

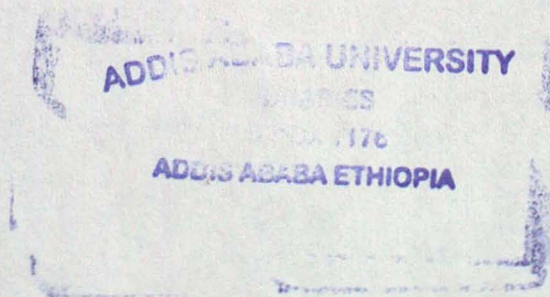
**THE STATUS AND CHALLENGES OF VOCATIONAL GUIDANCE AND  
COUNSELING SERVICES IN SOME SELECTED GOVERNMENTAL  
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING  
COLLEGES OF ADDIS ABABA**

**A THESIS PRESENTED TO THE SCHOOL OF GRADATE  
STUDIES ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTERS IN COUNSELING  
PSYCHOLOGY**

**BY**

**ADDISU GEREMEW**



**JULY 2007  
ADDIS ABABA**

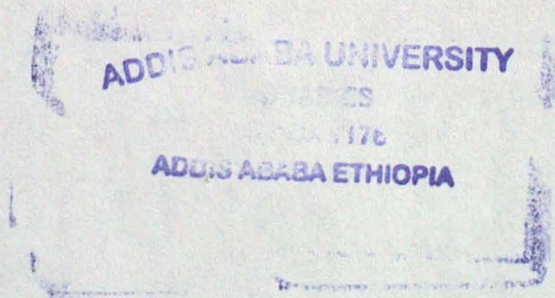
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## ACRONYMS

- 1, AACGEB-----Addis Ababa City Government Education Bureau.
- 2, ESSC-----Ethiopian Secondary School Curriculum
- 3, MoE-----Ministry of Education
- 4, CEO-----Sub City Education office
- 5, TVET-----Technical and Vocational Education and Training

## **ABSTRACT**

*A lot of researches have been conducted to assess the overall conditions of education in Ethiopia. This thesis paper, though prepared for partial fulfillment for the requirements of the degree of masters, it is aimed at assessing the status and challenges of vocational guidance and counseling services in some selected technical and vocational education and training colleges of Addis Ababa.*

*Accordingly, in this study two known TVET colleges, namely, Entoto and Addis Ababa Tegnareid were selected by purposive sampling technique. The two colleges are currently offering a variety of courses to trainees with 10+1, 10+2 and 10+3 programs. Besides training the trainees with different courses the college are also engaged in job searching activities. Therefore the colleges in general, are preparing a young, productive, skilled human power every year.*

*This research is conducted to find obstacles and constraints that hinder the college from addressing the objectives especially in the service given by vocational guidance and counseling office. While the study was conducted, questionnaires and interviews were used to collect data. Moreover; important materials were reviewed to find tangible and relevant informations which support the research to be fruitful. While this research was conducted, all the deans and counselors were active participants.*

*Moreover, instructors and trainees were also involved. Because of the fact that the instructors and trainees were a lot in number simple and stratified sampling technique is used to select them from the total population. Questionnaires were distributed to and collected from deans, vice deans, counselors and trainees where as interview was administered to instructors. Accordingly, 100% of deans, vice deans and counselors were participants of the study. Regarding instructors and trainees, fifteen instructors from a total of one hundred seventy instructors of Entoto and ten from the total of ninety nine of Tegnareid were randomly selected; furthermore one hundred trainees were selected from the two colleges randomly.*

*After all, the data collected were analyzed and interpreted. There is no doubt that the implementation of guidance and counseling in Ethiopia is still developing in spite of the fact that it has long history. Therefore, it will not be*

*exaggerating to say counseling service were rudimentary in the near past or even right now. The researcher is forced to say so standing from the participant' responses, the vocational guidance and counseling service at both colleges were unsatisfactory.*

*It is unquestionable that in order to upgrade the guidance and counseling service not only the professionals but also deans, instructors and trainees should play their own part .The implementation of the service should not be left aside only to counselors to address the requirements of the service. It is through inspiring and full participation of the school community and concerned offices that the meeting of the goal is possible.*

## CHAPTER ONE

### 1, The problem and its approach

#### 1.1, Back ground of the problem

There is no part of life where the need of guidance is more emphatic than in transition from school to work –the choice of vocation, adequate preparation for it and the attainment of efficiency and success.

The building of career is quiet as difficult a problem as the building of the house, yet few ever sit down with pencil and paper, with expert information and counsel ,to plan a working career and deal with a problem of building a house, taking the advise of an architect to help them(MOE,2006)

Guidance is more than giving information. It is the blend of self development and of the starting and assimilation of career, providing educational and labour market information.

The development of self-confidence is often a prerequisite for taking action for one's career. The goals of guidance may be achieved via individual counseling. Self career development courses, computer assisted guidance and internet- based guidance systems.

As we entered the third millennium, there is a growing recognition that guidance

contributes to the personal, educational, economic and social development of individuals and nations.

There is an economic expansion all over the world and many countries worried about how well they could compete in the face of the globalization of the trade. They examined their educational and economic policies and program to insure that they would have competitive and even entrepreneurial work forces.

Typically, their recipes for future economic success includes strengthening the career guidance services for learners and for workers in the labour force.

As the international economy grew more worrisome and as economic management become a priority with in an increasing range of the country, the development of competent labour forces were seen as increasing important to the future economic well being of countries.

In the past a number of countries including Ethiopia, has followed policies that didn't particularly welcome the private sector as an important part of the society. But now as their governments downsize and make significant reform they look more and more to private sector to provide growth in employment and to be good corporate citizens. The years of neglect of the private sector is reflected in the lack of knowledge about basic labour market information (e.g. occupational description, occupational classification

system, job requirements, pay rates, hiring practices and job forecasts).The lack of this information and lack of occupational structures made the gathering and classification of the information by the technical and vocational educators in deciding what programs to offer very difficult. It also presents a problem to counselors to provide vocational guidance where little information about occupation is available.

Guidance in TVET institution assists trainees in planning their education and training by helping them to understand and appreciate their talents, relate effectively to others, explore career alternatives, develop appropriate educational and vocational training plans, implement and complete their plans, and integrate successfully in society and the labour market. Guidance is also important to education and training institutions because it helps to ensure the students to make the best use of learning opportunities. It helps citizens to appreciate their talents and to develop them. Guidance helps to increase the skills of labour force and thereby the economy of the country. Vocational guidance and counseling guideline is very important as a helping hand to vocational counselors working in TVET institutions to make them more effective and efficient in their undertakings. In Ethiopia the federal TVET strategy states that a vocational counselor has to be assigned in each TVET institutions. Practically however, those who are assigned for the past few years were inefficient due to the following major reasons:

- 1, Vocational counselor guideline is not available. Therefore the assigned counselors do not know what duties and tasks are expected from them.

2, Many TVET staff perceive vocational counselor to be related apprenticeship program only.

3, A person assigned as a counselor also was not professional or didn't get any guidance and counseling training.

4, There was no career and personal development courses included in TVET training system.

Besides this there is no guidance and counseling service in secondary school of Ethiopia. Many students who enrolled in TVET institutions have faced big problem during selection of occupation for their specialization. They were not in a position to know their interest, job opportunity and types of occupations. Because of this many, TVET graduates could not be competent, productive, entrepreneur and confident in their field of training.

So one focus area of the current TVET reform should be establishing rigorous strategy of vocational guidance and counseling services in TVET institutes to ensure that it would have competent, competitive and even entrepreneurial work forces.

As Yusuf and Bradey (1983), Yusuf (1985, 1995, 1998); Haregewoin and Yusuf (1994) indicated that in Ethiopia guidance and counseling service with its lateral and informal meaning has an old history.

Different groups of the society have been playing a considerable role in the origin and development of guidance and counseling. Even though the helping activity of the individuals is traditional, the action carried out has given much contribution for latter advancement. Among this groups doctors, priests, sheks, neighbors and other individuals and groups of people have been practicing the helping profession broadly. Latter on, the activity of helping individual by

concerned persons traditionally and the adoption of guidance and counseling from foreign countries, bring modern guidance and counseling come to originate in the history of Ethiopia.

Even though the origin of guidance and counseling has a long history in Ethiopia, it is surprising that modern guidance and counseling service come to be adopted in the near past.

Modern guidance and counseling comes to appear in the Ethiopian educational system as a result of change and complex development of the society who requires ample information that helps them to avoid or minimize problems that are associated with social, economical and psychological prospects.

In line with this, guidance with its low and elementary content comes to originate in Ethiopian educational literature in 1960.

Since the administrators of high schools recognize the implementation of guidance and counseling service in schools is inevitable and useful, they held a conference in march 1962. At this meeting, great emphasis was given for guidance and counseling as well as testing. Eventhough it is not the only one, this meeting by highly concerned principals has given great importance in structuring the framework of guidance and counseling by assessing the implementation of the service that has been taken before and that is to be held in the future. As a result of the conference held and the effective activities performed, after a year, guidance and counseling were introduced in to E.S.S.C. After a lot of ups and downs, the citizens of the foreign countries especially the United States started teaching guidance and counseling in Ethiopia. At this time they began to provide "American style" counseling service in high schools.

Due to cultural barriers the American style guidance and counseling could not last long and cease continuing in a very short period of time. Were it not for cultural constraint, the American style of guidance would have contributed a lot for the development of the profession.

Interestingly enough, after the down fall of the American style of counseling, guidance and counseling emerges to be given as an independent course in AAU under the first degree level in 1966-1967.

## **1.2, Statement of the Problem**

Vocational guidance and counseling service is one of the basic requirements that should be fulfilled to meet the objectives of TVET .It is through this service that the

trainees in TVET could have enough knowledge about the courses that the college offers and develop job search skill possible .Were it not for this organization in the college, it would have been difficult in meeting the objectives of TVET. Therefore, a lot of emphasis should be given for this service in order to attain the goals of TVET in the overall development of the country. Besides, the barrier that impedes the development of the service given by guidance and counseling and other related constraints has to be minimized to a large extent unless and otherwise they are difficult to keep under control. To carry out such type of activities first of all we need to identify the basic problems. To this end, vocational guidance and counseling has to be well organized and give satisfactory service to trainees to avoid the collapse due to the following problems

- 1, absence of appropriate facilities to run guidance and counseling service effectively
- 2, unbalanced ratio between counselors and counselee that could bring a potential barrier from addressing counseling service to trainees
- 3, misplacing the counselors to the activities that are not relevant to their qualification and responsibility
- 4, lack of satisfactory assistance from the administrative staff
- 5, absence of guideline for the implementation of guidance and counseling service
- 6, insufficient provision of vocational guidance and counseling service to trainees according to the guideline.

Hence, the study was guided by the following research questions.

- 1, Do the college meet appropriate facilities to run guidance and counseling service effectively?
- 2, Is the counselor-counselee ratio based on the guideline given by Ministry of Education?
- 3, Are the counselors assigned to activities they are qualified for?
- 4, Do the counselors obtain satisfactory assistance from the administrative staff?
- 5, Do the counselors have guideline for the implementation of guidance and counseling service?
- 6, Do the counselors provide sufficient guidance and counseling service?

### 1.3, Objectives of the study

#### 1.3.1, General objective

The general objective of this study is to investigate the status of vocational guidance and counseling service in some selected TVET colleges of Addis Ababa.

### 1.3.2, Specific Objectives

- To assess the deans, counselors and instructors whether they meet the necessary qualification or experience to achieve the goals of TVET or not.
- To assess the type of activity performed by vocational guidance and counseling counselors fulfilling the objectives of vocational guidance and counseling.
- To find out the psychological factors of the trainees to determine the out comes of counseling being given currently.
- Identify main constraints in the implementation of vocational guidance and counseling service
- To assess the overall facilities available in TVET institutions to implement vocational guidance and counseling services.
- To assess whether or not the guidance and counseling office obtains sufficient technical and material support from the heads.
- To assess the guidance and counseling officers whether they are performing their tasks according to the guideline or not
- To explore whether guidance and counselors are carrying out their duty efficiently or not

#### 1.4, Significance of the study

Ethiopian scenario regarding the provision of guidance and counseling services in the schools and institution of higher learning does not appear to be very encouraging. TVETs are institutions meant for students who choose skilled jobs as their future career.

Skilled jobs are more correlated with interest, aptitudes and attitudes about from the general intelligence level. Therefore the need of the students who join much institutes for vocational guidance and counseling service is obvious.

In this context an exploratory study about the scenario in Ethiopian TVET's especially governmental TVETs at the capital of the country Addis Ababa is of paramount importance. Therefore, the significances of the study is:

- The study provides reliable data and information about the present status of guidance and counseling services of certain TVET Colleges
- High concerned offices such as Ministry of Education, A.A City Government Education Bureau, Sub City Education Office and others will obtain current information about the over all condition of TVET Colleges.
- Based on the available information, the offices stated above will be able to make relevant decisions for the improvement of vocational guidance and counseling service of

TVET colleges.

-The study also helps other researchers to make further comprehensive and fruitful research.

### 1.5, Delimitation of the study

This study makes efforts to understand the scenario relating to the guidance and counseling services provided at TVET's especially at few institutions of Addis Ababa. It does not cover guidance and counseling service provided by school counselors at educational institutions. Therefore, generalization to the situation other than those which are similar to the institution mentioned in this study may not be appropriate

A few hints were given about the overall conditions of counseling services of TVET colleges. There is no doubt about the fruitfulness of the study if it involves all the TVET colleges. But it is impossible to run such activity within the limited period of time available for the researcher. Therefore, the study is conducted at Entoto and A.A Tegnabareid TVET colleges here in Addis Ababa. The colleges are offering different courses with the program of 10 +1, 10 +2, 10 +3. The trainees are enrolled to the colleges after Addis Ababa City Government of Education Bureau assigns them.

## 1.6, Limitation of the study

The researcher faced problems in including all the TVET's both governmental and private because of time and resource constraints.

The study also met with difficulties in eliciting cooperation from the respondents/counselors and authorities because of the particular type of situation prevalent in the TVET are taken for the present study.

## 1.7, Operational Definitions

**Apprenticeship**-job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to put to practice the technical and vocational education and training he/she acquired in training institution and to be accounted with work

**Career guidance**-refers to assistance given to individuals, or groups of individuals, in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction.

**Counselor**- is the one who assists trainees to make adjustment and choices especially with regard to career, educational and personal matters

**Trainee** –a person who participates in technical and vocational education and training program provided by a training institute with a view to acquiring or upgrading his/her technical and vocational skills.

**TVET**-technical and vocational education and training

**Vocational counseling**-is analytical and cognitive examination of one's professional abilities, job market opportunities and personal desires. In its simplest definition, vocational counseling

matches an individual to an employment area for the purpose of producing a satisfying career and a happier human being. It helps trainees to integrate vocation with the rest of their life.

Basically, vocational counseling can be a helpful process for anyone who is uncertain about the direction of his or her future, unfulfilled in a present position, or unsuccessful in acquiring employment.

**Vocational guidance**-is the assistance given by institutions to match once abilities or skills, knowledge and interest to the demand of market and community. Vocational guidance should help trainees to plan heir training and careers as well as to prepare to become more employable

**Vocational education**-is the education designed to develop skills, abilities, understanding, abilities, attitudes, work habits and appreciations encompassing knowledge and information needed by trainees or workers to enter and make progress in employment as a useful and productive basis.

### **1.8, Organization of the study**

Priority has to be given for background and statement of the problem in research area. Therefore this research stands from the statement of the problem leaving the background of the problem ahead. Latter, the other ingredients of the study are included. The objectives of the study can be considered as the stem of the research, without which the performance of any task will be meaningless. Furthermore, limitations and delimitations of the study are also included elaborating at where and whom the study was focusing and constraints that come across while the research was conducted, respectively. Moreover literature review is also the other portion of the study, which involves written documents from different sources. Finally methods used to collect and analyze the data, presentation of the data and the conclusion and comments given by the researcher are displayed at chapter three, four and five, respectively.

## CHAPTER TWO

### 2, Review of the related literature

#### 2.1, Experiences of selected countries and international trends in vocational Guidance and Counseling

Pupil guidance is one of the important functions where by an institution achieves its educational objectives. Its aim is to improve the pupils' social traits and behavior as well as to develop the personality, character and ability of individuals of pupils. It is designed for a better development of individual pupils rather than specifically to prevent problem of children of delinquents. It should result in making institution life meaningful both to individual pupils and to groups such as classes, grades and the whole school (Japan, china, USA, Germany, Finland, Taiwan, and France).In Japan, each school must have teachers specifically responsible for pupil guidance, vocational guidance and health guidance. The five-year plan started in 1969 requires that lower secondary schools with eighteen or more classes be given favorable consideration in terms of the number of teachers, in light of the load of teachers responsible for pupil guidance.

The central government has been conducting lecture courses on pupil guidance ,training courses for lower secondary school counselors, and courses on vocational guidance to upgrade the competence and skills of teachers responsible for guidance.However,the further development of competent guidance teachers is becoming an important task.

The importance of pupil guidance is also recognized in USA and other countries. Arrangements for specialists such as counselors and school psychologists are made by schools and by local boards of education. All countries are concerned with school guidance problems, which have been become increasingly important year by year in the USA schools and local boards of education have professional guidance counselors assigned to such services as:

- 1, assessing abilities and aptitudes of individual pupils and maintaining cumulative records for each individual as the basis for counseling.
- 2, collecting and providing data, which can assist individual pupils in educational and vocational planning
- 3, providing counseling
- 4, conducting group guidance
- 5, providing placement guidance.

In England and Wales some secondary schools have specialists in pupil guidance called counselors or young tutors. Their total numbers, however, is still very small. These specialists are employed from among teachers who have comparatively long teaching experiences as well as strong interests in counseling, or from among those who have completed courses at universities or teachers training schools specifically designed for the training of counselors. Counselors provide assistance and advice to pupils regarding personal, educational (notably selection of subjects and courses) orientation and vocational problems.

In France, specialists in pupil guidance are found in public educational and vocational guidance centers set up in each secondary school. These specialists are required to pass national examinations after having received a professional educational national center for the training of guidance counselors or at research institutes of psychology attached to universities. In addition there is guidance system at lower stage of secondary education called Observation and Guidance period. This system is designed to provide four years of systematic educational guidance services by keeping curriculum diversification to a minimum, thereby providing common programs to all pupils at this stage enabling detailed observation of the abilities and aptitudes of individual pupils.

In the Federal Republic of Germany, pupil guidance specialists are also called

counselors, and are found in each school. University graduates who specialized in psychology and other professional subjects can be qualified as counselors. They are assigned to teaching duties but to a lesser extent than ordinary teachers. Counselors not only provide educational and vocational guidance in special guidance rooms but also make direct observations as specialists, the task of which is assigned by classroom teachers.

*Summary of Guidance from Eurydice (the information network on education in Europe)information*

There is a great deal of variation in European education systems in guidance provision. They vary in terms of who is responsible for delivering guidance, and what guidance covers. Guidance may be the responsibility of all teachers (as in Austria, Denmark and Spain);or it may be delivered by specialist teachers with in the schools (Austria, Denmark, Germany, Ireland, spain, sweeden), by outside specialists (Austria, France, Germany, Ireland, Luxembourg Spain ),or by some combinations of these. Luxembourg and France are notable for their reliance on external specialists, while Austria, Denmark and Spain employ the full range of 'first line' guidance by class teachers, specialist teachers and external specialists.

Guidance can cover combinations of vocational, personal and educational guidance and may also include some element of learning and/or behavior support. All countries provide some form of vocational and educational guidance, but only Germany, Ireland Spain explicitly say that they include personal guidance.

Germany, Luxembourg and Spain are the only countries to mention some learning and/or behavior support as falling within the remit of guidance teachers. This information is summarized in the table below.

Table.1: *summary of guidance and from Eurydice information*

Country	Who delivers guidance?			What does guidance cover?			
	All teachers	Specialist teachers	Out side specialist	Vocational guidance	Personal guidance	Educational guidance	Learning and/behavior support
Austria	√	√	√	√		√	√
Denmark	√	√		√		√	√
France			√	√		√	√
Germany		√	√	√	√	√	√
Ireland		√	√	√	√		√
Italy				√		√	√
Luxembourg			√	√		√	√
Spain	√	√	√	√	√	√	√
Sweden		√		√		√	√

*In Singapore*, a city- state of 4 million people, the development of career guidance in schools went through three stages, spanning three decades. In the first stage, lasting almost two decades from the mid -1960s to the mid 1980s, the main focus of career

guidance was on information giving .The late 1980s saw the introduction of the curriculum stage when career education become part and parcel of the regular school curriculum. The third stage, from 1996 to present, is characterized by the integration of technology in to career guidance, the emergence of professional training for career counselors and the development of indigenous resource materials. This article presents an overview of three stages of development in career guidance and looks ahead to challenges in the new millennium.

To support career guidance in schools, the Ministry of Education issued guidelines and provided resource materials, copies of which were given to all of the schools.(Ministry of Education 1994).This new program adopted a holistic approach to education that not only focused on the academic developments of students but also emphasized the personal,social,moral and career development of the individuals.

In some ways the term pastoral care in the Singapore is synonymous with the term guidance used in the U.S., Canada and Australia.

In these countries, the term guidance is used to describe the process of developing personal, social and career-related skills.

By the mid-1990s, career guidance had become a regular feature in the Singapore education system and many schools are moving in to integration stage in which the responsibility of giving students career guidance is shred among career teachers;

classroom teachers; school counselors; parents and members of the community, such as potential employers. No longer is the career teacher viewed as the expert who has all the answers. More and more he or she is viewed as the 'facilitator' who spends much time and effort coordinating various types of career guidance activities. One school summed up its career guidance program as comprising the following activities-the conduct of occupational surveys to assess guidance needs of students, individual counseling and group guidance on subject combination, learning of job application and job interviewing skills, the organization of career weeks and career seminars; visits to industries and finally, work shadowing and work experience programs during the vocation to provide students with the opportunity to experience first hand what working life is like(ong and chia,1994).Increasingly, parents and the alumni are participating as a role models and resource persons. Some parents and alumni are invited to share with the students their personal work experiences; other offer their work places as sites for obtaining work experience.

Another distinctive feature of the integration stage in career guidance is the use of technology; thus, the use of computer in career guidance has become a regular feature in schools since the 1990s.

Although career education continues the key element of the school curriculum, one

distinctive feature of the integration stage is the new emphasis on individualized guidance to help students in developmental, preemployment career planning. Such a move is in line with the government's current policy of implementing an "ability-driven" education that seeks to develop the full spectrum of talents and abilities in every child in school.

The focus now is to pay particular attention to the different talents and abilities of every student and to equip all school children with the necessary skills and values that will allow them to go wherever their unique talents and abilities take them in this modern age of globalization. This current emphasis not only highlights the relevance and importance of career guidance but also presents challenges for career guidance practices in the new millennium.

2.2, The present status of technical and vocational education in Ethiopia standing from its background.

Education dated back in the history of Ethiopia. At the beginning the emergence of education in our country is closely linked with the church. Later on, the western countries were gradually involved through educational activity. Unfortunately, the westerners become in danger to run the activity of education. According to Girma:

Emperor Menelik the II has to employ all kind of conciliatory techniques to soothe the church in his efforts to launch Ethiopia in to the modern world. To avoid a sudden break with traditional system of education he allowed to the church to have a hand in running of the new educational system that introduced in 1908.”(Girma Amare ,1969:10)From this fact we can understand that Menelik the II has contributed to bring about change in the educational system by inviting the foreigners to have greatly involvement of the education. Unfortunately the invasion of Italia in Ethiopia ceased the continual of the education. As a result the involvement of westerns was stacked. Later on, after the complete removal of Italia from our country, education again appears to be given as a usual.Previousy,a few schools were offering education with a few fields.Lateron,various governmental technical schools were opened.

These schools have been training students in different streams to meet the demand of skilled persons. Latter on, when ministry of education established vocational subjects are introduced to junior high schools and gradually a lot of fields are introduced to satisfy the demand of trained skilled individuals. In line with this, at present students who finish grade 10 after taking school leaving examination will be enrolled in different institutes and colleges to gain the skill that helps them at their work area. The training of the trainees with several streams should be encouraged more. Besides trainees should be well be informed about the occupation they select. If the trainees are left helpless

with out any counseling session it will have a considerable impact during their school stay and also at their job area. It is to because of this fact that in the process of streaming students in to vocational studies that orientation and guidance should be given high concern. The interest, the abilities and potentials of the students must also be measured from the point of view of the contribution they make in the overall development of the country. According to Tickaher:

The program will not only benefit the individual pupil but also parents and the country as a whole the frictions at home will be reduced. The wastage of the talents and the unemployment problem will be lessened. The lack of coordination between the elementary school and high school and college will cease to be a problem.(Tickaher Hailu,1971:36)

Vocational guidance is found to be an important ingredient to the will be trainees to find complete and inspiring information to decide the occupation which suits the best. So, thanks to the ministry of education, this activity is conducted by professionals and semi professionals to the student before they join the occupation.

Therefore,much is expected from vocational guidance and counselors to give full information to the students not only for their immediate engagement of the occupation but also for their latter life specially in opportunities of jobs.

### 2.3, The general aims of vocational education

For the development of the society the importance of apprenticeship is unquestionable. In line with this, vocational education plays main role for the advancement of the society in every aspect. Because, when vocational education is provided to the society the productivity will be increased. Different types of jobs needs skilled person with the relevant areas, starting from simple activity to higher complicated works. The individuals who are engaged in such activities need to develop and strengthened their skill. As this is performed the society will be more powerful to have an impact in satisfying human need and to put foundation for a better change and development. This will be proved true with the help of vocational education. Therefore, to confirm the welfare of man vocational education has to be implemented broadly and widely to the society...According to N.Evans:The basic aim of vocational education are:

- 1, Meeting the man power needs of the society
- 2, Increasing the options available for each student
- 3, Serving as a motivating force to enhance all types of learning. The above aims are latter categorized in to two by Angelo C.Gillie,(1973:3)
  - a, It seeks to provide a sequence of educational and training experiences designed to prepare certain people for initial entry in to the world of work, and
  - b,Education and training that will enable other people to continue their employability

and to the further increase their usefulness in the work society

#### 2.4, Factors to be considered in streaming students in to vocational education

It is common to see students wandering about to decide what to choose their future occupation. Most students suffer and experience stressful feeling while they reach the point at which they should select their stream. It is not amazing if they show such condition. Because it is at this margin that their future life is more or less decided. Students who show such behavior has various reasons .Primarily, they don't know the simplicity and complexity of the training or education they are going to follow. Secondly, they don't have enough information what skills they gain in the process. In addition, the relevance of their occupation to the real work world has an impact in their choice of the occupation.

With such and other related problems students are seen unable to select from the given occupation available. According to Edward K. Strong (1954:36) "Which way should a student be headed? How far can or will he go" This dependent primarily up on his various abilities and his potentialities. How far will he go is dependent primarily upon his motivation both today and tomorrow? The best direction is the one in which his abilities and interest may both be used the best advantage. (Edward K. Strong, 1954)

Students are also often seen confused after they engaged in their occupation and work area .This will have a considerable Impact in their future life

“....students remain undecided even after completing their education as to the vocation they selected.”(Rupert N.Evans ,1971)

Such individuals, if they don't get counseling service soon, they will be exposed to several challenges. Students have various reasons for their selection of occupation despite performance. These barriers for selection of occupation have a negative impact in their future performance.

According to Strong “age, ability, interest and character are largely required to be focused us a factor that should be considered with others such as necessary knowledge necessary ability and necessary physique.”(Edward K.Strong,1954)

In general students who are expected to join an occupation need to consider their physical fitness that helps them to perform activities which corresponds to their physical condition, The correspondence of their attitude to the ability they develop during the process of training or education, the desire and performance and other related factors that are related with this should be considered. The guidance and counseling service is the best resourceful and effective organization which gives such kind of important information to students with the help of orientation, individual and group counseling

session.

According to Margaret "...guidance could assist students in choosing appropriate subjects and activities. Program could be arranged to enable them see program in action.

Radio and television can be utilized to reach parents in the home to inform them about the nature and the purpose of the next school their children may like to join. They also can present challenging questions for parent and children'discussion.This is an important idea that students who are about to join occupation will be preinformed and will be powerful enough to select the occupation they favor considering all aspects.

## 2.5,The role of vocational guidance and counseling in TVET institution

Vocational guidance and counseling program helps

- Appropriate occupational training to be offered in the institute/college
- The institute or college provide quality training
- The institute/college build good partnership with relevant stake holders
- The institute/ college to have a well organized information system and documentation
- Trainees to identify own talents,strengths and weakness, family expectation and national requirements to sort out the personal relevance of the educational and vocational options available

- Trainees to learn effective job search procedures
- Trainees to develop career adaptability to be able to take advantage of opportunities as they occur,
- Trainees to overcome self –defeating behaviors, gain self confidence and learn life skills
- Trains to cope with the reactions to job loss of anger, depression, frustration and apathy, and learn to take continuing positive action to become employed again
- Trainees to identify alternative occupations, when current employment is in jeopardy

## 2.6, Guidelines for successful implementation

Following are tips found to be effective in designing and implementing career guidance and counseling programs that work

- Conduct a needs or situation assessment

It is essential that programs be driven by the needs with in the system. The following questions can be used in assessing the existing reality in the school or community

.What is the needs to be addressed? Who are the clients? Where are they located? How many are there? How can they be reached and served? What are they interested in learning. What are their needs? What are the steps to take to correct the problem?

- Build partnership

Find a core of people within the school and community committed to career guidance and counseling .Develop a philosophy and a set of doable and reachable goals. Take steps over time to build an ever going and evolving program. It is also important to get the support of key admintrators.There is a need for educators, administrators, counselors, business and industry representatives, parents and postsecondary officials to work as a team to effectively assist the youth in realizing their educational and career aspirations

-Create a shared vision and common direction.

One of the first steps in carrying out a program effectively is to unite individuals with the organization behind the central vision; A vision is an articulation of the program's desired future for its students

-Be resourceful

Maximize all human resources available in the school and in the community. Reach out to staff and professionals in creative ways. Think of the total learning environment of the school /community and attempt to build a culture of life long learning.

-Involve all school personnel in every facet of the program

To ensure success, it is critical to include teachers, support staff, and guidance personnel in the design and implementation of the program. When everyone is working as a team, the opportunities provided to the students are with out limits. Consequently, students are more likely to see the school –career departments and other units of

instruction collaborate

-Search out the services and resources available in your state

Tap available services and seek assistance (e.g., funding, equipment) from offices organizations, educational information centers and professionals in your state

-Be visible

Good practices and programs are worthless if they are not shared with others who can learn from them. Participate in local, consortium and state meetings and conferences. Join with other forces that can provide some meaningful learning experiences to students such as offices on school-to-work, goals 2000 and post secondary institutions

-Prepare individuals for new job responsibilities

Plan professional development activities for teachers and counselors to orient them to their roles of successfully assisting students in educational career planning. Frustrations can be avoided when roles are clear and job descriptions are well defined. Workshops and in-service seminars can help school personnel keep up-to-date with changes and approaches on how to better serve students.

## 2.7, Characteristics distinguishing effective from ineffective counselors

Much work has recently been directed to identifying the characteristics of effective counselors. Effective counselors can be separated from their less effective counterparts

on three dimensions: experience, type of relationship established and none intellectual factors.

### 2.7.1, Experience

There is substantial evidence that experience is an important variable in counselor effectiveness. Fielder's investigations indicated that 1, better trained therapists of varying therapy orientations agreed more highly with each other in their concept of an ideal therapeutic relationship than they agreed with less well trained therapists within their own school, (F.E. Fielder, 1950:239-245) the therapeutic relationship created by experts of one school resembled more closely that created by experts of other schools than it resembled relationships created by none experts in the same school. (F.E. Fielder, 1950:436-445)

### 2.7.2, Type of counseling relationship

Studies by Fielders (1950, 1951), (Seeman, 1954:99-108), (Parlof, 1961:29-38), and (C.R. Rogers, 1962:416-429) suggest effective counseling is related to the type of relationship a counselor establishes with his client.

Fielder's now classic studies indicate that there are common characteristics in the

counseling relationship achieved by experienced counselors regardless of the theoretical orientation of the counselors.

Experts, he reported, differ from none experts in their ability to

-1, communicate with and understand their clients

-2, maintain an appropriate emotional distance, and

-3, divest themselves of the status concerns in regard to their clients

### 2.7.3, Nonintelective Factors

Studies of the relationship between counselor effectiveness and personality show that effective counselors can be distinguished from less effective counselors in regard to

1, self concept, motivation, values, feelings about others and perceptual organizations

2- performance in certain standardized personality and interest

inventories (Arbuckle, 1956; Brown, 1960). Further counselors effectiveness is associated

with tolerance for ambiguity, understanding of the client, maturity, ability to maintain an

appropriate emotional distance from the client and ability to establish good social

relationship with non clients.

## 2.8,Core elements which thwarthes counseling

### 2.8.1,External conditions influencing counseling

The setting in which counseling is conducted undoubtedly has some bearing up on whether the relationship will be facilitated or thwarted

#### 2.8.1.1, Physical setting

The room should be comfortable and attractive. While counseling offices may impressive and beautiful, neither monumental character nor artistic expression is mandatory. Counseling facilities should be designed for comfort and relaxation. Pictures, draperies, carpet, plants and the like are usually viewed as conducive to an unhurried climate in which the individual may express himself. Little corroborating data exist for any assertion that a sterile physical atmosphere reduces a counselee's willingness to talk, but it is axiomatic that people tend to derive a sense of well-being from a pleasant environment.

The general appearance of counseling facility depends up on colour, decor, and lighting, arrangement of equipment and furnishings and noise control.

Furnishings should be harmonious and comfortable and the decor is usually subdued

but not depressing. Light, quiet colours are often used to give a feeling of friendliness. By attention to features such as this tensions are eased, feelings of warmth and comfort are endangered and rapport and contact are encouraged. Needless to say, the same features which lead to an aesthetically pleasant environment for counselee enable the counselor to function better.

#### 2.8.1.2, Proxemics

Much speculation, but little research has gone into the effect of sitting arrangements with in the counseling office. "the manner in which man regulates the spatial features of his environment and conversely the impact of that environment on his subsequent behavior" is defined as proxemic behavior (Richard F.Hase and and Dominic J. DiMattia,1970).

That each person has a personal space with in which he is comfortable in his interactions with another person is not only well known, but has been documented by a considerable research. The comfortable space or distance between two persons has been ascribed to cultural background, the relationship between the two parties, the sex of participants, the topic of their conversation and their relative status.

### 2.8.1.3, Privacy

A most important prerequisite of the physical setting is privacy. If the confidence of the counselee is to be secured; the feeling of security engendered by privacy cannot be over emphasized. Individuals desire have the right to both auditory and visual privacy from peers, teachers and others when they enter in to a counseling relationship. Nothing can limit the relationship more quickly than knowing that others are able to hear what is being said or watch what is taking place. The experienced counselor knows how hard it is for a counselee to state what prompted him to seek counseling if privacy is not assured.

### 2.8.1.4, Tape recording

For the past 20 years the mechanical recording of the counseling interview has been common practice. Particularly since the 1950's it has been widely used in counselor preparation because of its training value. Counselors prepared in such program often continue to record some of their counseling sessions in order to evaluate their own work. Questions continue to be raised, however, regarding the desirability of sound recording procedures.

Whatever the effects of recording up on the counselor, determining its impact op on the

counseling process remains difficult. The fact that relatively little research has been done in this area may in itself indicate that these procedures are generally accepted.

#### 2.8.1.5, Client characteristics influencing counseling

There is no doubt that additional factors, external to the process itself, influence counseling. Prominent among these is the characteristics of the client. The clients experience, cultural background and expectation for counseling are clearly brought with him and influence the process. Additionally, economic conditions, the environment of the community and the characteristics of the institution in which counseling takes place- all have an impact on the client and therefore on the process.

#### 2.8.2, Internal conditions which influences counseling

Four conditions –rapport, empathy, genuiness and attentiveness-can either further or inhibit the counseling process. These components are based upon and intimately related to acceptance and understanding.

### 2.8.2.1, Rapport

Rapport is most described as a condition essential to a comfortable and unconditional relationship between counselor and counselee. It is established and maintained through the counselor's genuine interest and an acceptance of the client. It can't be forced or contrived .It is a bond characterized by interest, responsiveness, and sensitive emotional involvement.

All too often rapport is referred to as the out come of techniques counselors use in the initial interview which put the counselee at ease and helps him to express his feelings. True, some individuals have difficulty in discussing their purpose in seeing a counselor and need help in stating why they are there. But rapport means more than opening the interview smoothly and effectively. It is a quality, a mutual understanding, a respect and a sustained interest that should be communicated from first through the last contact.

Rapport is generated by smoothness (lack of awkwardness, bumbling) with which the counselor opens and interacts with in the relationship.

### 2.8.2.2, Empathy

Typically, empathy has been described as putting oneself in the other's person shoes. All meaningful experiences are instances of empathy. Empathy (German:Einfuhiling)

means "feeling in to" and plays a significant part in counseling communication. Most definitions indicate that empathy is the apprehension of the emotions of another person without a feeling completely what he feels.

If the counselor enters the client's internal frame of reference, perceives the client's world and the client perceives himself, he is said to be empathic with the client he is capable of taking the role of the client.

### 2.8.2.3, Counselor congruence or genuineness

Experience and research demonstrate the importance of the counselor's congruence or genuineness in the counseling relationship. Rogers' description of this condition is that "...it means that he [the counselor] is being himself, not denying himself." (Carl R. Rogers, 1967:90). Defining congruence more fully, he states

Congruence implies honesty and candor with oneself while functioning as a counselor. The counselor does not pretend to be something he is not; he does not play a role, he is genuinely himself. Role-playing differs from congruence in its emphasis on the attempt to be that which one is not. Indeed, "playing" a role implies acting or attempting to create a façade or an illusion that is damaging the counseling relationship. Congruence demands authenticity and transparency of the counselor.

#### 2.8.2.4, Attentiveness

Fundamental to all counselor skills is attentiveness. As used here the term implies maximum involvement by the counselor in client's communications. Attentiveness requires skill in listening and observing, through which the counselor comes to know and understand the core of content and feeling presented by the counselee. The information thus "collected" can then be utilized in the helping relationship, as the client realizes that he is received within the relationship.

#### 2.8.3, Counselor attitude which influences counseling

The attitudes of the counselor, his approaches to the individual, and what he does all influence the counseling relationship to a marked degree. The counselor is the key to initiation and the development of the relationship.

#### 2.9, Group counseling

Enthusiasm for group counseling has been clearly evident during the past few years. Group processes are being utilized in many forms in diverse settings by many individuals. In group counseling one counselor is involved in a relationship with a number of counselees at the same time. Most authorities cite six as the optimum

number, with a range from four to twelve. Group counseling is usually concerned with developmental problems and situational concerns of members. Focus is up on the attitudes and emotions, the choices and values involved in interpersonal relationships. Bonney has stated that the primary goal is the "creation of an interpersonal helping climate (counseling atmosphere) which allow each individual to develop insight in to himself and to achieve healthier personal adjustment. The vehicle for accomplishing this goal is the discussion of personal concerns at an effective level." (Warren.C. Bonney, 1965:970). Group counseling is specially preventive in nature helping to prevent problems from growing to the point where the individual needs special help to cope with them.

Group counseling has been defined by Gazda as follows:

Group counseling is dynamic interpersonal process focusing on the conscious thought and behavior and involving the therapy functions of permissiveness, orientation to the reality, characteristics and mutual trust, caring, understanding and support. The therapy functions are created and natured in small group through the sharing of personal concerns with one's peers and the counselors. The group counselees are basically normal individuals with various concerns, which are not debilitating to the extent requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behaviors.

## 2.10, The appeal of group counseling

Much is expected of group counseling. Several factors account for its persistent and increasing popularity. Examinations of these factors in no way imply that the authors view group counseling as a fad or gimmick. Rather, the attempt is to help the reader place group counseling in perspective.

### 2.10.1, Economical appeal

One reason why group counseling has gained in popularity among practitioners is its economy. A frequently cited advantage is that group work is efficient use of counselors' time. The counselors are able to have contact during the given time period with five or six individuals rather than one.

### 2.10.2, Psychological appeal

The psychological appeal of group counseling derives from the knowledge that often it is through interaction with others that self concepts are formed or altered. In addition the individual's relationships with others constitute both a major source of information about himself.

### 2.10.3, Professional sophistication appeal

It is at present fashionable to conduct group counseling. The practitioner who is able to assert that he has x number of groups functioning often rises his professional status in the eyes of peers by a cubit. Today's counselor is viewed as incompletely prepared if he can't counsel with groups.

### 2.11, Counselors' nature of work

Educational, vocational and school counselors provide individuals and groups with career and educational counseling. In school settings-elementary through post secondary-they usually are called school counselors, and they work with students including those with academic and social development problems and those with special needs. They advocate for students and work with other individuals and organizations to promote the academic, career, personal and social development of children and youths.

School counselors help students evaluate their abilities, interest, talents and personality characteristics in order to develop realistic academic and career goals. Counselors use interviews, counseling sessions, interest and aptitude tests and other methods to evaluate and advise students. They also operate career information centers and career education programs. High school counselors advise students regarding college majors,

admission requirements, entrance exams financial aid, trade and technical schools and apprenticeship programs. They help students develop job search skills, such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni or students with career development and job-hunting techniques. School counselors at all levels help students to understand and deal with social behavioral and personal problems.

## 2.12, Qualification of counselors

All states require school counselors to hold a state school counseling certification and to have completed at least some graduate course work; most require the completion of the master's degree. Some states require public school counselors to have both counseling and teaching certificate and to have some teaching experience before receiving certification. For counselors based outside of school, 48 states and district of Colombia have some form of counselor licensure that governs their practice of counseling. Requirements typically include the completion of master's degree in counseling, the accumulation of 2 years or 3,000 hours of supervised clinical experience beyond the master's degree level, the passage of state recognized exam, adherence to ethical codes and standards and the completion of annual continuing education requirements . Counselors must be aware of educational and training requirements that

are often very detailed and that vary by area counseling speciality. Prospective counselors should check with state and local governments, employers and national voluntary certification organizations in order to determine which requirements apply.

As mentioned, a master's degree is typically required to be licensed as a counselor. A bachelor's degree often qualifies a person to work as counseling aid, rehabilitation aid or social service worker. Some states require counselors in public employment to have a master's degree; others accept a bachelor degree with appropriate counseling courses. Counselor education programs in colleges and universities usually are found in departments of education or psychology.

## CHAPTER THREE

### 3, Methodology

This study was conducted to find out the status of Vocational guidance and counseling services available to the trainees at some TVET colleges of Addis Ababa city.

#### 3.1 Design

The study followed survey method to collect information on the quality and availability of services in the two colleges namely Entoto TVET and Addis Ababa Tegbared TVET Colleges.

#### 3.2 Participants of the study

The population of participants of the study include the Deans, vice deans, instructors, vocational guidance and counseling counselors and student-trainees of the colleges. Entoto TVET college has three deans, three counselors, one hundred seventy six instructors and three thousand eighteen trainees. Tegbareid TVET college has also three Deans, two counselors, ninety-nine instructors and two thousand one hundred sixty two trainees.

### 3.3 Sampling technique adapted for selecting the research sites

Two colleges mentioned above had been selected purposely. Even though there are a number of TVETs in Addis Ababa it was decided to select the present colleges because of the following purposes.

1. To the best of the knowledge of the researcher (working in one of the TVETs of the city of Addis Ababa, other than those taken for the present study) these two colleges are well functioning TVETs of Addis Ababa with enrolment of several thousands of student trainees and having vocational guidance and counseling services.
2. These colleges offer a number of vocational education courses compared to other colleges in the city at the levels of 10+1,2 and 3
- 3 These colleges have a number of positions like Dean, instructors (informally involved in counseling) and counselors who are involved in the counseling services.
- 4 They represent both Government and private enterprises in the field of vocational education.
5. The resource and time constraints of the researcher also made these institutes

preferable in view of physical proximity of them to the place of work of the researcher

### 3.4 Sampling of the respondents

All the existing Deans, Vice deans and Counselors of these two institutions were included as respondents. The Instructors and student-trainees were randomly selected so as to arrive at figures 25 and 100 respectively.

### 3.5 Instrumentation

The questionnaires, with open ended and closed ended items were developed based on the guidelines provided by the Ministry of Education, Government of Ethiopia for the purpose of establishing and running Vocational Guidance and Counseling Services at the TVETs of Ethiopia. (The details of this Guideline appears at the review chapter) .

There were different questionnaires on Deans, Counselors and Student-Trainees. However, the instructors are interviewed keeping certain parts of the questionnaire meant for Deans as well as Counselors as the interview guide.

Three experts and the advisor of the researcher approved these questionnaire items.

This guideline was selected form the base for the questionnaire because it was Ministry of Education Guideline and as such it was mandatory for the vocational educational

colleges to follow them. More over this guideline provide scientifically based recommendations at every level. The final versions of the questionnaires are appended in appendix number I-IV.

### **3.6 Procedure of data collection**

The researcher personally administered the questionnaire on the respondents after orienting them all about the purpose of the study and promising confidentiality regarding the responses they would give. The orientation was repeated several times keeping as far as possible uniformity.

### **3.7 Pilot Study**

A pilot study was conducted to assess the aptness of the questionnaire in terms of their ability to elicit the needed information and easiness in understanding the items of questions by the respondents and other issues like time required for the various levels of the respondents to complete their responses etc. Based on the feed back certain modifications were made in consultation with the advisor.

### 3.8 Main study

As has been said already the researcher himself carried out the administration of the questionnaire. He handed over the questionnaire to the Deans, Vice-Deans, Instructors and Counselors meeting them on prior appointments and collected the filled-in questionnaires then and there.

With regard to the student-trainees they were requested to assemble in a big classroom and were mass administered. After they have completed, the filled –in questionnaire were collected from them. The instructors were interviewed fixing appointment with them.

### 3.9. Methods of Data Analysis

Percentages were used to analyze the questionnaire data.

The input from the interview of instructors were used for discussion part as first hand information

## CHAPTER FOUR

### 4. Presentation and analysis of data

There are five governmental TVET Colleges in Addis Ababa. Entoto, A.A Tegbareid and General Winget were the former colleges for TVET centers. Latter; Nefas Silk and Misrak also become colleges for training trainees in several fields. The above TVET colleges meet the demand for skilled workers, with trainees who are qualified with technical and vocational streams.

To meet the objectives of TVET, vocational guidance and counseling could be taken as an ingredient that helps the target possible. Therefore, the study is designed to assess the status of vocational guidance and counseling services of Entoto and Tegbareid TVET colleges.

Deans, Vice deans, Instructors, Counselors and Trainees were taken as respondents for this research who responded to the questionnaires. Where as, instructors were interviewed by the researcher.

From the total of trainees who are currently attending the classes in the two colleges hundred were randomly selected for the study. Data was collected from a few

instructors with the help of interview.

Table-1, Qualification and experience of Counselors, Deans and Instructors with regard to their college, sex and age

no	Items	Counselors		Deans		Instructors	
		No.	%	No.	%	No.	%
1	Colleges						
	A,Entoto	3	60	3	50	15	60
	B,A.A	2	40	3	50	10	40
	Tegbare-ed						
	Total	5	100	6	100	25	100
2	Sex						
	Male	3	60	5	83.3	18	72
	Female	2	40	1	16.7	7	28
	total	5	100	6	100	25	100
3	Age						
	A,21-30	1	20	-	-	4	16
	B,31-40	1	20	-	-	7	28
	C,41-50	-	-	5	83.3	10	40
	D,51 and above	3	60	1	16.7	4	16
	total	5	100	6	100	25	100

The above table shows the number of deans ,counselors and instructors of the two colleges concerned and also their age and sex.Based on this while the study was conducted the distribution of counselors, deans and instructors of both colleges with regard to their number were 5,6 and 25 ,respectively.Both colleges have male and female counselors and also Tegbareid has female vice dean Entoto college not.Concerning age most of the counselors have ages 51 and above. Most deans and instructors were found in the age range of 41 and 50.

**Table-2,Counselors, Deans and instructors response about qualification, specializatio and experience**

No.	Items	Counselors		Deans		Instructors	
		No.	%	No.	%	No.	%
1	Qualification						
	A, Diploma	-	-	-	-	6	24
	B, B.A/B.S.C	4	80	3	50	14	56
	C,M.A/M.S.C	1	20	3	50	5	20
	total	5	100	6	100	25	100
2	Specialization						
	A,Planning and management	-	-	3	50	3	12
	B,Technical and vocational	-	-	2	33.3	15	60
	C,Psychology and related	5	100	1	16.7	2	8
	D,Academic	-	-	-	-	5	20
	total	5	100	6	100	25	100
3	Experience						
	A,0-5 years	1	20	-	-	4	16
	B,6-10 years	-	-	-	-	6	24
	C,11-20 years	1	20	2	33.3	8	32
	D,21 and above	3	60	4	66.7	7	28
	total	5	100	6	100	25	100

From the above table regarding item number 1, 1(20%) of counselors were M.A degree holder and the rest 4(80%) were B.A

degree holder. On the other hand, deans have B.A/B.S.C or M.A/M.S.C degree holder with equal 50% proportion.

Also, 6(24%) instructors were diploma holder,14(56%) instructors were B.A/B.S.C holder and 5(20%) instructors were M.A/M.S.C holder.

Item-2-Shows that all counselors were qualified with psychology and related, and majority of deans were qualified with planning and management

Item-6,Majority of the counselors and deans have experience 21 years and above, instructors experience largely lays in the range of 11-20 years

**Table-3, The opinion of deans and counselors about guidance and counseling service**

No.	Items	Deans		Counselors	
		No.	%	No.	%
1	Conditions created for the guidance and counseling officers to perform their duties effectively				
	A, very high	1	16.7	-	-
	B, high	2	33.3	1	20
	C, fair	2	33.3	4	80
	D, low	1	16.7	-	-
	Total	6	100	5	100
2	The counselor counselee ratio in the college				
	A, enough	3	50	3	60
	B, low	3	50	1	20
	C, very low	-	-	1	20
	Total	6	100	5	100

No	Item	Deans		Counselors	
		No	%	No	%
3	The duties performed by the counselors in the college				
	A, related with their qualification	2	33.3	-	-
	B, related with the administration	1	16.7	-	-
	C, related with administration and qualification	3	50	5	100
	Total	6	100	5	100
4	Cooperation of counselors with the college teaching staff				
	A, excellent	1	16.7	3	60
	B, very good	3	50	1	20
	C, good	1	16.7	-	-
	D, poor	1	16.7	1	20
	Total	6	100	5	100
5	The role of the guidance and counseling officers in the choice of fields of study				
	A, excellent	1	16.7	1	20
	B, very good	2	33.3	-	-
	C, good	1	16.7	3	60
	D, poor	2	33.3	1	20
	Total	6	100	5	100
6	The way of provision of guidance and counseling service in the college				
	A, with guidance and counseling committee	-	-	-	-

	B,with guidance and counseling officers	6	100	5	100
	Total	6	100	5	100

No	Item	Deans		Counselors	
7	The type of guidance and counseling service mostly given by the college				
	A, guidance service	-	-	-	-
	B, follow up specially apprenticeship	6	100	-	-
	C,providing occupational other information	-	-	3	60
	D, placement	-	-	2	20
	Total	6	100	5	100
8	Counselors role in coordinating group counseling session				
	A, excellent	1	16.7	2	40
	B, fair	4	66.7	2	40
	C, poor	1	16.7	1	20
	Total	6	100	5	100
9	Counselors role in providing information for employers				
	A, excellent	4	66.7	-	-
	B, fair	2	33.3	2	40
	C, poor	-	-	3	60
	Total	6	100	5	100

-From the above table regarding item number 1, majority 2(33.3) of deans and 4(80%) counselors respond that the counseling service is fair. Item number 2, shows that the counselor – counselee ratio was contradictory according to the Deans. More over deans and counselors gave their opinion that counselors perform both administration and counseling activities. As the majority of deans and counselors respond counselors cooperation with the teaching staff were very good and excellent, respectively. In addition, all deans and counselors said that the guidance and counseling service is given only by the professionals. Further, most of the deans and counselors stated that group counseling session was fair and excellent with the distribution of 4(66.7%) and 1(16.7%) respectively.

Table-4, Dean's opinion concerning counseling service of TVET colleges where they are working at.

No.	Items	Deans	
		No.	%
1	Do you believe that training is based on demand of employers?		
	A, yes	4	66.7
	B, no	2	33.3
	Total	6	100
2	Is there orientation program for trainees?		
	A, yes	5	83.3
	B, no	1	16.7
	Total	6	100
3	Does the skills you gain during training helps you to gear up with objectives of TEVET?		
	A, yes	4	66.7
	B, no	2	33.3
	Total	6	100
4	Does the college perform activities to have good cooperation with the employer?		
	A, yes	4	66.7
	B, no	2	33.3
	Total	6	100

From table-4, 4(66.7%) of deans believed that the training is based on demand of the employer. Item number-2 shows that 5(83.3%) of deans gave their opinion that there were orientation and also 4(66.7%) of deans were sure that qualification efficiently helps them to run the TVET services towards the target. More over,4(66.7%) of the deans believed that there is good relationship with the employers.

**table-5, Distribution of trainees according to their ages**

	Age of respondents						Total
	16	17	18	19	20	28	
Male	1	9	26	14	10	1	61
	1.6%	14.8%	42.6%	23.0%	16.4%	1.6%	100.0%
Female	4	12	15	5	3	0	39
	10.3%	30.8%	38.5%	12.8%	7.7%	.0%	100.0%
Total	5	21	41	19	13	1	100
t	5.0%	21.0%	41.0%	19.0%	13.0%	1.0%	100.0%

Table-5, As far age is concerned, the most appearing age for males and females were 18 with the distribution of 26(42.6%) and 15(38.5%) , respectively.

Table-6, Distribution of male and female trainees according to their program

	Academic status			Total
	10+1	10+2	10+3	
Male	11 18.0%	28 45.9%	22 36.1%	61 100.0%
Female	7 17.9%	25 64.1%	7 17.9%	39 100.0%
Total	18 18.0%	53 53.0%	29 29.0%	100 100.0%

Table-6, This table shows the distribution of trainees according to their program. To this end, the distribution of males for 10 +1, 10 +2, 10 +3 were 11(18%), 28(45.9%) and 22(36.1%) respectively; for females it was 7(17.9%), 25(64.1%) and 7(17.9%) for 10 +1, 10 +2, 10 +3, respectively.

Table-7, Distribution of male and female trainees regarding their stay in the college

	Year of stay			Total
	1	2	3	
Male	25 41.0%	32 52.5%	4 6.6%	61 100.0%
Female	24 61.5%	14 35.9%	1 2.6%	39 100.0%
Total	49 49.0%	46 46.0%	5 5.0%	100 100.0%

Table-7,As far as year of stay is concerned, the distribution of males who stay for one, two or three were 25(41%),32(52.5%) and 4(6.6%) respectively. Females distribution was 24(61.5%),14(35.9%) and 1(2.6%) for 10+1,10+2 and10+3, respectively.

**Table-8, Trainees' response about guidance(G) and counseling(C) service**

	Extent of service given by G & C			Total
	Very Good	Good	Poor	
Male	5 8.2%	26 42.6%	30 49.2%	61 100.0%
Female	13 33.3%	12 30.8%	14 35.9%	39 100.0%
Total	18 18.0%	38 38.0%	44 44.0%	100 100.0%

Table-8,Regarding the counseling service, males who respond very good, good and poor were 5(8.2%),26(42.6%) and 30(49.2%) respectively.

Females response about the service were 13(33.3%) very good,12(30.8%) good and 14(35.9%) poor.

**Table-9,**The opinion of trainees regarding the role of guidance and counselors in selection of field of study

	Role of guidance and counselors In selecting field of study			Total
	Very Good	Good	Poor	
Male	5 8.2%	22 36.1%	34 55.7%	61 100.0%
Female	3 7.7%	17 43.6%	19 48.7%	39 100.0%
Total	8 8.0%	39 39.0%	53 53.0%	100 100.0%

The trainees were asked about the role of guidance and counseling service in selection of field of study.

Accordingly, the trainees who said the service to be poor were 53(53%), those who said 'good' were 39(39%) and the others marked 'very good' were 8(8%).

**Table-10,** Respondents' opinion regarding the role of guidance and counselors in maintaining students' discipline

	Role of guid. and counselors in trainees discipline				Total
	Very.G	Good	Fair	Poor	
Male	4 6.6%	9 14.8	24 39.3	24 39.3	61 100.0 %
Female	1 2.6%	12 30.8	10 25.6	16 41.0	39 100.0 %
Total	5 5.0%	21 21.0	34 34.0	40 40.0	100 100.0 %

With regard to the role of counselors in maintaining good discipline of students, Majority of trainees 40(40%) gave their opinion that the service were poor,34(34%) of trainees marked that it was fair and the others said very good 5(5%),good 21(21%).

**Table-11, Trainees opinion about the type of service given by counselors**

	Type of service given				Total
	Guidance service	Information service	Follow up	Selecting field of study	
Male	15 24.6%	29 47.5%	6 9.8%	11 18.0%	61 100.0%
Female	12 30.8%	17 43.6%	6 15.4%	4 10.3%	39 100.0%
Total	27 27.0%	46 46.0%	12 12.0%	15 15.0%	100 100.0%

As far as the service given by guidance and counselors is concerned, majority of trainees 46(46%) responded that the service given by the guidance and counseling officers were information service,27(27%) of trainees said that the officers were giving guidance service, the other services were concerning follow up and selection of study.

**Table-12, Response of trainees concerning orientation**

	Do G&C give orientation to new entrants?		Total
	Yes	No	
Male	33 54.1%	28 45.9%	61 100.0%
Female	22 56.4%	17 43.6%	39 100.0%
Total	55 55.0%	45 45.0%	100 100.0%

Table-12, Trainees were also asked about their opinion concerning the orientation. Accordingly, male and female trainees who said 'yes' about the orientation were 33(54.1%) and 22(56.4%) respectively. The others respond that no orientation was given.

**Table-13** ,The opinion of trainees about individual counseling

	Do G. & C. give counseling to individuals?		Total
	Yes	No	
Male	15 24.6%	46 75.4%	61 100.0%
Female	18 46.2%	21 53.8%	39 100.0%
Total	33 33.0%	67 67.0%	100 100.0%

With

regard to the provision of individual counseling, 15(24.6%) of males respond that individual counseling activity was conducted.

But,46(75.45%) of males said there was no individual counseling.Females,on the other hand 21(53.80%) respond that there was no individual counseling given and 18(46.2%) of them said that individual counseling activity was conducted.

**Table-14** ,The distribution of male and female trainees about group counseling

	Do G&Cr.s. give counseling in group?		Total
	Yes	No	
Male	18 29.5%	43 70.5%	61 100.0%
Female	11 28.2%	28 71.8%	39 100.0%
Total	29 29.0%	71 71.0%	100 100.0%

Concerning group counseling, 18(29.5%) of males said there was group counseling, the others 43(70.5%) confirmed that the group counseling were not conducted.

Besides, females also gave their opinion about group counseling service. Accordingly, those who said 'yes' were 11(28.2%) the others 28(71.8%) said 'no'.

**Table-15** ,The distribution of male and female trainees with regard to their program

	Sex of respondent		Total
	Male	Female	
10+1	11 61.1%	7 38.9%	18 100.0%
10+2	28 52.8%	25 47.2%	53 100.0%
10+3	22 75.9%	7 24.1%	29 100.0%
Total	61 61.0%	39 39.0%	100 100.0%

Table-15,As it can be seen from the table the distribution of male trainees for 10 +1,10 +2 and 10 +3,were 11(61.1%),28(52.8%) and 22(75.9%)respectively.Females' distribution were 7(38.9%),25(47.2%) and 7(24.1%) for 10 +1,2 and 3, respectively.

**Table-16,Distribution of age of trainees with regard to their program**

	Age of respondent						Total
	16	17	18	19	20	28	
10+1	2 11.1%	8 44.4%	5 27.8%	2 11.1%	1 5.6%	0 .0%	18 100.0%
10+2	2 3.8%	8 15.1%	22 41.5%	11 20.8%	9 17.0%	1 1.9%	53 100.0%
10+3	1 3.4%	5 17.2%	14 48.3%	6 20.7%	3 10.3%	0 .0%	29 100.0%
Total	5 5.0%	21 21.0%	41 41.0%	19 19.0%	13 13.0%	1 1.0%	100 100.0%

Table-16,Here the table shows the distribution of trainees 10 +1,10 +2,10 +3 were found with in the range of 17,18 and 19 years of age.

**Table-17,Distribution of 10+1,2 and 3 trainees of the two colleges with regard to their college**

	Name of college		Total
	Tegbareid	Entoto	
10+1	10 55.6%	8 44.4%	18 100.0%
10+2	27 50.9%	26 49.1%	53 100.0%
10+3	13 44.8%	16 55.2%	29 100.0%
Total	50 50.0%	50 50.0%	100 100.0%

Table-17, The above table shows the distribution of trainees with regard to the program they were engaged, accordingly 10(55.6%); 27(50.9%) and 13(44.8%) were enrolled in 10 +1, 10 +2 and 10 +3 program respectively in Tegbareid.

Where as, 8(44.4%), 26(49.1%) and 16(55.2%) were enrolled in 10 +1, 10 +2, 10 +3 program in Entoto.

**Table-18, The distribution of 10+1, 2 and 3 trainees with regard to year of stay**

	Year of stay			Total
	1	2	3	
10+1	18 100.0%	0 .0%	0 .0%	18 100.0%
10+2	16 30.2%	37 69.8%	0 .0%	53 100.0%
10+3	15 51.7%	9 31.0%	5 17.2%	29 100.0%
Total	49 49.0%	46 46.0%	5 5.0%	100 100.0%

Table-18, Shows the distribution of trainees staying in the college.

Accordingly, majority of trainees 49(49%) stay for one year, those who stay for two years were 46(46%), trainees who stay for three solid years were 5(5%).

**Table-19** ,Trainees' opinion about the provision of orientation with regard to their program

	Do G&Cr.s. give orientation to new entrants?		Total
	Yes	No	
10+1	12 66.7%	6 33.3%	18 100.0%
10+2	21 39.6%	32 60.4%	53 100.0%
10+3	22 75.9%	7 24.1%	29 100.0%
Total	55 55.0%	45 45.0%	100 100.0%

The above table shows the distribution of trainees according to their program with regard to orientation.

Accordingly 12(66.75%) of 10 +1 trainees confirmed that there was orientation,6(33.3%) said no orientation. On the other hand fro 10 +2 trainees 21(39.6%) trainees said there was orientation and 32(60.4%) said no orientation.

From 10 +3 trainees 22(75.9%) trainees confirmed that there was orientation, where as 7(24.1%) said no orientation.

**Table-20,** The opinion of trainees about individual counseling with regard to their program

	Do G&Cr.s. give counseling to individuals?		Total
	Yes	No	
10+1	5 27.8%	13 72.2%	18 100.0%
10+2	14 26.4%	39 73.6%	53 100.0%
10+3	14 48.3%	15 51.7%	29 100.0%
Total	33 33.0%	67 67.0%	100 100.0%

Concerning the individual counseling 5(27.8%) of 10 +1 trainees respond that the service was given, and the others 13(72.2%) said that there was no individual counseling.

From 10 +2 trainees 14(26.4%) confirmed that there was individual counseling and the others 39(73.6%) said that there was no individual counseling.

From 10+3 trainees,14(48.3%) confirm that the individual counseling was conducted where as the others 15(51.7%) said there was no individual counseling

**Table-21, Respondents' opinion about counselors activity in helping trainees with jobsearchingskill**

	Do G&Cr.s.give counseling in searching job ?			Total
	Very Good	Good	Poor	
10+1	3 16.7%	5 27.8%	10 55.6%	18 100.0%
10+2	3 5.7%	19 35.8%	31 58.5%	53 100.0%
10+3	7 24.1%	15 51.7%	7 24.1%	29 100.0%
Total	13 13.0%	39 39.0%	48 48.0%	100 100.0%

With regard to job searching activity,from 10+1,10(55.6%) trainees cosiderd the service to be poor,5(27.8%) said good,3(16.7%) considerd very good.From 10+2,3(5.7%) very good,19(35.85%) good and 31(58.5%) poor.From 10+3,7(24.1%) very good,15(51.7%) good and 7(24.1%) poor.

**Table-22,The distribution of male and female trainees of the two colleges**

	Sex of respondent		Total
	Male	Female	
Tegbareid	28 56.0%	22 44.0%	50 100.0%
Entoto	33 66.0%	17 34.0%	50 100.0%
Total	61 61.0%	39 39.0%	100 100.0%

Table-22, shows the distribution of males or females in both TVET colleges, Accordingly to the table 28(56%) of males and 22(44 %) of females were from Tegbareid.

Where as 33(66%) and 17(34%) were from Entoto college. As the distribution shows the number of male trainees are more than female trainees.

**Table-23, Distribution of ages of trainees of the two colleges**

	Age of respondents						Total
	16	17	18	19	20	28	
Tegbareid	1 2.0%	12 24.0%	25 50.0%	10 20.0%	2 4.0%	0 .0%	50 100.0%
Entoto	4 8.0%	9 18.0%	16 32.0%	9 18.0%	11 22.0%	1 2.0%	50 100.0%
Total	5 5.0%	21 21.0%	41 41.0%	19 19.0%	13 13.0%	1 1.0%	100 100.0%

Table-23, According to table 23, age of most trainees were within the range of 17 and 20. In both colleges 25(50%) from Tegbareid and 16(32%) from Entoto have age of 18 which is mostly frequent more than the others.

**Table-24, Distribution of 10+1, 2 and 3 trainees with regard to their colleges**

	Academic status			Total
	10+1	10+2	10+3	
Tegbaried	10 20.0%	27 54.0%	13 26.0%	50 100.0%
Entoto	8 16.0%	26 52.0%	16 32.0%	50 100.0%
Total	18 18.0%	53 53.0%	29 29.0%	100 100.0%

Table-24, When the academic status is seen from table 24, 10 +2 trainees are more than

the others. Accordingly 10(20%),27(54%) and 13(26%) were 10 +1,10 +2,10 +3,were from Tegbareid, respectively.On the other hand,8(16%),26(52%) and 16(32%) were 10 +1,10 +2,10 +3 respectively from Entoto.

Table-25,The response of the two colleges trainees regarding the extent of the service given by counselors

	Extent of service by guid. & counselors			Total
	Very Good	Good	Poor	
Tegbareid	2 4.0%	20 40.0%	28 56.0%	50 100.0%
Entoto	16 32.0%	18 36.0%	16 32.0%	50 100.0%
Total	18 18.0%	38 38.0%	44 44.0%	100 100.0%

Table-25,When the service given by counselors is concerned, this table shows the number of trainees who give opinion about the service very good, good and poor were 2(4%),20(40%) and 28(56%) respectively from Tegbareid.On the other hand ,Entoto trainees respond that the service were very good, good and poor with a distribution of 16(32%),18(36%) and 16(32%) ,respectively.

Table-26, The composition of sample of trainees about counselors role in selection of field of study

	Role of guid. and counselors in selecting field of study			Total
	Very Good	Good	Poor	
Tegbareid	4 8.0%	21 42.0%	25 50.0%	50 100.0%
Entoto	4 8.0%	18 36.0%	28 56.0%	50 100.0%
Total	8 8.0%	39 39.0%	53 53.0%	100 100.0%

Table-26, From table 26, the distribution of trainees who give opinion about selection of field for trainees by Tegbareid counselors were 4(8%) very good, 21(42%) good and the rest 25(50%) respond that the service were poor. Entoto trainees who respond very good, good and poor were 4(8%), 18(36%) and 28(56%) , respectively

Table-27, Distribution of the trainees of the two colleges about the type of counseling service given in their colleges

	Type of service given by Guid. & Counselors				Total
	Guidance service	Information service	Follow up	Selecting field of study	
Tegbareid	7 14.0%	30 60.0%	6 12.0%	7 14.0%	50 100.0%
Entoto	20 40.0%	16 32.0%	6 12.0%	8 16.0%	50 100.0%
Total	27 27.0%	46 46.0%	12 12.0%	15 15.0%	100 100.0%

Table-27, Entoto trainees respond that guidance service is mostly given by the professionals and the service given by the counselors of Tegbareid were more of information service with 30(60%) distribution.

Table-28, Trainees opinion about the provision of orientation at their colleges

	Do Guid. & C. give orientation to new entrants?		Total
	Yes	No	
Tegbareid	27 54.0%	23 46.0%	50 100.0%
Entoto	28 56.0%	22 44.0%	50 100.0%
Total	55 55.0%	45 45.0%	100 100.0%

Table-28, Here, 27(54%) and 28(56%) trainees respond that there were orientation from Tegbareid and Entoto respectively.

On the other hand, 23(46%) from Tegbareid and 22(44%) from Entoto respond that as there was no orientation.

**Table-29,**The composition of sample of trainees of the two colleges about counselors' role in selection of field of study

	Do G&C give support In selection of field ?		Total
	Yes	No	
Tegbareid	4 8.0%	46 92.0%	50 100.0%
Entoto	10 20.0%	40 80.0%	50 100.0%
Total	14 14.0%	86 86.0%	100 100.0%

Table-29, Concerning the support from the counselors about the selection of field 4(8%) from Tegbareid and 10(20%) from Entoto confirmed that there was support ,where as Entoto and Tegbareid said no support with a distribution of 40(80%) and 46(92%) ,respectively .

**Table-30, Trianees opinion about guidance and counseling officers of the two colleges in obtaining and disseminating information**

	Extent of obtaining and disseminating information			Total
	Very Good	Good	Poor	
Tegbareid	1 2.0%	22 44.0%	27 54.0%	50 100.0%
Entoto	8 16.0%	19 38.0%	23 46.0%	50 100.0%
Total	9 9.0%	41 41.0%	50 50.0%	100 100.0%

Table-30, Concerning the extent of the service given by counselors regarding obtaining and disseminating information to trainees -very good, good and poor were 1(2%),22(44%) and 27(54%) respectively from Tegbareid .

Where as, the distribution of Entoto trainees to this regard were 8(16%) very good,19(38%) good and 23(46%) poor.

**Table-31, Distribution of the trainees of the two colleges about the provision of group counseling**

	Do G and Crs. provide group counseling?		Total
	Yes	No	
Tegbared	8 16.0%	42 84.0%	50 100.0%
Entoto	21 42.0%	29 58.0%	50 100.0%
Total	29 29.0%	71 71.0%	100 100.0%

Table-31, As far as group counseling is concerned 8(16%) from Tegbareid and 21(42%) from Entoto said 'yes', on the contrary 42(84%) from Tegbareid and 29(58%) from Entoto said 'no'.

**Table-32, Trainees' response about the extent of service given by counselors regarding job searching skill**

	Do G&C give counseling in searching job ?			Total
	Very Good	Good	Poor	
Tegbareid	5 10.0%	17 34.0%	28 56.0%	50 100.0%
Entoto	8 16.0%	22 44.0%	20 40.0%	50 100.0%
Total	13 13.0%	39 39.0%	48 48.0%	100 100.0%

Table-32, From Tegbareid 5(10%),17(34%) and 28(56%) of trainees said counselors assist trainees with job searching skill were very good, good and poor respectively.

From Entoto trainees response about the job searching skill assistance by counselors were 8(16%) very good, 22(44%) good and 20(40%) poor.

## CHAPTER FIVE

### 5, Discussion

Vocational counselors are much more responsible for planning and executing the vocational guidance and counseling service than the other individual or groups of persons who are engaged in administrating and training activities of the college. However, the implementation of vocational guidance and counseling service is not the duty of only counselors in the college, but it is the sum total of college community. That mean to say, to run effective guidance and counseling service; the deans, instructors and trainees should participate to address the requirements of counseling service. Here, it should be noted that in the process of executing the counseling service not only the collaboration of school community is needed but also facilities and other requirements have to be meet to make the service fruitful and efficient. It may be recalled the purpose of this study was to assess the status of counseling service at Governmental TVET Colleges' guideline provided by the Ministry of Education based on which the assessment has been carried out .Before going in to discussing the findings of study a summary presentation of the guideline will be useful.

## 5.1, Duties and responsibilities of a vocational counselor

The vocational counselor shall:

- provide orientation for high school students and parents concerning TVET offerings in the institution in collaboration with TVET instructors
- Provide placement program for trainees completing TVET programs, if possible
- Assist in the individual vocational counseling of trainees
- Prepare follow up of former students in TVET programs for the purpose of improving services and evaluating the effectiveness of vocational education
- Promote TVET to the community
- Remain up-to-date on changing job entry skill requirements and changing technologies in business and industry
- Orient new trainees to institution procedures and the institutions varied opportunities for training
- Assist trainees in selection of occupation
- Maintain trainees' records and protect their confidentiality
- Work to resolve trainees' educational handicaps
- Work to prevent trainees' from dropping out institute
- Provide trainees information to colleges and potential employers according to provision of the boards policy on trainee records

- Guide trainees in their participation in institution and community activities
- Obtain and disseminate occupational information to trainees and classes studying occupations
- Work with students on an individual basis in the solution of personal problems
- Confer with parents whenever necessary
- Advise administrators and departments on the matters of trainees' discipline
- Assist trainees to plan, monitor and manage their academic, personal and career development
- Assist with efforts to place trainees in jobs
- Coordinate group counseling sessions .Perform administrative duties connected with performance evaluation procedures
- Maintain records on every statistical data /information relevant to the training institution
- Act as liaison to teachers, parents, administration, and business community on educational and institution related concerns
- Facilitate parent, trainees and/or trainers conferences when appropriate
- Participate in and out necessary campus supervision
- Conduct a needs assessment
- Build partnership with in the training institute/college and community of educators, characteristics of the trainees and how they can be reached and served administrators, and business and industry representatives to work as a team to effectively assist the

trainees in realizing their future job aspirations

-To available services and seeks assistance (e.g. funding equipment).

-Serve as secretary of the internship committee

-Develop and disseminate brochures describing institution information for business community other relevant stakeholders

-Identify appropriate companies/industries for internship program

-Arrange places for internship program

-Provide trainees information about the modules they accomplished to companies/industries which offer internship program in collaboration with the department heads of the institution

-Prepare annual action plan and yearly budget proposal including internship program

-Involve all institute personnel in every facet of the program esp. in internship program

-Conduct research on internship program

-Assess the students' interest and motivation before entering the TVET

-Conduct activities to promote TVET

-Conduct activities to promote TVET trainees job search skills

-Liaise with all relevant institution to promote graduates' chances for employment

-Facilitate institute/college anti HIV/AIDS activities

-Facilitate in-company training

-Teach career development related courses when necessary

-Participate in total quality management system implementation process to continuously improve the quality of training of the institution

## 5.2, Qualification

-Bachelors degree (minimum).Masters Degree preferred, in educational psychology or in any technical and vocational fields

-A minimum of three years class room teaching experience

-Excellent problem solving skills

-Basic knowledge in most training areas offered in the center

-Good computer skills especially in data base management and internet

-Good academic achievement, and knowledge in project work and entrepreneurial sprit

## 5.3, Accountability

Vocational counselor is accountable to the vice director or vice dean of the institution

## 5.4, Incentive

A vocational counselor shall get similar privilege as that of vice director/dean

## 5.5, Facility

The center shall fulfill the following facilities

-Fulfill with basic office materials

-One PC (networked)

-Telephone

-Internet access

-Transport facilities should always be available for him/her to execute the various activities

#### **5.6, Counselor/Trainees Ratio**

One vocational counselor can handle 500 trainees if he/she is involved in teaching vocational guidance education with a maximum of eight periods/week. Otherwise he/she can handle up to 600 trainees. If the number of the trainees is greater than 600, the center has to assign one professional guidance counselor accountable to the vocational

#### **5.7, Qualification of the assistant**

-A minimum of diploma in technical or vocational education

-A minimum of 3-years experience of teaching in TVET institutions

#### **5.8, Training of counselors**

In order to execute the above duties and responsibilities effectively, it is necessary to organize and provide the vocational counselor with the following training activities:

-Counseling technique

-Career, educational and labor market information

- Needs assessment techniques
- ICT and Information Management
- Organizing career development programs
- Establishing linkages with community based organization
- Public relations techniques to promote career development activities and services

According to the guideline from the original source the overall conditions and activities of vocational guidance and counseling service is evaluated as follows.

- Both colleges have three deans each. This seems to be enough to administer the services given by the college.
- Counselors, on the other hand are small in number as compared to the number of trainees. Entoto college has two males and one female counselors. Tegbareid College has one male and one female counselor.
- Entoto College has more than three thousand trainees, and Tegbareid has more than two thousand trainees. The guideline specifically states there should be the counselor for 500 trainees. In the Entoto college there are more than 3000 students. That means there must be more than six counselors. But, there are only 3 counselors. In Tegbareid there are only two counselors but the required number will be four .Thus the trainee counselor ratio is not favorable for providing counseling services. Interestingly enough, both colleges have female counselors who encourage female trainees to obtain counseling service better.

- Concerning age, one counselor has age between 21-30; the others have ages more than 51 year. This shows the counselors are adult enough to run the activities of counseling.

- Deans have ages more than forty one years. For administration works it is more advisable to assign deans who are not young. As far as qualification is concerned 4(80%) counselors have first degree and 1(20%) counselor has M.A degree. From the guideline, counselors should have minimum of bachelor degree. Therefore, the counselors have meet minimum requirement. The number of deans who has first and second degrees are equal in number .That means 3(50%) deans have first degree and 3(50%) deans have second degree. Among these deans, two of the deans who have second degree are from Entoto and the other is from Tegbareid.This is also fair for the colleges.

- With regard to specialization 5(100%) counselors were specialized with psychology and related. Counselors need to be trained with counseling techniques, career, and educational and labour market information, therefore these counselors are fit for the requirement.

- For instructors, the distribution is 3(12%), 15(60%), 2(8%) and 5(20%) for planning and management, technical and vocational, psychology and related and academic,

respectively. Interestingly enough, 15(60%) of instructors are specialized with technical and vocational which is very important in training technical and vocational trainees.

- Concerning the conditions created for the guidance and counseling offices to perform their duties 2(33.3%) deans said it was high, 2(33.3%) fair 1(16.75%) said low and the others 1(16.7%) respond that the facilities were very high. Majority of counselors on the other hand respond that the service 4(80%) were fair and 1(20%) counselors said the service was high. This implies that the service given by counselors was encouraging.

- With regard to duties performed by the counselors 3(50%) of deans gave their opinion that counselors perform activities related both administration and qualification. Two(33.3%) deans and 1(16.7%) deans said the counselors perform activities which is related with qualification and administration, respectively.

Surprisingly, 5(100%) counselors said that they run both administration and qualification activities. Counselors should be assigned for activities they are qualified for. But, as it can be seen all counselors were engaged in activities which were related with both administration and counseling service.

- Concerning the activity of counselors in helping trainees in selection of field of study deans' response about excellent, very good, good and poor were 1(16.7%), 2(33.3%), 1(16.7%) and 2(33.3%) respectively. This shows that deans were not very much favoring the counselors' performance, where as 1(20%) respond that the service was excellent, 3(60%) counselors said that it was good and 1(20%) said poor. Therefore, the

counselors activity in helping trainees in selection of field of study should be improved.

- Item-6,of table three shows all deans and counselors respond that the way of provision of guidance and counseling service were conducted by counselors only.But,according to (Ministry of Education, Addis Ababa February,2006),counseling activity in TVET colleges should be conducted with a committe.Therefore,both colleges need to organize a committee for a betterment of the implementation of the service.

- It is known that, counselors in TVET institutions have mostly attached them selves in apprenticeship activities. This idea is completely supported by deans. However counselors have disproved this.Accordingly,3(60%) of counselors respond that they were providing informations,where as 2(20%) gave their opinion that placement activity were performed. It should be clear that counselors' activities in the college should not stick to activities of apprenticeship or provision of information only, rather a comprehensive service has to be provided.

- Deans were satisfied with the group counseling service given by counselors. From item 8 of table 3, majority 4(66.7%) of deans were favoring the group counseling service, and also majority of counselors opinion about group counseling were both excellent and fair.According to the guideline of Ministry of Education group counseling service is one of the counselors activity that has to be encouraged in colleges. Therefore, the two colleges were giving group counseling satisfactorily.

•From table 4, majority of deans 4(66.7%) said that the training was based on the demand of employers. Demand oriented training meets the need of skilled human power and also encourages the trainees.

•Concerning orientation, all deans with exception of one supported the provision of orientation accomplishment. According to Ministry of Education guideline orientation is one of the primary activities that should be carried during trainee entries. Therefore according to the deans' opinion, orientation activities were encouraging.

•With regard to cooperation with employers,4(66.7%) of deans supported that good cooperation is present between college and employers.According to Ministry of Education guideline colleges need to make a link with employers to make the training market oriented and develop a sound job search skill of trainees.

•As far as age is concerned, the age of trainees lays mostly at 18,this shows most of trainees were young enough for the execution of objective of TVET with regard to preparing a young skilled human power for labour market. From table-6,the distribution of trainees for 10+1,10+2 and10+3 were not proportional.

As it can be seen 10+2 trainees were much higher than that of 10+1 and 10+3.Due to various reasons the number of trainees may not necessarily be equal in all programmes.However, it will be appropriate if the number of trainees is proportional to obtain skilled trainees at all levels of programs.

- From table 8, both males and females were not favoring the service given by the counselors; accordingly 44% of trainees said the service were poor, 38% of trainees respond that the service were good, the other 18% of trainees considered the service was very good. Therefore the counselors need to improve the service to meet the demand of the service by trainees.

- As far as role of counselors in helping trainees in selection of field of trainees is concerned 53% of trainees gave their opinion that the service was poor and 39% of trainees considered the service given was good ,where as the others 8% supported that the service given was very good. According to Ministry of Education guideline, counselors have responsibility in helping trainees in the selection of field of study. Therefore; counselors need to perform better to improve their activities with regard to issue concerned

- According to the guideline of Ministry of Education, counselors need to advise administrators and departments on the matters of trainees' discipline. Counselors' action in keeping the discipline of trainees was not satisfactory. So, strong and organized operation is recommended to maintain trainee discipline.

- Obtaining and disseminating of occupational information to trainees and to classes studying occupation is also another duty of counselors. To this regard counselors were performing an encouraging activity that (46%) of trainees supported that the information was given at both colleges by counselors.

- Ministry of education guideline encourages the orientation given by counselors to trainees. From the total respondents of trainees about 55% of trainees gave their opinion that orientation was conducted by assigned counselors. Where as 45% of trainees respond that the orientation was not given. Therefore, the assigned counselors need to conduct orientation.

- Group counseling is one important task that should be carried out to trainees. Nevertheless, the majority of trainees 67% respond that individual counseling service were poor ion the colleges. According to ministry of education guideline for technical and vocational education and training college, individual counseling service should be involved in the activities of counselors so as to help trainees who are handicapped for individual issues. So, counselors need to concern individual counseling in their activities.

- From table-9, From 10+1 trainees, 66.7% of trainees gave their opinion that orientation was given but 33% of 10+1 trainees supported the orientation given by counselors. From 10+2 trainees 60.4% of trainees confirmed that there was no orientation; where as, 39.6% of trainees commented that orientation was given. From 10+3 trainees 75.9% of trainees had obtained orientation according to their suggestion. But,24.1% were not in support of ideas of orientation given by counselors.

•From table 20, Of the total trainees 72.2% of 10+1 trainees no individual counseling was given, but 27.8% of trainees were favoring individual counseling. 10+2 trainees on the other hand respond similarly with 10+2 trainees .From 10+3 trainees on the other hand, nearly half of the trainees gave their opinion that there was individual counseling. Therefore, counselors are expected to do more activities concerning individual counseling.

•According to ministry of education guideline, counseling has a considerable responsibility in helping trainees in developing job searching skill. Regarding this, from the total of respondents 3% considered the service very good, 39% said good the others 48% respond that the service were poor.

•From table 25, Tegbareid trainees gave opinions about the counseling service as follows: 2(4%)-very good, 20(40%)-good, 28(56%)-poor. On the other hand Entoto trainees response as the issue concerned were: 16(32%)-very good, 18(36%)-good and 16(32%) poor. The overall activity of counselors has a positive or negative impact on the performance of trainees in various respects. Therefore, the researcher recommends the counselors to improve their activities with regard to counseling service.

•As far as orientation is concerned, from Tegbareid 27(54%) of trainees were favoring orientation services given by counselors. 23 (46%) of trainees respond that no orientation was given. On the other hand, from Entoto 28(56%) of trainees agreed that orientation was given, where as 22(44%) not. Therefore, the researcher recommends

orientation program has to be addressed to trainees efficiently

•According to table-32, Tegbareid trainees response about counselors activity in promoting job searching skill of trainees were 5(10%)-very good,17(34%)-good, and 28(56%)-poor. The trainees of Entoto college gave their opinion as follows: 8(16%)-very good, 22(44%)-good and 20(40%)-poor. According to the original source of Ministry of Education Feb, 2006, Job searching skill is one of the basic activities that have to be performed by counselors in developing the experience of trainees in searching the job. Accordingly, the researcher recommends the vocational guidance and counseling officers and other principals of the college to work in collaboration for the accomplishment of the task.

## CHAPTER SIX

### 5, Summary of findings, conclusion and recommendation

As it is stated previously, Entoto and Addis Ababa Tegnareid were selected as a research site for this study. These two colleges were selected for diversity of fields they offer for trainees, the comprehensibility programs they hold and considered as a model for their overall constitution.

Questionnaires based on the guideline and interviews were used as a tool to collect data, and all the deans, vice deans and counselors were full participants of the study, where as instructors and trainees were selected from the total population by random and stratified sampling technique.

Questionnaires and interviews were administered to the participants in order to obtain data concerning the service given by counselors, the facility fulfilled for the guidance and counseling officers, the conditions at which the counselors obtain technical and material support from concerned bodies.

#### 5.1, Findings

It is fair to uncover the fact that the number of deans, vice deans and counselors who are assigned in the college will directly or indirectly affect the overall activity of the college. It is to mean that if the number of concerned bodies who manage the activities of the college is not proportional to the trainees, the service given to the trainees will be affected.

- Entoto has 3(60%) counselors where as Tegnareid has 2(40%) counselors which is not in correct proportion of counselor counselee ratio which exceeds one counselor for more than eight hundred trainees that does not correspond with the 1-600 counselor counselee ratio according to the original source of MoE guideline.

- The number of female counselor is almost equal with the number of male counselors. Accordingly, the two colleges have 3 male and 2 female counselors each.
- On the otherhand,5(83.3%)of the deans of the colleges were male but there is only 1(16.7%) of female dean that is found only at Tegbareid.
- As far as age is concerned majority of counselors 3(60%) of counselors have ages more than 51 inclusively, the others were between 21-30 and 31-40.
- With regard to the facility of the guidance and counseling office 1(16.7%) of deans said the facility was very satisfactory, 2(33.3%) high, 2(33.3%) fair and the others 1(16.7%) confirmed that it was poor. But 4(80%) counselors considered the facility were fair and 1(20%) said high.
- Concerning counselor counselee ratio, deans respond that the ratio were enough and 3(50%) of the deans said that the number of counselor by far less than the number of counselor who should be assigned.30 (60%) counselors said that the number of counselors is enough, on the other hand 1(20%) of the counselor said low and 1(20%) said very low.
- Half or 3(50%) of the deans gave the opinion that the counselors perform activities both administration and qualification related tasks. But 1(16.7%) said related with administration and the other 2(33.3%) respond related with their qualification. On the contrary, all counselors admitted that they were performing tasks both related with administration and qualification.
- Deans gave their opinion that the cooperation of counselors with the teaching staff excellent, very good, good and poor were 1(16.7%),3(50%),1(16.7%) and 1(16.7%) respectively. Where as counselor response excellent, very good and poor were 3(60%),1(20%),1(20%) respectively.
- Deans gave their opinion that the role of guidance and counseling officers in the choice of field of study to trainees with contradictory response, accordingly excellent-1(16.7%), very good-2(33.3%), good-1(16.7%), poor-2(33.3%).
- As far as the way of provision of guidance and counseling is concerned all the deans and counselors proved that the service was given by guidance and counselors only.
- Majority of the deans 4(66.7%) supported the idea that group counseling session was fair.The others 1(16.7%) excellent, 1(16.7%) poor. On the other hand 2(40%) said excellent,2(40%) said fair 1(20%) said poor.
- Concerning counselors role in providing information for employers,4(66.7%) said excellent,2(33.3%) said fair,where as 3(60%) said poor and 2(40%) said the activity of counselors was fair.

- Regarding to the orientation, all the deans with the exception of one were in favor of the orientation.
- Concerning the service given by counselors, most of the trainees said that the service were poor.
- From the total of trainees the majority of trainees respond that the counselors' role in selection of field of study was poor.
- Concerning orientation 55 % of trainees accepted the idea that orientation was given, the others 45% rejected presence of orientation.
- Majority of the trainees supported the presence of individual counseling but a few were not in favor of the idea.
- With regard to the group counseling most of trainees were in support of the service, but a few trainees accepted as there was group counseling session.
- Majority of the trainees respond that job searching skill by counselors were poor.

In addition to closed indeed items the open ended items were thoroughly observed and the following findings were obtained.

- Absence of clear job description made the counselors wandering about what activities to carry out.
- Lack of transportation was one of the factors that hinder the service.
- The amount of budget assigned to run the activities of guidance and counseling service is insufficient if any.
- Lack of awareness to run guidance and counseling in a very well organized manner.
- The number of counselors as compared to counselees is very less and this will have an impact in addressing group and individual counseling session to counselees.

## **5.2, Conclusion**

- Vocational guidance and counseling service will not be efficient if the activity is not performed in an integrated manner. Every body who is concerned should perform activities to carryout his own share of tasks and also the operation should be managed with organized body. However, the counseling service at both colleges was carried out with out a committee to coordinate the counseling service.

- To meet a certain objective, the need of material and technical support from the concerned bodies is unquestionable. Regardless of the importance of the material support, the two colleges were running the activity with out sufficient budget if any.
- In every organization, a guideline is very important for the performance of a certain activity. Therefore the counselors are requested to perform their activities according to the guideline prepared by Ministry of Education.
- For the betterment of counseling service, the proportion of counselors to counselees should be properly addressed. But at both colleges the numbers of counselees were by far more than the proper counselors required.
- Trainees will be more aware about their future if they obtain individual and group counseling. To this regard there is a gap in meeting this requirement.
- Facility of counseling office has a negative and positive impact on the service, though it was more than the other colleges around, still the facility of the counseling service has to be up graded.

### **5.3, Recommendation**

The aims of technical school was stated as being primarily to train capable workmen, able to hold a position in the face of competition, while still having them develop academically.

Similarly advancing the quality of human resources through strategically selected programs of technical and vocational training instruction are the most targeted missions. Like wise the TVET colleges have the missions of providing practical training for the aspiring and currently operating micro-economic sectors.

-Instigating job creation and economic growth through entrepreneurship development.

-Creating a direct link between small business community and industry allowing for an infusion of innovation and practically in to the colleges curriculum.

Accordingly, in order to meet the objectives of TVET colleges, active participation of vocational guidance and counseling is required.

•To make the counseling service efficient ,constraints that challenge the service has to be minimized unless and otherwise they are impossible to be wiped out. Therefore, the researcher recommends the following valuable ideas.

•The service given by vocational guidance and counseling officers need to be organized under the committee of Deans, Counselors and Department Heads

•Guidance and counseling officers should perform activities they are qualified for. At present their time and energy are used for non counseling activities like helping in the administration. This must be stopped

•Efficient material and technical support has to be provided to the counselors by organizations which have a close link with, such as MoE, A.A.C.G.E.B, S.C.E.O and principals of the college.

•The proportion of counselors to counselee should be according to the guideline provided by Ministry of Education

•Clear, comprehensive, revised and standard guideline should be prepared for the guidance and counseling officers.

•The facilities of guidance and counseling service should be organized according to the standard requirement.

•Sufficient orientation programs have to be held when trainees join the college at the beginning of the year.

•Counselors have to be good participants in providing individual and group counseling session

•It is more of the duties of the counselors to compel the trainees obtain counseling session in the areas they are in need.

•Finally, the researcher recommends that special attention and focus need to be given to vocational guidance and counseling service by Ministry of Education, Addis Ababa City Government Education Bureau and college community to make the TVET colleges better fit in preparing skilled persons who cover the demand in the labour market.

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**Addis Ababa University  
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Department of counseling psychology  
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**A questionnaire to be filled by deans and vice deans**

The purpose of this questionnaire is to collect data for the study that attempts to investigate the implementation of guidance and counseling service in the college in which you are currently working. The success of the study depends on your genuine response to each question. Moreover; your response to each questionnaire would keep confidential and will be used only for the purpose of research.

It is hoped that the findings of the study will be assistance to policy makers, curriculum developers, researchers, employers and training institution who involve in the education and training process.

Therefore please be objective while you are responding to each item in the questionnaire. I appreciate your willingness to support my effort.

**General Direction**

- No need of writing your name /
- Please circle to the options for multiple choices that your feel is correct
- put brief answers to questions that require opinion

**Part- 1, Respondents background and other related information** (fill in the space)

- 1, Name of the college: a, Entoto TVET college b, A.A. Tegbared TEVET College
- 2, Sex: a, male b, female
- 3, Age: a, 21-30 b, 31-40 c,41-50 d,51 and above
- 4, Qualification: a, B.A/B.S.C. Degree b, M.A/M.S.C. Degree c, other specify-----
- 5, Your area of specialization a, Educational planning and management b, academic psychology c, if other specify-----
- 7, Total year of experience a, 0-5years b, 6-10 years c, 11-20 years d, 21 and above years

## Appendix I

**Part-2, Please circle the letter of your response and fill the appropriate response if the question require written response.**

- 1, Conditions created for the college guidance and counseling professionals, to motivate them perform their duties effectively.  
a, very high b,high c,fair d,low
- 2, The counselor counselee ratio in the college  
a, enough b,low c,very low
- 3, The duties performed by the counselors in the college  
a, performing tasks that are related with their qualification  
b,performing tasks that are related with administration  
c,performing tasks that embraces activities that are related with their qualification and administration works
- 4, Profetional cooperation of guidance and counseling officers with the college teaching staff  
a, excellent b, very good c,good d,poor
- 5,The role of guidance and counseling professionals in the choice of fields of study by the student.  
a, excellent b,very good c,good d,poor
- 6, The way of provision of guidance and counseling service in the college  
a, with organized guidance and counseling committee  
b,with guidance and counselors only
- 7, Do you believe that the training in your college is labour market oriented?  
A,yes b,no
- 8,Do you believe that trainees perfom well in their work area after graduation?  
A,yes b,no
- 9, The extent of assistance for the guidance an d counseling service by the administrators, officers and workers  
a, very high b,high c,fair d,low
- 10,Is there orientation program for the trainees?  
A,yes b,no
- 11,The type of guidance and counseling service mostly given by the college  
a, guidance service b,follow up service(specially apprenticeship) b,providing occupational and other information d,placement
- 12,Do you believe that your qualification enable you to attain goals of TEVET interms of career guidance?  
a,yes b,no
- 13, The practice of referring the students to higher counselors if the guidancve and counseling problem is complicated exists in the college  
a, present b,absent
- 14, Is there any budget for the guidance and counseling service  
a, yes b,no

Appendix I

15,Is the guideline provided by the government for the guidance and counselors adopted by in the practice by the institution

a, yes b,no

16, Do the college embrace guidance and counseling service in its carrier (structure)

a, yes b,no

17 How do you rate the guidance and counseling service in assisting the individual vocational counseling of trainees?

a, excellent b,fair c,poor

18 How do you rate the guidance and counseling service in maintaining trainees' records and protecting their confidentiality?

a, excellent b,fair c,poor

19, Guidance and counseling office performance in preventing trainees from drop out of the institute

a, excellent b,fair c,poor

20, Counselors role in obtaining and disseminating occupational information to trainees and to classes studying occupation

a, excellent b,fair c,poor

21, Counselors role in coordinating group counseling session

a, excellent b, fair c,poor

22, Providing trainees information to colleges and potential employers according to provisions of the boards policy on trainees records

a, excellent b,fair c,poor

23,Do you believe that there is a close link between your college and employers?

a,yes b,no

24, State the constraints that impedes the activity to run guidance and counseling service at the college-----

-----

25, State some ideas that play main role in aggravating guidance and counseling service at the college-----

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**Addis Ababa University  
School of graduate studies  
College of Education  
Department of counseling psychology  
Addis Ababa**

**A questionnaire to be filled by guidance and counseling office**

The purpose of this questionnaire is to collect data for the study that attempts to investigate the implementation of guidance and counseling service in the college in which you are currently working. The success of the study depends on your genuine response to each question. Moreover; your response to each questionnaire would keep confidential and will be used only for the purpose of research.

It is hoped that the findings of the study will be assistance to policy makers, curriculum developers, researchers, employers and training institution who involve in the education and training process.

Therefore please be objective while you are responding to each item in the questionnaire. I appreciate your willingness to support my effort.

**General Direction**

- No need of writing your name /
- Please circle to the options for multiple choices that your feel is correct
- put brief answers to questions that require opinion

**Part- 1, Respondents background and other related information** (fill in the space)

- 1, Name of the college: a, Entoto TVET college b, A.A. Tegbared TEVET College
- 2, Sex: a, male b, female
- 3, Age: a, 21-30 b, 31-40 c,41-50 d,51 and above
- 4, Qualification: a, B.A/B.S.C. Degree b, M.A/M.S.C. Degree c, other specify-----
- 5, Your area of specialization a, Educational planning and management b, academic psychology c, if other specify-----
- 7, Total year of experience a, 0-5years b, 6-10 years c, 11-20 years d, 21 and above years

## Appendix II

**Part-2, Please circle the letter of your response and fill the appropriate response if the question require written response.**

- 1, Conditions created for the college guidance and counseling professionals, to motivate them perform their duties effectively.  
a, very high b,high c,low d,low
- 2, The counselor counselee ratio in the college  
a, enough b,low c,very low
- 3, The duties performed by the counselors in the college  
a, performing tasks that are related with their qualification  
b,performing tasks that are related with administration  
c,performing tasks that embraces activities that are related with their qualification and administration works
- 4, Profetional cooperation of guidance and counseling officers with the college teaching staff  
a, excellent b, very good c,good d,poor
- 5,The role of guidance and counseling professionals in the choice of fields of study by the student.  
a, excellent b,very good c,good d,poor
- 6, The way of provision of guidance and counseling service in the college  
a, with organized guidance and counseling committee  
b,with guidance and counselors only
- 7, How is the participation of the society in the implementation of the guidance counseling service  
a, excellent b,very good c,good d,poor
- 8,The extent of students in using guidance and counseling service that is given with professional counselors  
a, very high b,high c,fair d,low
- 9, The extent of assistance for the guidance an d counseling service by the administrators, officers and workers  
a, very high b,high c,fair d,low
- 10,Rank the following items in the order of the extent of challenges and requirement of professionals help by the students.  
Direction-put numbers "1"- "5" in the space provided against each assumed challenge according to your ranking.  
-----problems that are related with education  
-----problems that are related with family  
-----problems that are related with economic background  
-----problems that are related with personal problems
- 11,The type of guidance and counseling service mostly given by the college  
a, guidance service b, follow up service(specially apprenticeship) b,providing occupational and other information d,placement

**Appendix II**

- 12, Rank the items mentioned above according to seriousness of requirement  
a,-- b,-- c,-- d,--
- 13, The practice of referring the students to higher counselors if the guidance and counseling problem is complicated exists in the college  
a, present b,absent
  
- 14, Is there any budget for the guidance and counseling service  
a, yes b,no
- 15,Is the guideline provided by the government for the guidance and counselors adopted by in the practice by the institution  
a, yes b,no
- 16, Do the college embrace guidance and counseling service in its carrier (structure)  
a, yes b,no
- 17 How do you rate the guidance and counseling service in assisting the individual vocational counseling of trainees?  
a, excellent b,fair c,poor
- 18 How do you rate the guidance and counseling service in maintaining trainees' records and protecting their confidentiality?  
a, excellent b,fair c,poor
- 19, Guidance and counseling office performance in preventing trainees from drop out of the institute  
a, excellent b,fair c,poor
- 20, Counselors role in obtaining and disseminating occupational information to trainees and to classes studying occupation  
a, excellent b,fair c,poor
- 21, Counselors role in coordinating group counseling session  
a, excellent b, fair c,poor
- 22, Providing trainees information to colleges and potential employers according to provisions of the boards policy on trainees records  
a, excellent b,fair c,poor
- 23, State the constraints that impedes the activity to run guidance and counseling service at the college-----  
-----  
-----
  
- 24, State some ideas that play main role in aggravating guidance and counseling service at the college-----  
-----  
-----
  
- 25, State some of the contribution of the society that helps in upgrading guidance and counseling service of the college-----  
-----  
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**Addis Ababa University  
School of graduate studies  
College of Education  
Department of counseling psychology  
Addis Ababa**

**Interview for instructors of selected TVET colleges.**

The purpose of interview is to supplement the data gathered through the questionnaire from Deans, Counselors and Trainees. Hence; I would like to thank you in advance for giving your valuable time to respond the following interview.

- 1, Do you know about the presence or absence of vocational counseling in college where you are currently working?
- 2, How is the counselors versus counselee ratio in the college?
- 3, How is the condition created for the college guidance and counseling professionals to motivate them perform their duties effectively?
- 4, What is your opinion about professional cooperation of guidance and counseling officers with the college teaching staff?
- 5, What do you know about counselors in providing orientation to the trainees?
- 6, Which type of service is being rendered to the college trainees by the assigned guidance and counseling service officers?
- 7, Do you think that the number of counselors is enough in carrying out their tasks effectively?
- 8, Do you believe that counselors' qualification is efficient for executing their activities?
- 9, Do you believe that the training in your college is labour market oriented?
- 10, Do you think the trainees are properly utilizing the services given by the counselors?

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Psychology**

**A questionnaire to be filled by students**

The purpose of this questionnaire is to collect data for the purpose of the study that attempts to investigate the implementation of guidance and counseling service in the college in which you are currently learning. The success of the study depends on your genuine response to each question. More over; your response to each questionnaire would keep confidential and will be used only for the purpose of research.

It is hoped that the finding of the study will be assistance to policy makers, curriculum developers, researchers, employers and training institution who involve in the education and training process.

Therefore please be objective while you are responding to each item in the questionnaire. I appreciate your willingness to support my effort.

**General Direction**

- No need of writing your name
- Please circle to the options for multiple choices that your feel is correct
- Please brief answers to questions that require opinion

Part-1, Respondants back ground and other related information (Please circle the letter of your response and fill the appropriate response if the question requires written response)

1, The efficiency of professional counselors in providing counseling services to the participants

a,very good b,good c,poor

2,The role of counselors in placement of student in different occupation

a, excellent b,fair c,poor

#### Appendix IV

- 3,The extent of trainees in using guidance and counseling service that is given by professional counselors  
a,very high b,high c,fair d,poor
- 4,The role of guidance nad counseling service in developing good discipline of trainees  
a,very high b,high c,fair c,poor
- 5,The type of guidance and counseling service given by the college  
a, guidance service b, follow up service c, information service d, placement specially in apprenticeship
- 6,Do guidance and counseling officers provide orientation during the entry of trainees to the college?  
a,yes b,no
- 7,Do guidance and counseling officers give individual vocational counseling of trainees?  
a,yes b,no
- 8,Do the counselors assist trainees in selection of occupation ?  
a,yes b,no
- 9,Do counselors work to resolve trainees educational handicaps?  
a,yes b,no
- 10,Providing trainees information to colleges and potential employers according to provisions of the boards policy on trainees records  
a,very good b,good c,poor
- 11,The extent of obtaining and disseminating occupational information to trainees  
a,very good b,good c,poor
- 12,The activity of counselors to resolve the problem with your parents  
a,very good b,good c,poor
- 13,The role of counselors in assisting trainees to plan, monitor and manage their academic, personal and career development  
a,very good b,good c,poor
- 14,Do counselors provide group counseling service?  
a,yes b,no
- 15,Do counselors assess the students' interest and motivation before entering the TVET?

Appendix IV

a,yes b,no

16,The role of counselors in conducting activities to promote TVET trainees job searching skills

a,yes b,no

17,Do counselors facilitate in college anti HIV/AIDS activities?

a, yes b,no

18,How often do you obtain counseling service from your college?

a, usually b,sometimes c,not at all

19,The extent of counseling service in changing your life

a, satisfactory b,not satisfactory

20,What are the barriers that forces you not to obtain counseling service?

a, shame b,time shortage c,guidance and counseling service activity

21, List the following challenges in the order of the extent to which the requirement of professional counseling is needed

Direction-Write the 1 for the item you assume first

Write the 2 for the item you assume second

Write the 3 for the item you assume third

Write the 4 for the item you assume fourth

Write the 5 for the item you assume fifth

.....Problems that are related with education

.....Problems that are related with family

.....Problems that are related with sex

.....Problems that are related with economic back ground

.....Problems that are related with personal problem

22,What other barriers do you have that prevents you from obtaining counseling service?.....

.....

.....

Appendix IV

23, State some ideas that help in upgrading guidance and counseling service at your college

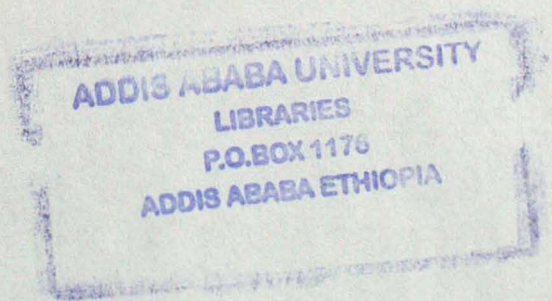
.....  
.....  
.....

24, Can you explain any incident that happened in your life where the counselor has solved your problems regarding personal problems?

.....  
.....  
.....

25, Can you explain any experience about a trainee whom you know received help from the counselor ?

.....  
.....  
.....



# አዲስ አበባ ዩኒቨርሲቲ የስነ-ትምህርት ኮሌጅ ሳይኮሎጂ ትምህርት ክፍል

## በተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በሳይኮሎጂ ትምህርት ክፍል ለድህረ ምረቃ ትምህርት አገልግሎት የሚውል ጥናት በኮሌጅ ደረጃ በሚገኙ ትምህርት ቤቶች የጋይዳንስና ካውንስሊንግ አገልግሎት ዙሪያ ለሚደረግ ጥናታዊ ጽሁፍ አገልግሎት የተዘጋጀ ነው።

መጠይቁ ለዚህ ተግባር ብቻ የሚውል በመሆኑና የእርስዎ ትብብር ለጥናቱ መሻሻልና ውጤት ከፍተኛ አስተዋጽኦ ስላለው ጥያቄዎችን በመመለስ ትብብርዎን እንዲያደርጉ በማክበር እጠይቃለሁ።

በመልስ መስጫ ወረቀት ላይ ስምና አድራሻ መጻፍ አያስፈልግም የተሰጡ አስተያየቶችና ሃሳቦች በጥንቃቄና በምስጢር ይጠበቃሉ። ለጥናቱ ውጤትም ኃላፊነት የለብዎትም።

ለትብብርዎ በቅድሚያ ክልብ አመሰግናለሁ።

ክፍል አንድ

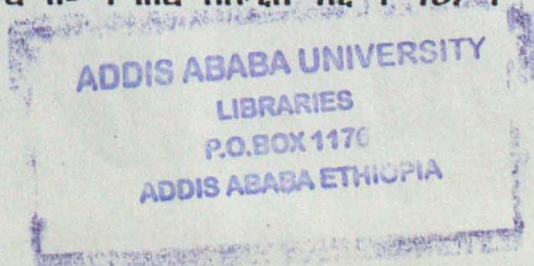
ለሚከተለው ባዶ ቦታ ተገቢውን መረጃ ይሙሉ።

- 1.1 ያታ \_\_\_\_\_
- 1.2 እድሜ \_\_\_\_\_
- 1.3 የክፍል ደረጃ \_\_\_\_\_
- 1.4 የትምህርት ቤቱ (የኮሌጁ) ስም \_\_\_\_\_
- 1.5 የትምህርት መስክ \_\_\_\_\_
- 1.6 በት/ቤቱ የቆዩበት ጊዜ \_\_\_\_\_

ክፍል ሁለት

ከተሰጡት አማራጮች ውስጥ ትክክለኛውን መልስ በመምረጥ ያክብቡ።

1. በኮሌጁ የተመደቡ የጋይዳንስና ካውንስሊንግ ባለሙያዎች ለተገልጋዩ ወይም ለተማሪዎች እየሰጡ ያለው አገልግሎት፡-  
 ሀ. በጣም ጥሩ    ለ. ጥሩ    ሐ. ዝቅተኛ
2. የጋይዳንስና ካውንስሊንግ ባለሙያዎች ተማሪዎች የሙያ መስክ በሚመርጡበት ወቅት ያላቸው ሚና ምን ይመስላል?  
 ሀ. በጣም ጥሩ    ለ. ጥሩ    ሐ. ዝቅተኛ
3. የኮሌጁ ተማሪዎች የሚሰጣቸውን የጋይዳንስና ካውንስሊንግ አገልግሎት ተግባራዊ የማድረግ ልምዳቸው እንዴት ነው?  
 ሀ. በጣም ከፍተኛ    ለ. ከፍተኛ    ሐ. መካከለኛ    መ. ዝቅተኛ
4. በኮሌጁ ውስጥ የሚሰጠው የጋይዳንስና ካውንስሊንግ አገልግሎት በተማሪዎች መልካም ስነ-ምግባር መዳበር ላይ ያለው ድርሻ ምን ያህል ነው?  
 ሀ. በጣም ከፍተኛ    ለ. ከፍተኛ    ሐ. መካከለኛ    መ. ዝቅተኛ
5. በኮሌጁ ውስጥ ለተገልጋይ ተማሪዎች የሚሰጡ የጋይዳንስና ካውንስሊንግ አገልግሎት አይነቶች የትኞቹ ናቸው?  
 ሀ. የጋይዳንስ አገልግሎት    ለ. የመረጃ አገልግሎት    ሐ. ክትትል  
 መ. የትምህርት መስክ ምርጫ
6. የጋይዳንስና ካውንስሊንግ ቢሮ ከመምህራን ጋር በመተባበር ለአዲስ ገቢ ተማሪዎች ገለጻ ይሰጣሉ?  
 ሀ. ይሰጣሉ    ለ. አይሰጡም



7. የጋይዳንስና ካውንስሊንግ አገልግሎት ለተማሪዎች የተናጠል ቮኬሽናል ካውንስሊንግ ይሰጣሉ?  
 ሀ. ይሰጣሉ ለ. አይሰጡም
8. የኮሌጁ ካውንስሊሮች በተማሪዎች የሙያ መስክ ምርጫ እርዳታ ያደርጋሉ?  
 ሀ. ያደርጋሉ ለ. አያደርጉም
9. የኮሌጁ የጋይዳንስና ካውንስሊንግ ባለሙያዎች የሰልጣኞችን የትምህርት ችግር ለመፍታት ይሰራሉ?  
 ሀ. ይሰራሉ ለ. አይሰሩም
10. የተማሪዎችን ውጤት መሰረት ባደረገ ሁኔታ የጋይዳንስና ካውንስሊንግ ቢሮ ለኮሌጆችና ለሰራተኛ ፈላጊዎች ሃሳብ ወይም መልእክት የመስጠት ሁኔታ  
 ሀ. በጣም ጥሩ ለ. ጥሩ ሐ. ዝቅተኛ
11. የጋይዳንስና ካውንስሊንግ ባለሙያዎች ለሰልጣኞች የሰልጠና መስክ የማግኘትና የማሰራጨት ስራ ሁኔታ  
 ሀ. በጣም ጥሩ ለ. ጥሩ ሐ. ዝቅተኛ
12. የጋይዳንስና ካውንስሊንግ ቢሮ የተማሪዎችን ችግር ከወላጆች ጋር በመሆን የመፍታት ሁኔታ  
 ሀ. በጣም ጥሩ ለ. ጥሩ ሐ. ዝቅተኛ
13. የተማሪዎችን የግል ህይወታቸውን፣ የትምህርት ሁኔታቸውን በእቅድ የመምራትና የመቆጣጠር ችሎታቸውን እንዲያዳብሩ የካውንስሊሮች የስራ ድርሻ  
 ሀ. በጣም ጥሩ ለ. ጥሩ ሐ. ዝቅተኛ
14. በኮሌጁ ለተማሪዎች በጋራ የሚሰጥ የካውንስሊንግ ስራ አለ?  
 ሀ. አለ ለ. የለም
15. ተማሪዎች በትምህርት መስካቸው ከመሰማራታቸው በፊት የጋይዳንስና ካውንስሊንግ ባለሙያዎች የተማሪዎችን ፍላጎትና ስሜት ይከታተላሉ?  
 ሀ. ይከታተላሉ ለ. አይከታተሉም
16. የተማሪዎችን የስራ ፍለጋ እንቅስቃሴ ለማሳደግ ካውንስሊሮች ያላቸው የስራ ድርሻ  
 ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ
17. ካውንስሊሮች በኮሌጁ ውስጥ የፀረ-ኤች አይ ቪ (HIV) ወይም ኤድስ (AIDS) ስራ ያከናውናሉ?  
 ሀ. ያከናውናሉ ለ. አያከናውኑም
18. በኮሌጁ ቆይታህ/ሽ ምን ያህል የካውንስሊንግ አገልግሎት አግኝተህ/ሻል?  
 ሀ. ብዙ ጊዜ ለ. አንዳንዴ ሐ. ምንም አገልግሎት አላገኘሁም
19. የጋይዳንስ አገልግሎት የምክር ስራ ህይወትህ/ሽን የመቀየሩ ሁኔታ  
 ሀ. በቂ ነው ለ. በቂ አይደለም
20. የጋይዳንስና ካውንስሊንግ አገልግሎት ተሳታፊ አለመሆንህ/ሽ ምክንያት  
 ሀ. ሀፍረት ለ. የጊዜ እጥረት  
 ሐ. የጋይዳንስ አገልግሎት ምቹ ሁኔታ አለመፈጠር