves.				
27	I conduct individual & group career counseling session to clarify life and career goals				
28	I provide educational and career counseling service to trainees & TVET communities				
29	Whenever necessary I will call trainees' parents and discuss on issues and inform about their children progress				
30	I maintain trainees' record and career counseling session				

31. What other activities do you perform in TVET?

\_\_\_\_\_

32. How do you discharge your roles to help trainees and TVET communities in TVET?

\_\_\_\_\_

33. What techniques do you mostly used in treating trainees' problems in relation to career?

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34. From your own experience, what factors affect the occupational choice of trainees?

A) Lack of interest and motivation about the occupation

B) Values that they give to different occupations

C) Lack of proper orientation about the occupation

D) If any other please specify \_\_\_\_\_

35 Have you involved in research activities to solve the educational & vocational problems of trainees? A). Yes B). No

35.1. If you say "yes" for question 35 which type?

A). Tracer study

B). Labor market study

C). If any other

specify: \_\_\_\_\_

35.2 If you say one or more of the above, was/were it implemented?

A). Yes B). No

35.3 If you say "No" for question 35.2 state the reason

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### Career Counselors' Challenge Scale

Below 12 statements which describe challenges/ problems to practice career counseling. Please answer them based on the following key.

Use key

4 = high, 3 = medium, 2 = low & 1 = never

No	Items/challenges	4	3	2	1
1	Lack of training in the area of career counseling				
	Courses taken during campus was theoretical & lacked adequate practice				
	Having inadequate knowledge on career counseling principles, methods & theories				
	Lack of procedures & guidelines to perform activities				
2	Lack of proper understanding about the role of career counseling & lack support from the TVET				
	Occupied by administrative & other routine activities (such as				

	handling disciplinary problems, acting as registrar, personnel, participate in different clubs & committee, keeping trainees records.)				
3	TVET communities unfavorable attitude towards the practice of career counseling service				
	Lack of proper facilities(computer, internet, telephone) & equipments(table, chair & other furniture products)				
	Absence of private career counseling office				
	Lack of budget to perform the activities				
4	Large number of trainees/mismatch between career counselors and trainees ratio				
5	Lack of instruments such as tests & inventories to understand the interest, aptitude, attitudes, and abilities of trainees				

6. What other challenges/ problems have you encountered while practicing career counseling service?

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7. What possible intervention strategies do you suggested to solve the problems that interfere in your practice?

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## **Appendix B**

### **Addis Ababa University**

### **School of Graduate Studies**

### **Institute of Psychology**

Questionnaires to be filled by Trainees

The objective of this questionnaire is to survey your satisfaction from the career counseling service offered in your TVET College/ institute. And feel confident that your responses will be used only for research purpose and will be kept confidentially.

#### **Instruction**

Please you are kindly requested to answer the following statements as honestly as you can and express your degree of satisfaction by putting "X" in five point scale ranging from 5(strongly satisfied), 4 (satisfied), 3(undecided), 2(dissatisfied) and 1(strongly dissatisfied). And fill the blank space in the space provided and chose your own answers for those which have alternatives.

No, need of writing your name.

**Thank you!**

#### **I. General information**

1.1. Sex: A) female B) male

1.2. Year level: A) year one B) year two C) year three

	mine personal characteristics related to career					
14	The knowledge of career counselor to help me to develop my own skills to make good decision concerning career and other problems					
15	career counselor's ability in helping me to develop my own interest, aptitude and ability to my career/field of study					
16	The knowledge level of career counselors to identify my misconception about career selection/field of study					
17	career counselor's ability to see my intrinsic perception about the values given to occupation					
18	With his/her ability in helping me to develop skills to be good decision maker					
<b>Items that measure satisfaction of trainees' on the initiation of career counselors to help them</b>						
19	the openness and interest of career counselors in helping me when facing problems					
20	career counselor's willingness to help trainees to achieve personal freedom, confidence in themselves and develop a healthy image					
21	career counselors interest and motivation to help me and other trainees					
22	career counselors availability at office to help me find career information					
23	Career counselors' intention to give adequate information about each field of during departmental placement so as to match our ability with the field of study.					
24	The warmness and kindness of career counselors in their understanding of my personal problem					

Appendix – C

አዲስ አበባ ዩኒቨርሲቲ  
ድህረ-ምረቃ ትምህርት ክፍል  
የሳይኮሎጅ ትምህርት ክፍል

በሰልጣኝ የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በቴክኒክና ሙያ ኮሌጅ /ተቋም ውስጥ የሚሰጠው የሙያ ምክር አገልግሎት አተገባበር ምን ያህል እርካታ እንደሠጠ ለመለካት ነው። በመሆኑም የእናንተ መልስ ለጥናት ስለሆነ ትክክለኛውን መልስ እንድትሰጡኝ እየጠየቅሁ የምትሠጡኝ መረጃ በሚሰጥር ይያዛል።

መመሪያ

ከዚህ በታች የሙያ የምክር አገልግሎት አተገባበር አርኪቲቲን የሚያመለክቱ ጥያቄች ተዘርዝረዋል። ለእያንዳንዱ ጥያቄ 5 የእርካታ ደረጃች ማለትም 5(በጣም እረክቻለሁ)፣ 4(እረክቻለሁ)፣ 3( ለመወሰን እቸገራለሁ)፣ 2( አልረካሁም) እና 1( በጭራሽ አልረካሁም) የሚሉ አማራጮች አሉ። በመሆኑም የአንተን /አንቺን ስምምነት በሚገልፀው የእርካታ ደረጃ ላይ የ « ✓ » ምልክት፣ ሌሎች ምርጫ ለተሠጣቸው ከተሠጡት አማራጮች የአንተን/አንቺን ሀሳብ የሚገልፀውን በመክብብ መልስ/ሽ። በጥያቄቹ ውስጥ እኔ የሚለው አንተን/ አንቺን እንደሚወክል በማሰብ መልስ/ሽ።

ስም መሳፍ አያስፈልግም።

ስለትብብር በቅድሚያ አመሠግናለሁ!!

ሀ. ዳራዊ መረጃች

- 1.1 ያታ:                      ሀ. ወንድ                      ለ. ሴት
- 1.2 የትምህርት ዓመት    ሀ. 1ኛ ዓመት                      ለ. 2ኛ ዓመት                      ሐ. 3ኛ ዓመት

**የሙያ የምክር አገልግሎት አተገባበር እርካታ የሚለኩ መጠይቆች**

ከዚህ በታች 24 የሙያ የምክር አገልግሎት (ካሪየር ካውንስሊንግ ሰርቪስ) አተገባበር የሚሠጠውን የእርካታ መጠን የሚለኩ መጠይቆች ተዘርዝረዋል። ስለዚህ ከዚህ በታች ያለውን ቁልፍ መሠረት በማድረግ የአንተን / አንቺን እርካታ መጠን የሚገልፀውን መልስ/ሽ።

**ቁልፍ**

5= በጣም እረክቻለሁ      3= ለመወሰን እቸገራለሁ      1= በጭራሽ አልረካሁም  
 4= እረክቻለሁ      2=አልረካሁም

ተ.ቁ	ዓረፍተ ነገሮች	5	4	3	2	1
1	የሙያ የምክር አገልግሎት ባለሙያ በሚያሳዩኝ ባህሪና ስለሙያ / ሥራ በሚሠጠኝ መረጃ					
2	የሙያ የምክር አገልግሎት ባለሙያዬ ባላቸው ግልፅነትና ችግር ሲያጋጥመኝ ለመረዳት ባላቸው ፍላጎት					
3	የሙያ የምክር አገልግሎት ባለሙያዬ ስለራሴና ስለ ሥራ ጥልቅ መረጃ እንዲኖረኝ ለማድረግ ባላቸው እውቀትና ችሎታ					
4	ሰልጣኞች የራሳቸው ነፃነት፣ በራስ መተማመን እና ጥሩ ራዕይ እንዲያዳብሩ የሙያ የምክር አገልግሎት ባለሙያ በሚያርጉት ድጋፍ					
5	እኔንና ሌሎች ሰልጣኞችን ለመርዳት የሙያ የምክር አገልግሎት ባለሙያዬ ባላቸው ፍላጎትና ተነሳሽነት					
6	የሙያ ምክር አገልግሎት ባለሙያዬ በቢሮዎች ውስጥ በሠበሰቡት በቂ የሙያ / የሥራ መርጃ					
7	እኔ ስለሙያ / ሥራ መረጃ ፈልጎ ስሂድ የሙያ የምክር አገልግሎት ባለሙያዬ ቢሮ ውስጥ መገኘታቸው					
8	ትምህርት ክፍል በምንመርጥበት ጊዜ ያለንን ችሎታ ከሚሰማሙ የሙያ መስኮች ጋር እንድናዛምድ ስለ ሙያ መስኮቹ በቂ መርጃ ለመስጠት የሙያ የምክር አገልግሎት ባለሙያዎች ባላቸው ፍላጎት					
9	ሥለ ሥራ ላይ ልምምድ፣ ትብብር ሰልጠና እና ሌሎች ልምድን በሚሠጡ ሰልጠናዎች መረጃ ለመስጠት የሙያ ምክር አገልግሎት ባለሙያዬ ባላቸው እውቀትና ችሎታ					
10	ሠልጣኖች ለስራ ቅድመ ዝግጅት እንዲያደርጉ የሙያ/ካሪየር ምክር አገልግሎት ባለሙያ ሠልጣኖች ስለካሪኩለም ቪ.ቲ (ቁስቁስቲስ) እንዲሁም የቃለ መጠይቅ ክህሎታቸው እንዲያዳብሩ እድል መስጠታቸው					
11	ከራሴ ችሎታ ጋር የሚዛመዱ የሙያ /ስልጠና መስኮች ለመምረጥ የ10ኛ ክፍል ተማሪ በነበርኩበት ጊዜ ስለቴክኒክና ሙያ በተሠጠው ገለባ / ማብራሪያ					
12	የሙያ የምክር አገልግሎት ባለሙያዬ የኔን የግል ችግር የመርዳትና ለችግሩ ትኩረት መስጠታቸው					
13	የሙያ የምክር አገልግሎት ባለሙያዬ እኔን ታታሪ ሠራተኛ አድርጎ ለማዘጋጀት እንዲሁም ችግር ሲገጥመኝ እንዴት መፍታት እንዳለብኝ ለማሳየት ባላቸው እውቀት					
14	በምሰለጥንበት ሙያ የመማር ክህሎቴን ለማዳበር የሙያ ምክር አገልግሎት ባለሙያዬ ( ኦሮቴስቲክ ኦቭታክቲቲ ) ስለማስታወሻ አያያዝ / አወሳሰድ፣ ስለ አጠናን ስልት እና ለፈተና እንዴት መዘጋጀት እንዳለብን ስላላቸው እውቀት					
15	የሙያ ምክር አገልግሎት ባለሙያዬ ለኔ ባህሪ ተስማሚ የሆኑ የሙያ መስኮችን					



## Appendix D

### Career counselors' Practice by Experience

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Analysis of Individual Interest, Values...etc	44	19.00	30.00	24.1136	2.68688
Orientation Activity	44	10.00	21.00	15.4318	2.72284
Occupational information	44	16.00	31.00	25.5227	4.08337
Handling Educational & Vocational. problems	44	13.00	31.00	24.0909	4.26352
Valid N (listwise)	44				

#### Group Statistics

	Experience	N	Mean	Std. Deviation	Std. Error Mean
Orientation Activity	Less	26	14.6154	2.56245	.50254
	High	18	16.6111	2.56994	.60574
Analysis of Individual Interest, Values...etc	Less	26	23.5385	2.95609	.57974
	High	18	24.9444	2.04284	.48150
Occupational information	Less	26	24.3846	3.86861	.75870
	High	18	27.1667	3.91453	.92266
Handling Educational & Vocational, problems /Counseling	Less	26	22.9615	4.50316	.88314
	High	18	25.7222	3.37474	.79543

#### Independent Samples Test

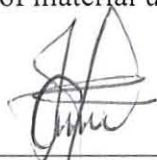
Levine's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Orientation Activity	Equal variances assumed	.002	.968	-2.537	42	.015	1.99573	.78663	-3.58322	-.40824
	Equal variances not assumed			-2.536	36.649	.016	1.99573	.78706	-3.59098	-.40047

Analysis of Individual Interest, Values...etc	Equal variances assumed	2.282	.138	-1.747	42	.088	1.40598	.80488	-3.03030	.21834
	Equal variances not assumed			-1.866	41.998	.069	1.40598	.75362	-2.92685	.11488
Occupational information	Equal variances assumed	.006	.937	-2.334	42	.024	2.78205	1.19192	-5.18744	-.37666
	Equal variances not assumed			-2.329	36.435	.026	2.78205	1.19454	-5.20369	-.36041
Handling Educational & Vocational, problems /counseling	Equal variances assumed	2.402	.129	-2.205	42	.033	2.76068	1.25229	-5.28791	-.23346
	Equal variances not assumed			-2.323	41.678	.025	2.76068	1.18855	-5.15983	-.36154

## Declaration

I, the undersigned, declare that this is my original work and has not been presented for a Degree in any other University and all the sources of material used for the thesis have been dully acknowledged

Getahun Sahilie



Signature

23/06/2010

Date

The thesis has been submitted for examination with my Approval as a university Advisor.



Ato Daniel Tefera

Signature

