

Exploring the Psychosocial Needs...

ADDIS ABABA UNIVERSITY SCHOOL OF SOCIAL WORK

Exploring the Psychosocial Needs and Supports to First Year
Students at Addis Ababa University

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Exploring the Psychosocial Needs and Supports to First Year Students at Addis Ababa University: The Case of Students with Disabilities and Students from Poor Family Background at Addis Ababa University-Sidist Kilo Campus

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Acronyms

AAU	Addis Ababa University
FGD	Focus Group Discussion
FYSs	First Year Students
HESC	Higher Education Strategy Centre
MoE	Ministry of Education
NGOs	Non Government Organizations
OECD	Organization for Economic and Cooperation Development
PSS	Psycho Social Support
SWDs	Students with Disabilities
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USP	University Success Project for Ethiopian Young Women

Abstract

The general objective of this study was to identify the psychosocial needs and supports offered to First Year Students (FYSs) by AAU. FYSs were the unit of analysis for the study. Exploratory research design was employed and the data was gathered from selected FYSs, Ministry of Education, PSS providers at AAU. The findings of the study show that FYSs face many challenges include difficulties living with many students in dormitories, financial problems, fear of being dismissed, lack of sleep and environment inaccessibility for SWDs and need the attentions of concerned stakeholders. In the study it was found that emotional and academic problems were identified as number one psychosocial challenges of FYSs. In the study it was found that Students with Disabilities (SWDs). The major PSS providers in the university believe that there should be a responsible coordination unit that would play a role of creating strong partnership, collaboration and referral linkages among actors. As the number of students has been increasing each year at the Sidist Kilo Campus, the university needs to strengthen the existing psychosocial support providers as well as start new ones to ensure students are getting the necessary psychosocial supports which are important to continue education. AAU also need to mobilize its assets and resources found in the campus such as the skills and knowledge of students, academic staff, students' union, students' associations and clubs so that they could give improved psychosocial supports such as tutorial, mentoring, assisting students with disabilities, fund raising, organize various trainings and so on. Currently, there are few psychosocial initiatives by different stakeholders in the campus. However, their capacities to reach all the needy students are limited. Psychosocial providers also need to advocate for new policy formulation and designing strategies so that the students could get the standardized supports and attend education without being stressed by the challenges mentioned above.

Introduction

Background

University students in general are considered as a source of pride for themselves and their families and the hopes for their countries. They are assumed to bring social, political, cultural and economic wellbeing to their country. Cognizant of this, many countries have given greater attention to bring more skilled human resource and expertise needed and utilized to advance economic and social development UNESCO (1998).

Considering the crucial roles of education, the government of Ethiopia has given greater attention in expanding the existing higher institutions and establishing new ones in different regional states. To this effect, the government has been made effort to improve higher learning institutions in quality and accessibility and enrolment of students has increased in the country as a result of opening additional universities Mekasha (2005).

In spite of the huge investment made on higher institutions, first year students in higher institutions of Ethiopia experience a number of personal, social and academic challenges. The problems worsen with increasing enrollment of students with the establishment of new higher institutions in terms of getting basic services in dormitories, dining halls, clinics, libraries etc and have been difficult for first year students to adjust themselves with the new environment Jibril (2012)

Elizabeth et.al (2013) indicated that the dropout of students may be an indication for the failure of higher institutions to provide the necessary support based on the special needs of students. As a result of this, factors such as financial, emotional and other problems adversely affect first year students especially students from poor family background. In

response to this, higher institutions began interventions targeting FYSSs from poor family background and students with some sort of disabilities Bigger (2010). Although higher education in Ethiopia has been growing and developing rapidly, there are gaps in meeting the psychosocial needs of FYSSs especially in government owned universities.

According to Samiramis (2010), psychosocial support is a continuum of care and support that addresses the social, emotional, spiritual and psychological well-being of a person, and influences both the individual and the social environment in which people live.

. Psychosocial Support (PSS) is an integrated help given to an individual who takes into account the psychological (emotional) aspects of a person and his or her social life. It gives the person skills to cope with stress or difficult situations. It is a comprehensive, integrated and coordinated support designed to meet the needs of a community and help members of the communities by increasing knowledge, skills to enhance resilience and cope up with adversities. Within the context of this study, PSS refers to the support provided by AAU to FYSSs to students with disabilities and students from poor family background to adjust themselves with the new environment and to enable them to continue education.

1.2 Statement of the Problem

As it is first experience of separation from their parents, friends and communities, it is hard for FYSSs to adapt the new environment which is very different from the life they had in high schools Jibril (2012). The same source states that FYSSs confronted with a number of new challenges and stressful conditions which are not easy to cope with. Students usually begin a new academic life and responsible for shaping their future career in a new environment. As a result, they are needy to emotional, academic and social problems.

Many first year university students often face a number of challenges such as difficulties living with many students in dormitories, poor services at dining rooms, financial problems, problems in attending lectures and capturing notes, fear of exams, fear of being dismissed and lack of sleep are few of the problems the students face. In addition to the problems mentioned above, students with disabilities for instance face challenges such as human assistance, environment inaccessibility and mistreatment by service providers and so on. According to Mudhovozi (2012), providing the necessary support has a strong impact on their academic achievement in the universities in which the students are enrolled in. Therefore, it is crucial to provide integrated and sustainable psychosocial supports depending on the special needs of the students to retain them in universities.

Most of the researches conducted so far have been focusing on identifying factors and variables that are important for self adjustment at universities. Others studied the causes for drop out of FYs from universities. Still others studied the relationship between or among these factors/ variables affecting educational achievements of FYs. For instance, Simmons (2008) assessed the relationship between FYs' levels of individuation-attachment and its consequences for college adjustment of FYs. Yeshimebrat (2013), investigated the on-campus and off-campus factors responsible for female students' low academic performances and consequently high attrition in BahirDar University. Jibril (2012) studied the major adjustment problems of first year students of Jimma University but his study doesn't include about university structures which provide PSS to students and the types of supports universities should offer for first year students. I had three personal reasons to study on this research topic. First, when I was a regular student at Sidist Kilo University, I could see many students from poor family while suffering a lot because of financial problems. One of my dorm mates for instance, had been washing the clothes of other students to get a bar of soap to wash his. Second, when I had been working in a national NGO known as Pro Pride, I was

leading a program focusing on assisting high school students from poor family. The students had been supported by Pro Pride from grade 9-12 and unfortunately, the program phased out when the students joined university. As the students had been very close to me, they had been telling me the challenges they had been facing. One of the biggest challenges for these students had been lack of money to buy educational supplies. For instance, one of these students dropped out from school of pharmacy and went back to rural area where her families residing. The other female student decided to withdraw and to go South Sudan as a house maid after losing all her hope and could not continue education without fulfilling school materials. Third, when I was working for an international organization named Family Health International, I had to facilitate on peer mentoring training to first year female students from natural science, medicine and technology faculties at AAU. During the training, I learnt that the students had many gaps on life skills such as study skills, problem solving skills, how to resist negative peer pressure and so on. As a result, these I decided to study the topic believing that it might contribute in addressing the psychosocial problems of such students.

The purpose of this study is primarily to identify the emotional, social, academic and physical needs of first year students. Second, the study aims at exploring the PSS offered by different structures and stakeholders at the Sidist Kilo Campus. Moreover, the study intended to identify if there are gaps between the PSS needs and the available support and finally to recommend ways to improve the psychosocial services.

1.3 General objective

To identify the psychosocial needs and supports for FYs in particular with students with disabilities and students from poor economic family background at AAU.

1.4 Research Questions

This study will be guided by the following basic research questions:

What are the psychological and social needs of FYs at AAU?

What are the psychosocial supports offered by AAU to FYs especially to SWDs and students from poor family?

Do FYs receive adequate PSS from the university?

Are the supports in line with the needs of students?

Is there gap between the PSS needs and supports offered by the university?

1.5 Specific objectives

To identify the psychosocial needs of FYs with disabilities and students with poor family background at the Sidist Kilo Campus of AAU;

To identify the psychosocial supports offered by AAU to FYs with disabilities and students from poor family background and

To identify gaps between the PSS needs and supports offered by AAU

1.6 Significance of the Study

The findings of this research could contribute to the efforts of PSS providers in universities in improving services and thereby contribute to reduce dropout rates of first year university students especially students with disabilities and students from poor family background. Second, the findings may influence authorities and education planner so as to designing PSS policies, programs and strategies and mainstream PSS issues to support needy students while planning and implementing their activities. Third, the findings might have an implication for social work practices in the area policy formulation, mobilization of

university assets and resources, networking and partnership, empowering PSS providers and for comprehensive assessment and research works. Fourth, it may also have an important implication to improve the services of guidance and counselors. Fifth, as it could be relatively a new area of research at least in the context of AAU Sidist Kilo Campus, the study might trigger those who are interested to conduct further research on PSS provided to students, highly needy children, and elderly people and so on.

1.7 Limitation of the study

In exploring many social issues, the participation of all stakeholders is important from the beginning to the end .However, all stakeholders were not included in this particular study. Second, the findings of the study are only based on the psychosocial challenges of few selected FYSSs from SWDs and from students from poor family and may not represent all FYSSs at AAU Sidist Kilo Campus. Third, although students with hearing impairments are part of SWDs, no students were included during FGD because of lack of obtaining sign language interpreters. Most of these were not possible because of resource constraints such as time and financial limits. Fourth, as FYSSs might have many unmet needs, the scope of the present study cannot imply beyond the four psychosocial needs of the students namely emotional, academic, social and physical needs. For instance, as universities have no mandate to promote spiritual needs of students, less attention was given to it in the study. As a result, generalizations or conclusions may be limited to the study setting.

1.8 Operational Definitions of Terms

Academic needs refer to resources such as educational materials, tutorial support and academic advising that enhance students' ability to be academically successful

Emotional needs refer to the need for love, security, encouragement, motivation,

care, self- esteem, confidence, trust and security, sense of belonging, guidance, understanding, etc.

Physical need the physical needs incorporate material needs such as financial supports, dormitories, school materials, etc.

Psychosocial is used to emphasize the close connection between psychological aspects of experience (thoughts and emotions) and the wider social experience (relationships, practices, traditions and culture) and it also takes into account spiritual (values systems, beliefs) and physical aspects of an individual.

Psychosocial supports A continuum of care and support that addresses the social, emotional, spiritual and psychological well-being of a person, and influences both the individual and the social environment in which people live.

Social needs of students refer to the students' involvement in social activities and are essential for students to integrate them into a university community and to develop a sense of belongingness with friendships.

Student with Disabilities A student with a disability refers to is one who “experiences a significant impairment to a major life activity such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Chapter Two

2. Literature Review

The literature review consists of three parts namely review of related literature, theoretical review and conceptual framework presented below:

2.1 Review of International Literature on Psychosocial supports

According to UNESCO (2003), the public resources allocated to higher education in sub Saharan countries were largely inadequate to respond effectively to the rapid expansion of students' enrolments and to the basic requirements for quality education and research. The average public expenditure by student in sub-Saharan Africa decreased from \$6,300 in 1980 to \$1,500 in 1988 and \$1,241 in 1995. Among the factors which led to this situation, it is worth mentioning the increase in external debt and its servicing, the deterioration of prices of raw materials and agricultural products, the devaluation of national currencies and the implementation of structural adjustment policies. As a result of these problems, the budget that would have been allocated to psychosocial support might have been also decreased.

In spite of the shortages of resources, many literatures indicate that universities need to offer psychosocial support for FYs to enhance their academic achievements. UNESCO (1998) under the title of 'descriptions of academic advising' suggests that there are a number of functions that should be performed by universities to meet the psychosocial needs of FYs. These include universities need to help students access campus resources that will enhance their ability to be academically successful; assist students in overcoming educational and personal problems and; identify systemic and personal conditions that may impede student academic achievement and developing appropriate interventions and increase student retention by providing a personal contact that students often need and

request, thereby connecting them to the institution.

Bigger (2010) noted that the expected outcome of providing psychosocial support to students is to improve their wellbeing through assisting students in developing personal strengths and skills, to become self-confident, happy and to improve their academic performance. Thus, academic and non academic staff must realize that first year university students need support from peers, faculty, staff, and family if they are to succeed. She also stated that university staff needs to facilitate student-to-student interactions and student-to-faculty interactions.

Simmons (2008) also explained a number of important issues which are helpful for universities to provide psychosocial supports namely to establish support groups in universities, identify and address barriers for psychosocial support, increasing university management understanding of psychosocial needs of students. She also explained that it is important to provide coordinated psychosocial service in a given university. According to Sarah, coordination will usually mean the effectiveness of collaboration and communication amongst agencies delivering psychosocial support and other services to a university community. This includes ensuring that the work of one service providers are neither disrupted nor duplicated and is thus complimentary to the work of another, establishing common programming guidelines and strategies, coordinating geographical distribution of programs, establishing referral mechanisms and sharing of resources and information.

According to East Stroudsburg University of Pennsylvania Student Handbook (2012-2014), support services should be designed to maximize students' personal and educational functioning, to prevent and remediate emotional/social problems, to help students attain their educational goals, and to promote their professional competence. The services should include personal counseling/ psychotherapy, vocational counseling,

psychological and vocational testing and consultation services in individual and group formats.

Literatures around the globe propose different ideas which are important to address the emotional, academic, social, physical and spiritual needs of needy students in their respective campuses.

Regarding the emotional needs of FYs Sharma (2012) noted that the emotions of FYs are affected in the process of adjusting themselves to college environment. It creates some anxiety and sense of adventure. Since the students are expected to make adjustments to new patterns of behavior and social expectations, as a result they usually experience emotional instability. Due to different kinds of unexpected pressures, FYs became emotionally disturbed and as a result they feel that they are inferior and put negative feelings in their minds.

The Students' hand book of East Stroudsburg University of Pennsylvania Student Handbook (2012-2014) explains that anxiety, career exploration/ indecision, depression, difficulties in interpersonal relationships, eating disorders, family concerns, self-doubt, sexual concerns and substance abuse are some of the issues students often address through counseling.

Cognizant of the importance of guidance and counseling to FYs, World Declaration on Higher Education for the twenty-first century (1998) in its article 10 states that guidance and counseling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Such support is important in ensuring a good match between student and course, reducing drop-out. Students

who do drop out should have suitable opportunities to return to higher education if and when appropriate.

Andrews et.al (2012) indicated that peer mentoring is an important scheme to build the emotions of FYSSs. Jane et.al stated that peer mentoring that naturally arises within a student community offers general befriending, orientation, information giving and social integration as well as elements of academic integration and of mentoring. The scheme is underpinned by a central structure that ensures a standardization of processes such as recruitment, referencing and training, which are undertaken by a central coordinator based in student support services. According to Andrews et.al (2012), this ensures a highly visible and cohesive institution-wide scheme. It is also good to use mentors who were mentees themselves and as such have experienced first-hand the benefits of mentoring.

Regarding academic needs of first year students, Ngwenya (2004) listed down a number of factors to think that competition at universities is challenging. These include a large number of students are found in a class, high work load, lecturers use different teaching styles, individual and group assignments are too much and standards are higher. To survive in universities, new students are expected to respond to the demands by studying harder, change their study habits and rearrange their priorities.

Keeling (2003) also explained that university students may have unrealistic goals and high expectations without having realistic plans. Therefore, advisors are expected to guide students to have realistic goals. They are also expected to assist students in identifying their strengths and areas of improvement, interests, and how the students could be happy in university life and beyond. They could guide the students by asking questions and probing them. In support of this, Sharma (2012) describes that FYSSs face academic difficulties such as challenges in taking notes and asking questions at universities. They also lack skills in

setting academic goals and the capacity to reach that goal.

Bigger (2010) indicated that academic advising plays a key role in the success of students as they transition to institutions and advising is integral to student development. For this reason, advisors must understand the informational, conceptual, and relational aspects of their roles and how these aspects affect their interactions with first-year students. In support of this, McInnis et.al (1995) explained that, it is crucial to establish smooth relationship between FYSs with lecturers and tutors.

According to Andrews et.al (2012), tutorial supports are also crucial to assist students with poor academic performances. Andrews et.al (2012) described that the purpose of tutorial is usually to provide an opportunity for deeper learning of new or previously explored topics. Tutorials usually last for an hour followed by a break, but may last up to two hours. They commonly take place in small teaching rooms with moveable chairs and desks and up to approximately 30 students present. Tutorials are generally of an interactive nature. Tutorials are generally a good opportunity for students to ask questions they may not feel comfortable asking in a lecture sessions.

As part of academic support, library services are also important for the success of FYSs at universities. Simmons (2008) said that they are too small for the big number of students and not well stocked, a majority of the books being out-of-date. The students compete for space in the libraries and often forego meals especially during the peak period of assignments and examinations.

As Students with Disabilities are the needy students, they also need academic supports to be successful in universities. According to Tinto (1999), academic support services such as writing centers, tutoring, technology-support, counseling, and support

services for students with learning disabilities is crucial and noted that institutional commitment for these services can result in higher retention and greater academic achievement. Generally, literature in the globe states that peer mentoring, tutorial supports, academic advising and good library services are important to improve the academic performances of FYs.

Regarding social needs of FYs, different literatures describe the importance of social interaction in universities. According to McInnis et.al (1995), many FYs feel that they are alone and alienated during their first year study. Less social involvement can be a factor which affects their satisfaction with the university. In such cases, participating in clubs, extra-curricular activities and making new friends are crucial to integrate them with university community. The idea explained by Enochs et. al (2006) supports this and stated that students who are able to connect with others in their new environment and find that social support adjust better than those who are not able to build a new support system. Sharma (2012) also explained that how well s/he connects with people and maintains relationships with his/her peer affects student's emotional health. Nahid et. al (1994) stated that low levels of support have been associated with high level of anxiety, stress, and depression in college students. The findings of Mariam et. al (2009) suggest that an increase in social support may lead to decrease psychological problems among students. This is strategically possible by increasing the awareness of educators, counselors and psychologists on the importance of social support to FYs to develop proper intervention programs.

Considering the importance of social supports to FYs, Universities organize different programs to encourage social interactions among students include induction, mentors' supports. According to Andrews et.al (2012), in the University of Surrey in the United

Kingdom, during induction programs to FYSSs, the involvement of different stakeholders include staff from across the entire campus; including security, accommodation, academic, as well as support services is crucial. Jane and her colleagues further state that the participation of these stakeholders during induction program is important to mainstream students support in universities. And ongoing support given to FYSSs is negotiated by the student with support and academic staff. Staffs, via the concept and implementation of a support network, are able to foster effective lines of communication to facilitate individual support needs. This in turn allows for the monitoring of support and student outcomes with the ability for staff intervention, if necessary.

In relation to these, Andrews et.al (2012), in some universities of England, FYSSs involve meeting their personal tutors and house wardens as well as exploring their academic departments and working environments. They are introduced to the medical, counseling, religious, financial and administrative teams around the campus and begin to use the food outlets and sporting/leisure and Students' Union facilities. Students explore the local town centre with a group of student mentors. The program therefore aims to enable students to become aware of both the academic and social environments in which they will operate in. They are encouraged to start to develop their own routine, which many students within this cohort find beneficial.

McInnis et. al (1995) after studying FYSSs in Australia described that mentors' contribution is crucial to a student's social sphere, which contributes to a student's overall sense of engagement and belonging. The mentoring scheme is successful at encouraging higher level students to share their experience of the University and student life to benefit new students entering the University.

According to World Conference on Higher Education of UNESCO (1998), globally,

providing financial aid has been the concern of many universities because it is every student's concern in many countries. In the developed nations, the number of students who are in need of financial aid has been increasing. In the year 2006/2007 academic year, more than 73% of FYs used financial aid. In year 2007/2008 academic year, for instance, the amount of fund distributed to college students was more than \$143 billion.

After studying Kyambogo University in Kampala, Uganda, Simmons (2008) confirmed that the high cost of accommodation, feeding and transport forced students to reside in slum areas around the institutions. As a result, it has been normal for some students going universities without having meals and this cause some to faint especially during examinations. When problems become worsen, female students are forced to engage in cross generation sex and prostitution as a means of meeting financial demands.

According to Bigger (2010), FYs face number of health problems such as sexually transmitted diseases, eating disorders and so on. These health problems affect students not to attend education properly. Some students may not aware of where the health services are located in the universities. Therefore, health services need to locate students where the services are located and inform the types of services offered in health centers or clinics in the campus.

Universities across the world try to address various physical needs of university students depending on the budget allocated to it, the number of students served, the management capacities and the types of impairments the students may have. McInnis (1995) noted that the better universities address the needs of students, the more students likely to stay at universities. Physical needs incorporate material needs such as dinning, dormitory services, financial assistance and basic health care and so on that that are basic needs to FYs.

Organization for Economic and Cooperation Development OCED (2008) describes that financial support for students in higher education depends on the way in which universities are funded. In some countries, for instance, after enrolling a disabled student, universities request special direct state funding according to students' assessed needs. The University then provide the supports that are necessary (as in Spain and Latvia for instance). Other countries have opted for a different administrative route, in which an extra benefit is allocated to the student who then has to organize and pay for his/her support with the help of a disability unit or disability officer.

According to Simmons (2008), after studying a university in Uganda, she explained that university students face a number of challenges that needs to be addressed as a result of bureaucratic challenges and mismanagement in universities. Some of the challenges include making long line ups such as to get registered, to receive receipts, to get medical services and so on which are tiresome and boring. For instance, students prefer to have self-medication or going to private clinics in order to save time. Sarah further investigated that there is poor record-keeping where some records of results cannot be found results in students re-sitting examinations which are also another source of frustration. This is coupled with lack of confidentiality; for instance results are posted up on notice boards and this is another challenge for FYs who scored less in that particular semester.

According to Embry et.al (2002), the increasing demand for physical support for students with disabilities has become another challenge for universities such as ensuring accessibilities, providing prosthetic materials and offering the necessary supports have become expensive. Issues of accessibility in campus buildings, classrooms and labs are important considerations for people with mobility limitations. In addition, availability of assistive technology, assistance with note taking, and tasks involving handwriting are

examples of concerns faced by students whose disabilities fall in this category.

Many countries have different experiences of supporting SWDs. According to OCED (2008), in most countries supporting SWDs is the responsibility of universities, rather than the public authorities to provide disabled students with supports and arrangements to empower them. In Malta, universities may provide motorized wheelchairs or speech synthesizers for SWDs, during the course of their studies. In Spain, universities provide sign interpreters, books in Braille, note-takers and others. In some countries non-discrimination legislation applies to provision in higher education and the state may place certain legal obligations on the universities. For example, in the United Kingdom higher education institutions (HEIs) are legally required to produce a disability equality scheme and to report annually on initiatives taken and the progress made.

Like other needs, FYs also want to fulfill their spiritual needs. Julian et.al (1956) explained that it is important to give greater attention to the moral and spiritual development of peoples of all cultures so that they remember who they are and to live by their highest values. The basic virtues of most religions are nearly the same. They teach their followers about love, respect, tolerance, and honor. These are certainly the same ideals we wish to instill in students, and a curriculum based on these would reinforce the positive values received from church or family.

The East Stroudsburg University of Pennsylvania in its Student Handbook (2012-2014) explains that students need guidance and support in Higher Being which enable them to develop hope, trust and security. According to the student book, this gives them hope to keep trying and universities need to promote and encourage universities affiliated religious organizations to sponsor the cultural, educational, and social programs of students.

The psychosocial needs of FYSSs can be viewed from a psychological theory forwarded by Abraham Maslow in 1943. According to him, the hierarchy of needs is often depicted in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self actualization at the top. The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs" ,esteem, friendship and love, security, and physical needs. Maslow's theory suggests that the most basic level of needs must be met before an individual strongly desires (or focuses motivation upon) the secondary or higher level needs Maslow (1954).

According to OCED (2008), like non disabled students, SWDs have psychosocial needs and when universities fail to meet their needs, they face more critical challenges in life. It further states that young disabled people are also more likely than non-disabled youth to drop out after the first year and are less likely to graduate. In the absence of appropriate support systems, such difficulties impact more greatly on students with more severe or complex impairments. It also indicates that students with disabilities are entitled to receive reasonable accommodations, appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of the University.

2.2 Review of Existing literature on Psychosocial Support in Ethiopia

Aemero, et. al (2011) described that like many African countries, Federal Democratic Republic of Ethiopian made an important changes in its higher institutions. The Government gives central position for higher education in its strategy for social and economic development. For example, the government allocates 40 percent for higher education out of the total budget allocated to education.

According to Higher Education Strategy Centre in 2006, in Ethiopia, new public universities have been expanded from 2 to 31 in 15 years. As a result, this has increased enrollment rates of students in the country. Ministry of Education statistics show that during the 1996/1997 academic year, undergraduate enrollment at public universities (not including distance and evening enrollment) was approximately 9,000. According to the recent report of AAU by 2013/14 regular undergraduates' enrollment had increased to more than 20,117. In spite of the effort made by the government, the rate of higher education enrollment is still low at about 5% compared with Sub-Saharan countries.

Daniel (2004) stated that in Ethiopia, the higher education learners, parents, government and the public in general see this matter as a top priority. Nonetheless, it appears the higher education institutions in the country have long been performing far behind the expectation.

After conducting study at Jimma University, one of the oldest universities in the country, Jibril (2012) explained that year 2005/6 academic showed that 13 % of FYSs were dismissed from the campus on the average.

According to Aemero et. al (2011), students' academic success in higher institutions depends on a number of interdependent factors. Some of these factors include socio-demographic factors (such as age, income, and gender), psychological factors (e.g. Motivation, stress, study strategies) and other factors like study hours and understanding the language of instruction are among the factors that could play substantial roles in students' academic success.

Daniel (2004) indicated that higher education students in public universities in Ethiopia are under many stressful conditions as a result of many factors include home-

sickness, overcrowded in dormitories and in libraries, challenges in attending lectures, fixed grading system, ethnic tensions, health problems, economic problems, poor services at cafeteria and lounges, insecurity for girls in the compound, unmet needs of SWDs, chat chewing for reading were among the challenges.

Therefore, university academic and non academic staff needs to realize that students need support from peers, staff and family in order to help them to cope up with new university environment and to perform better in their education.

2.3 Review of existing Ethiopian law and Policies on Psychosocial Support

According to Kahssay (2012), the environment in which the Ethiopian universities operate is rapidly changing. There is a rapid enrolment expansion in universities. The public universities are also facing inconsistent policy direction. The Higher Education Proclamation no. 650/2009, Article 36 under its sub article (2) states that every institution shall have the responsibility to develop and implement rules and procedures that shall safeguard the rights of students. The proclamation under sub article (1) of article 32 clearly states that one of the responsibilities of academic staff member of higher institutions is to teach, including assisting students in need of special support, and render academic guidance or counseling and community services. Article 40 under sub article (3) also states that building designs, campus physical landscape, computers and other infrastructures of institutions shall take into account the interests of physically challenged students. The same article under its sub article (4) clearly states that institutions shall ensure that students with physical challenges get to the extent necessary and feasible academic assistance, including tutorial sessions, exam time extensions and deadline extensions.

Cognizant of the importance of psychosocial supports, the Federal Democratic Republic of Ethiopia has also developed a Standard Service Delivery Guideline through the Ministry of Women's Affairs and the Federal HIV/AIDS Prevention and Control Office in year 2010. The guide line included psychosocial support as one of the seven core services important to Orphan and Needy Children. The guideline could be an important source to develop a guide line for universities to provide standardized supports.

2.4 Theoretical review and conceptual framework

2.4 .1 Theoretical review

The theory used for this particular study was the psychosocial theory, which originated from psychoanalytic and psycho- dynamic casework, has had a significant impact on social work. Hollis (1972) has been viewed as a pioneer of the psychosocial approach as she discussed the necessity to consider individuals and their environments simultaneously. Hollis drew upon psycho- analytic concepts from Freud to explain the individual aspects to casework and drew upon the assumptions of social systems theory to explain the environmental aspects. The emergence of psychosocial theory to social work practice stressed that, 'people are to be understood as products of the interaction among their biogenetic endowment, the effects of significant relationships, the impact of life experiences, and their participation in societal, cultural, and current events'.

Psychosocial theory can provide a foundation for social workers in practice. This theory stresses an acknowledgement and assessment of the individual , psychological processes, the relationships of the individual with others, and the environment in which the individual resides. The basic ideas of psychosocial theory can be seen in other social work theories and methods, such as social systems theory, the ecological perspective, feminist theory, empowerment-based work, anti-oppressive work, the

strengths-based approach, task centered social work, crisis intervention and cognitive behavioral therapy. Therefore, a basic understanding of this theory and its concepts are necessary before exploring specific theories and methods as covered within this book.

2.4.2 Conceptual Framework

In this study, psychosocial framework derived from psychosocial theory which was used which explains the importance of providing various supports for the wellbeing of individuals. The frame work used in this study was developed by Goldstein et.al (2008) and it was originated in the early history of the social work profession and evolved greatly over time in response to new theoretical and practice developments. It exerted a major influence on social work practice, particularly from the 1940s to the 1960s, when it was the dominant social casework approach, particularly on the East Coast. Its goals were to restore, maintain, and enhance the personal and social functioning of individuals through mobilizing strengths; supporting coping capacities; building self-esteem; modifying dysfunctional patterns of thinking, feeling, and relating to others; linking people to necessary resources; and alleviating environmental stressors.

As mentioned in the framework, AAU could coordinate its immense assets and resources found in the campus in order to address the neediest groups of students. Through mobilizing the resources AAU has the potential to restore, maintain and can provide tutoring, mentoring, academic advice, financial support and so on based on their needs.

Chapter Three

3. Methodology

This chapter deals with the description of the research design, sources of data, data collection techniques. The chapter also includes procedure of data collection, data analysis and ethical considerations.

3.1. Research design

The study is exploratory in its nature and it attempts to produce qualitative data in response to the major research objectives. The purpose of the qualitative approach is to explore the experiences, thoughts and opinions of the respondents on psychosocial needs of FYSSs in general and student with disabilities and students from poor family background in particular and tried to see the possible psychosocial gaps between the needs and supports offered by the university. In the study, needy FYSSs, key informants from Ministry of Education, Addis Ababa University include Office of Students Affairs, Gender Office, Office of Students Affairs, Center for Disabilities, Guidance and Counseling and University Success Project which take part in providing psychosocial supports to FYSSs were included.

3.2 Study Area

The study was conducted in the Sidist Kilo Campus of Addis Ababa University. Addis Ababa University is the oldest higher educational institution in Ethiopia. AAU started its operation in 1950 under the name University College of Addis Ababa. It was renamed Haile Selassie I University in 1962 and then Addis Ababa University in 1975.

AAU runs Diploma, Bachelor, Doctor of Medicine (MD), Doctor of Veterinary Medicine (DVM), Masters, Specialty Certificate and PhD degree programs. It launched its

first MSc programs in 1979 and its first PhD programs in 1987. Currently, the university has 15 faculties and 65 departments.

Currently there are a total of 20,117 students in 10 campuses attending their undergraduate study in AAU. Out of these, first year regular students are nearly five thousand (4945 students). Out of this figure, 1337 of them are females and 3608 of them are male students.

The reason for selecting AAU-Sidist Kilo Campus for the study is that it has been overcrowded by many students from faculty of technology as well as from medical college in addition to social science students assigned every year. Compared with the past, AAU – Sidist Kilo Campus has included many additional colleges and faculties recently and as a result increased the number of students in the campus. Moreover, many students have been from technology faculty and medical college included recently and as a result, the number of students have been increasing from time to time. However, the university has been providing psychosocial support with the existing structures such as Gender Office, Guidance and Counseling and so on after including such large number of students. Thus, the number of FYs who need psychosocial support also increased. The other reason is that as AAU-Sidist Kilo Campus has an authority over other ten colleges, the university can duplicate its new success and experience in the area of psychosocial support to other colleges.

3.3 Study participants

The study participants were FYs. The students selected for the study were students with disabilities and students from poor family background. The study also included an in-depth interview with two students with disabilities who were not included during FGD. The study also included many key informants from MoE and Addis Ababa University which

have been providing various psychosocial supports to the needy FYs.

3.4 Selection of study participants

Study participants in the study were first year university students of Addis Ababa University who fulfilled the following inclusion criteria: Only regular students who joined university in this academic year, students from disabilities and students from poor family background. The selection of students was made in collaboration with Gender Office and Center for Students with Disability at AAU from the list, who were already eligible to get support from Gender Office after passing through many selection process. The other respondents were key informants selected from the major stakeholders namely; from Ministry of Education and Addis Ababa University are stakeholders in guiding and providing psychosocial supports. Information from Ministry of Education was believed that, it will give more information in the area of psychosocial support regarding policies and strategies at macro level. As they are the major psychosocial providers in AAU, information important for the study was also collected from various structures of AAU namely Administration and Students Service, Office of Students' Affairs, Gender Office, Guidance and Counseling, Center for Disabilities and University Success Project. As a result, the heads, experts of these organizations were key informants to obtain the required data on the situation of psychosocial needs and supports at AAU.

3.5 Sources of Data

The study involved both primary and secondary sources of data. The primary data were collected from selected FYs who joined university in year 2013. Key informants such as heads of existing PSS service providers such as the Office of the Dean of Students, Office of Students 'Affair Service Gender Office, Guidance and Counseling, Heads of student's

union, Center for Disabilities, University Success Project were important sources for data. The major points that were included in the discussions include major psychosocial needs of FYs, support offered by the university students in Sidist Killo campus and ways to improve PSS service in universities and major challenges PSS providers encountered with.

3.6. Data Collection Techniques

A qualitative semi-structured interview guides were designed to explore the psychosocial needs of FYs and the supports offered by the University. The purpose was to allow the respondents to inform their emotional, social, academic and physical needs from their point of view. The instruments were first developed in English and translated to Amharic. The purpose of translation was, for better understanding of the respondents so that they could provide detailed information. Each interview began with an explanation of the purpose of the interview. The duration of the interviews made with key informants was between 45 and 60 minutes and FGDs took an hour and half to each. While the FGDs were conducted in classrooms, all key informants were interviewed at the respondents' place of work. As is standard in qualitative interviews, follow-up questions were used to clarify vague responses.

3.7 Data Instruments

3.7.1 Focus Group Discussion (FGD)

After obtaining informed verbal consent from all students, the respondents were asked to indicate the most appropriate time for them to conduct the FGDs. Then two focus group discussions were conducted. One of the groups was for female students and the other group was for male students. Each group consists of eight members and included students with physical disabilities, visual impairments and students from poor economic family

background. During FGD, a total of sixteen students have participated. The major themes raised during the discussion were students' psychosocial needs and priorities of students among the needs, the psychosocial challenges FYSSs' face, the psychosocial supports offered by AAU, facility setups (infrastructure, and provider characteristics) for students with disabilities, the students' service demand and the response and preparedness of AAU Sidist Kilo Campus in responding the needs of students.

3.7.2 Key Informant Interview

Key informant interview was conducted with heads and experts different government Officials. These include Ministry of Education, Administration and Students Affaire, Office of Students 'Affairs, Gender office, Center for Disabilities and University Success Project. A structured interview checklist was prepared to collect the information. The interview guides prepared to get information about the psychosocial needs of FYSSs and supports offered by AAU. The major topics discussed with them were a bit different among key informants depending on the different positions they hold and the type of responsibilities they have. The major issues raised were policies and strategies on psychosocial supports, psychosocial needs of FYSSs, psychosocial gaps between the needs and supports offered by the university, challenges of psychosocial support providers and ways to improve the services offered by the university.

3.7.3 In-Depth Interview

In depth interview was made with selected students who were not included in FGD. Accordingly, detailed information was collected and analyzed.

3.7.4 Researcher's Observation

The researcher observed various PSS services provided in dining rooms, dormitory,

clinic, clubs; guidance and counseling and other service providers and this helped the researcher to understand the overall situation and to analyze the data obtained from the respondents.

3.8 Pilot Testing

The aim of pilot test is to solve ambiguity (clarity, language and structure problems), to check trustworthiness of the instrument. In the present study, the Amharic versions of the interview guides were used to collect more detailed information.

The interview guide was pre-tested at Addis Ababa University on FYSSs which were not included in the main study. The finding of the pre-test was used to revise and modifying arrangement of questions. It also helped to see the care that should be taken during actual data collection like arrangements of appropriate and silent place for all students including students with disabilities while making FGDs.

Before administrating the final interview guide for data collection, the researcher contacted head of Gender office and Center for Students with Disability to select students according to the criteria set in the main study. In addition to these, the data collected from the key informants were sent to comment on it. During the two FGDs, respondents were informed about the purpose of the study and the study participants were encouraged to give their own responses and told that there is no right or wrong answers. Similarly the researcher was giving clarifications when students asked for. At the end of each FGDs, the major agreed themes of the discussions were read and commented by the study participants in order to ensure whether the data included were captured accordingly.

3.9 Ethical Considerations

During data collection, all study participants were briefed about the objective of the study and only informants who were willing to participate included in the discussion. Participation of respondents was strictly on voluntary basis. Study participants were fully informed as to the purpose of the study and consented verbally. Measures were taken to ensure the respect, dignity and freedom of each respondent participating in the study and assured about confidentiality in the study.

3.10 Data Analysis

After finalizing the data collection, similar topics or themes obtained from the respondents were categorized and the process of final writing up was undertaken. The qualitative information that gathered from FGD and key informant interviews and observations will be categorized, checked and verified to identify regularities and patterns of different issues and problems. Finally, the output of qualitative sources were organized in to logical categories in the writing process and narrated to support and to answer the research questions.

Chapter Four

4. Findings of the study

In this chapter, major findings of the study are presented in relation to the specific objectives of the study. The findings are obtained from different sources include Focus Group Discussions (FGDs) made with selected First Years Students (FYSs), key informants from various stakeholders namely Ministry of Education, Gender Office, Office of Dean of Students, Office of Students' Affairs, Guidance and Counseling, Center for Students with Disability, University Success Program which participate in psychosocial supports offered by the university. Part two presents the gaps between the psychosocial needs of FYSs and the psychosocial supports offered by Addis Ababa University. Part three discusses ways to improve the psychosocial support services forwarded by the key informants.

The first specific objective of this study is to identify the psychosocial needs of FYSs in particular with students from poor family economic background and students with disabilities at the Sidist Kilo Campus and the views of the study study participants are presented as follows:

4.1 Psychosocial needs of FYSs at AAU

Most of the respondents (FGD and key informants) explained that FYSs attend education with many unmet psychosocial needs such as financial, emotional, social and physical needs. The respondents indicated that they have been challenged by many problems such as difficulties with adapting university environment, financial problems and many other personal, academic and social problems. The respondents also raised another critical challenge that many students

join universities with wrong perceptions about universities. Some of the wrong perception include education at university is very tough and students cannot get best grades even if they study hard, some instructors never give grades and so on. The other challenge unanimously mentioned by the respondents was the influence of negative peer pressures. The study participants said that many students start practicing many risky acts such as chewing 'khat', smoking, drug use, and watching pornographies pushed by close friends, dorm mates and so on.

The other emotional problem explained by female study participants during FGD was that some cheatings committed by senior students. One of the female students said that it has a negative influence in the academic performances of female students who approached them. According to the study participants, senior students entice and approach fresh female students as if they want to provide academic guidance. However, after few contacts, they misguide them to relax more and to study less and they break up after getting advantage of them. The respondents pointed out that these challenges can seriously affect most of FYs especially female students from poor economic family.

Most of the students participated during FGD explained that many FYs experience emotional stress as a result of poor academic performances, financial shortages to buy academic supplies, problems at dormitories such as lack of sleep, poor sanitation, lack of trust among students and problems at dining hall such as poor sanitation, poor quality meals and all these are the needs of students as identified by the respondents and need to be addressed.

First, the university has been launching new departments every time and accepts additional students. Second, although the Sidist Kilo Campus was designed to accept only students from social science, according to the government policy, the number of students assigned to the natural science is 70% and students from social science are only 30%. As a result, AAU Sidist Kilo Campus has been forced to absorb students from natural science and to

provide accommodation to FYSs assigned at the Sidist Kilo Campus from technology campus and Medical College. As a result, it has been a big challenge for our office.” Key informant from Office of Gender Office

The key informant from MoE at the department of Special Needs Education indicated that FYSs have a number of emotional needs especially SWDs who come from rural areas and from poor family background have poor self awareness and low confidence and need intensive counseling services.

The Guidance and Counseling units in many universities including AAU-Sidist Kilo Campus have not been giving the necessary support to address the special needs of students. As the offices are even not physically accessible for such students, it has been challenging for the students to get service. Moreover, many female SWDs do not attend classes because of lack of sanitary materials. Second, the financial support students receive is very low, which is not enough to cover educational expenses and the key informant indicated that AAU is expected to improve its psychosocial services to FYSs especially to SWDs.”Key informant from MoE

With regard to identifying the needy group of students for psychosocial support, all study participants identified that students with disabilities and students (male and female) from poor economic family background are the needy group. Majority of the respondents during FGD contended that SWDs are the neediest because when they join the university, they are not familiar with the university and afraid to move from place to place and prefer to stay at dormitories until they adapt with the new environment.

Many of the buildings at AAU are inaccessible for those who use wheelchairs and who use crutches because the buildings have no ramps and hand drills. As the university compound is new for first year SWDs, we cannot have mental maps and difficult for us to move from place to place immediately after we join the university and need timely assistance. Female student with visually impairment

In support of this, all the key informants indicated that students from poor economic background and SWDs are the neediest for PSS and can be easily identified in the drop out list of the university.

As students from poor family have many unmet needs, their educational performances are affected by those needs and this can be noticed at the retention and remedial classes organized by Gender Office. Most of the students, who get PSS from different university structures, are usually students from poor family background.” The key informant from Gender Office

4.1.1 Emotional Needs of FYs

Regarding the emotional needs of FYs at AAU-Sidist Kilo Campus, most of the study participants in FGD confirmed that they have a number of emotional needs that should be addressed. These needs include how to reduce negative peer pressures, how to manage challenges in dormitories and dining hall, how to manage stress, how to resist the negative influences of senior students, how to reduce fear of exams, how to communicate with many students in dormitories were among the emotional needs mentioned by the study participants.

You know why first year student emotionally disturbed? All of us join university with many misguided information. For example, you don't have to sleep when you are a university student; chewing chat is the best way to succeed; before you fall in love and get dismissed from campus, it is better to study the whole night in the 'space' or library. Male participant during FGD

SWDs face many challenges such as inaccessible environment, wrong perception of sighted people towards SWDs, lack of information and guidance. Students from rural areas have been facing many problems because they have limited information about university life. A female visually impaired student participated in FGD.

Most of the students participated in FGD listed down additional emotional needs and indicated that FYs face emotional problems usually reflected by lack of confidence, forming situational identities as coping mechanisms, usually unhappy with what is going on in the campus, lack of trust on others are the most common ones. The study participants said that most of these problems are caused by poor awareness and can be corrected through trainings and mentoring.

Providing orientations for two days are not enough to inform and guide students. During orientation training, the students are expected to grasp a lot of information released from many

sources such as departments, Gender Offices, Office of Students Affairs, Guidance and Counseling many others at a time to all students in a big hall and difficult for us to grasp all the information and as a result we get bored with it. In my opinion, it is not good to organize the orientation training immediately we join the university. This is because we have no time to settle in the campus and most of us from rural areas prefer not to participate rather we want to visit the city of Addis Ababa. Therefore, I suggest if the university could organize the meetings after the students stay for few days and organize separate programs which are attractive to students and the staff can present many details information about their respective offices.”A male non-disabled student participated in FGD.

Most of the students participated in the FGD mentioned that they are familiar with university support staff such as Office of Dean of Students, Guidance and Counseling, Office of Students but not fully aware of the types of services they provide.

The services we receive are poor because most of the staffs in many offices are newly assigned in the offices after reshuffling made by the university and they don't know what to do. Others look less motivated in their job. As a result, we are reluctant to seek help from them. The psychosocial support providers in the university have no follow up system at dormitories, tutorial classes, and clinics and so on. For instance, because of less follow up in dormitories, I know many students forced to use broken beds, old mattresses they are free to practice risky behavior such as drugs, chewing khat, alcohol drinks, can spend the night at female dormitories. “A male student with physically disability

Students participated during FGD were asked to whom they usually consult when they face emotional problems and most of the study participants mentioned that although they have different experience in dealing with emotional problems, majority of the students said that they consult their close friends. The reason behind is they are reliable and confidential for them. The majority of the respondents said that they do not seek help from different structures of the university such as Guidance and Counseling, clinic because the services provided are poor quality and usually service providers at university are not good at handling customers.

Especially among male students senior students advocate that they could not survive in this campus without drug use such as khat and ‘shisha’. Smoking cigarette is very common. These are herb like drugs which will be smoked using a paper to roll. Male participant in FGD

4.1.2 Academic Needs as explained by FYs

The respondents in FGD were asked how their academic performance in the first semester was. Most of the students said that it was not good. Some of the major academic challenges mentioned by the students were problems associated with lecturing, shortage of reference books, and subjective types of exams. The respondents emphasized that attending lecture has been difficult because they have not been accustomed to it when they were at high schools and it has been hard for them to listen and capture what the lecturers say.

Libraries at AAU are not comfortable place to study. There are many shouting such as group discussions, sounds of hill shoes, many disturbances while students move chairs, side talks and other similar problems. Thus, I prefer to read in green areas as I have been accustomed to it in high schools in rural areas and I would be academically become more competent if the university arranges some seats in the green areas and this can reduce the burdens in libraries. “Male participant in FGD

Libraries are not friendly for students who joined university for the first time. As many of the reference books are not easily accessible, we are forced to spend a lot of time in searching books from the catalog. Moreover, there is acute shortage of reference books in the libraries to the extent that two or three reference books are shared among eighty students and the problem is more serious when examinations are approaching because every student wants to refer them. The librarians do not even know where the books are located and it is easier for them to say there are no such books in the library or the book requested is already in use by another student. For some librarians, insulting and mistreating of students seems normal to them.”Female participant in FGD

Concerning examinations, the students also said that most of the examinations at AAU are hard to answer. Moreover, the types of exams given in university are very different from high schools. Exams are usually subjective type which include essay writings, define and list down questions that the students have never experienced before. The students further explained that some instructors are fluent in preparing tough questions for exams but not well in explaining the subject matter to students. Apart from these, the grading system of the university is fixed and getting an ‘A’ is challenging for many students and the university need to rethink about it.

Students with disabilities are not treated well during examination time. I have been one of the victims and I saw many times when many students have been taking examinations and the university staff; faculty and support services are poor on how to accommodate examinations in a proper way. As a result, we are forced to sit along the corridors where there are too much shouting and cold and it affects their concentration during examinations. In principle, examination should be provided to visually impaired students by the individual faculty member and/or department so that the students can participate in a manner that most similar to other students in the course and have the same opportunity as students without disabilities to ask questions.” One of the visually impaired female students

The students also indicated that although AAU is one of the oldest and prestigious universities in the country, it has only one generator to replace electric power interruptions and never used except when there are special meetings with higher levels. The generator is stopped immediately after such meetings are over. The reason for such problem according to Office of Students Affair it is because of shortage of budget to purchase fuel to operate the generator. As a result, instructors cannot use Power Point presentations and forced to quit teaching and unable to cover the course outlines they earmark for the semester. Moreover, during power cut offs, students cannot access computers and unable to download references. Students participated during FGD also mentioned that many students from rural areas have been challenged by poor English language and it has been challenging for them to compete with other students who attended education from private schools and are fluent in English .

The other critical problem indicated by the students as an academic problem was that there is poor academic guidance in the university.

Since I joined this university, no one has guided me on how to develop my skills. I have been expecting the university to provide me some important trainings such as how to take lecture notes, how to increase concentration during study, how to prepare for university examinations, how to manage time, but I haven't got such opportunities except taking the two days orientation training when they join campus. You know, when I was in high school, I had been closely followed and guided by teachers and assisted by parents to achieve more in education.

The students also explained that the work load in universities is too much. The students said that many group works and individual assignments are given and no time to study for exams and as a result they get frustrated. The students also indicated that students have been affected by misleading information such as it is hard to score grades regardless of hard work, some instructors never give high grades and some students already got exam papers prior to examination and such information misguide students and erode the confidences of many students. The students also mentioned that seats in the university are insufficient in lecture rooms and students lose time by transferring chairs from one room to another and a lot of noise until everyone arranges. The seats/chairs found in big halls are also with broken arms and difficult to capture notes.

Many students with disabilities face many academic challenges for example, they have been physically exhaustive because of arrangements dormitories and classes in different places. The student explained that the courses are scheduled to provide in technology campus while their dorms are located at Sidist kilo and they are expected to arrive within ten minutes intervals from sadist killo to Amist Killo and have to return to dormitories after class every day in such scorching sun and it has been tiresome for them to reach on time and usually forced to miss many classes.” Female students with physically disability participated during FGD.

You know, there are no roads built for visually impaired students that can properly guide as we walk to library, dormitories. As a result, we lost the road in the compound and we wait until someone who could help us regardless of the scorching sun or in the rain. This is happens many times especially the first few months after we join the university. This has created a very serious problem on many students. Visually impaired female participant

The other academic problem forwarded by FGD participants was that students face challenges in getting handouts. Some instructors give many soft copy readings and give a number of group works and individual assignments to Google from computers as if every student has personal computers and flushes. But in reality, only few students have access for such resources and majority of the students have been suffering to get computers and internet services in libraries.

There are instructors who give handouts of more than 150 pages to copy as if everyone in the class has financial capacity to make copy. However in reality, majority of us are from poor family and difficult to copy all the hand outs given to us. As a result, most of get overstressed on where to get the money and forced to beg from other students to study prior to examination. Female participant in FGD.

...I lost my father when I was a small child and my mother is the poorest of poor in the community. As I have poor communication with classmates, I had no friends to lend handouts and other reading materials. You know what I did, I called to my mother to sell the only cow we had in our house to cover the cost school supplies and clothing and other basic materials. I am covering the cost using that money this academic year unless I get support next year, I may be the one who drop out from the university. Male participant in FGD

I am a student from law faculty. I have been spending much of my time in making hairs 'shuruba' and 'kutertir' of my friends. Although it is time consuming and degrading my personality, I have no other options to get money to copy hand outs and to fulfill other materials necessary to attend education. I requested Gender Office as well as USP to get assistance but they said that they couldn't because they have already included only few students as they have limited budget. It seems tough to continue education for five years. "Female participant in FGD

The students were asked how much the tutorial classes organized by the university are helpful. Most of the study participants during FGD said that the tutorial classes conducted at AAU are not good in terms of preparing students for examination and many students forced to join other tutorial classes arranged by private individuals with some payments. The students suggested that it would be good if AAU could organize tutorial classes based on the needs of students and do not clashes with the regular classes arranged by the university. The students participated in the FGD also said that these problems are more serious among the

most needy groups of students such as students with disabilities and students from rural areas.

Most of the students explained that their motivation towards education is low. The reason forwarded by the students participated in the FGD said that the challenges they face in university are tough for them to pass and as they have no other options they have been struggling to survive.

4.1.3 Social needs of FYs

The students participated in FGD were asked if there are social activities organized in the university to increase interactions among students and they responded that the university has some social activities such as welcoming programs, cultural music shows, gatherings organized by clubs, university sport games. The students were also asked about the importance of these social activities to FYs and most of the students contended that they do not participate in such extracurricular activities as they have many challenges mentioned before. However, this idea was highly criticized by two students who have been actively participating in clubs explained that as FYs are separated from parents, friends, neighbors, relatives and communities for the first time and a feeling of being isolated and such problems can be minimized as they interact with other students in such social activities. The two students further indicated that FYs can share ideas and experiences during such interactions. During the discussion, most of the students were convinced and began brainstorming additional benefits and said that social relations help to reduce tensions, important to study in group, is important to adapt the new university environment, sharing resources among students and to share resources such as hand outs, money, food items such as 'beso' at dormitories and create sense of family and close friendship among students.

Finally, the students indicated that in spite of all these benefits, most of the social activities in clubs are not strong enough. They don't interact on regular basis and ended in poor interaction among group members. The students further indicated that few committed students can make a difference in strengthening the activities of clubs.

...Smooth social relationships may begin in dormitories and are the strongest of many social interactions in the campus. However, when we are assigned in the same dormitories, there are few frictions and lack of trust among dorm mates. As we are assigned in the same dormitories with holding different cultural backgrounds in terms of schools, ethnic groups; sense of 'yagere lij' and different political orientations, it takes some time to assimilate with such group. Male student in FGD

In support of this, the students agreed that there are many students with ethnocentric view that they want to advance their culture and underestimating others and they have no room to compromise. As a result, some disagreements and frictions emerge among students even after staying together for months and more. Absence of such friendly environment adversely affects students' emotion in developing trust. The students suggested that it is important to have social activities to bring such diversified group together and increase interaction among students.

4.1.4 Physical needs of FYs

Students in the FGD were asked whether physical supports such as dormitories, meal service and financial assistance are in place for needy students. Regarding to dormitories, the students participated during FGD explained that students from regions are automatically eligible for dormitories followed by SWDs. As ground floors are reserved for students with physical disabilities, there are times when some visually impaired students placed at second and third floors and the steep have no hand drills and face many problems. The students also said that they wonder why Center for Disabilities intervene and work closely with the concerned stakeholders at least to adjust such problems.

I am first year political science student in this campus. Dormitories given to FYSSs are disgusting. The number of students assigned in a single hall is about 40-60 students and the university called such place a dormitory. While living in such dormitories, we face a number of problems such as sense of insecurity to the extent that some students are forced to sleep with their laptops afraid of being stolen. The dormitory we live in are characterized by shouting, poor sanitation, overcrowded, old beds and worn out mattresses. Moreover, the buildings are old as a result of serving for many years and which needs renovation. Generally, dormitories are not safe place for personal properties and we are forced to live in such overwhelming situation and we are expected to score higher grades. Male participant in FGD.

The other student started talking smiling and said that yet obtaining such dormitories are the most challenging in the campus and there are many criteria set to be eligible for it. For example, majority of the students from Addis Ababa are not entitled to get such dormitories regardless of their family economic background.

The key informant was asked if the university has a plan to make partitions and responded that as the buildings are occupied by students in winter and summer and it has been challenging for the university to make partitions and other works in the buildings. The key informant further said that the office has been requesting AAU management to find another solution.

The students participated in FGDs said that the students have few options to choose either to be a café student or non-café students. Café students refer to those students who prefer to have dormitories and café services at AAU. Non-café students refer to students are those who use dormitories but do not get café service. The students participated in FGD said that the meals at café are always the same and no follow up is made to improve its quality and as the students have no options, they are forced to take poor quality meals even if it is not comfortable to health. According to the students participated in FGD, non café students are entitled to take birr 420 per month and they face problems as the university usually does not pay the cash on time because of long financial transaction system of the university and such students also suffer a lot as the prices of food getting high and there are times when

they students have to travel outside from the campus to have meals when meals are finished in lounges.

Regarding the financial support given to needy students, the study participants in FGD said that the financial supports are given from different offices such as from Office of Dean of Students, Gender Office, and Center for Disabilities. The amount of money provided to students is low and not enough to buy the necessary school supplies. For example, Center for disabilities give only birr 120 per month per student. Gender Office also gives birr 200 per student who qualifies all the criteria set by the office among many students who have applied for it.

The students participated in FGD said that the service of library is poor. It is characterized by few reference books, shortage of seats and overcrowded.

As I am from poor family background, I have no lap top but let me tell you the drama I have been watching at Kennedy Library. You cannot guess how much the library is crowded and suffocated. As the dividers are few in the library, the students who have laptops usually fight to get sockets. After many arguments, the winners of the argument take a seat and begin reading from his/her laptop and after few minutes another student pulls out his/her socket without being seen and start his own and students fight with other students on the same issue Male FGD participant

Students participated in FGD were asked to mention some of the reasons for such shortages of physical needs and identified major problems such as lack of coordination among service providers, university structure is highly bureaucratic, low awareness of university officials about the importance of the psychosocial services as they do not face such problems currently.

As mentioned above, the various needs of students were categorized under four components of psychosocial needs known as emotional, academic, social and physical supports and the spiritual component is missed as it is difficult to promote at universities.

4.2 Psychosocial Supports Offered by AAU

The second specific objective of the study was to assess the psychosocial supports offered by AAU. Accordingly, data were collected from various key informants various stakeholders namely Ministry of Education, Gender Office, Office of Dean of Students, Office of Students' Affairs, Guidance and Counseling, Center for Students with Disability, University Success Program which participates in psychosocial supports offered by the university

According to the nine month report of this academic year recently reported by the Office of Dean of Students and Students Affairs at AAU, the number of students who are in need of physical supports have been increasing from time to time. The key informants said that this can also be proved in the waiting lists of different university structures and students, who applied to get psychosocial support but have not received any support. He further explained that this is mainly because the number of students who need support are much more than the university can provide.

As there are many students are from very poor family, after paying what they had for transportation cost to travel from rural areas, they usually come with empty pocket and when they begin education at university, they usually need financial assistance to purchase educational materials and to have tea and coffee. If AAU had some system to mobilize internal assets and resources, financial assistance for such needy student would not have been a problem. Key informant from Office of Students Affairs.

The key informant from Office of Dean of Students said that in response to this, his office have been made effort to employe students in their respective departments to work for four hours in a day and have been paying eight birr per hour. Apart from this, in collaboration with some NGOs and business organizations, the office has been sponsoring the needy students from different departments at their organizations after requesting AAU to support the students formally.

The key informant from Center for Disabilities pointed out that, in addition to the needs of non disabled students, SWDs have special needs to be addressed such as human assistance, technology service, accessibility and prosthetic materials. The key informant further explained that the center is lucky to provide psychosocial support to all SWDs. However, the amount of financial assistance offered by the center is not sufficient to address the needs of the students.

The university has to bring materials for SWDs from out of Addis Ababa, there are challenges in providing the materials on time to students and suggested that it would be better if the university could establish workshop to produce such materials. Supports given to SWDs such as financial assistance, trainings are not sufficient. I believe that with the exception of approved accommodations, SWDs should be treated the same as students with non- disabled students. The purpose of academic accommodations is to provide equal opportunity and access. They are not meant to provide an unfair advantage or to guarantee academic success. The key informant fro Students Center for Disabilities.

The key informant from MoE indicated that Department of Special Needs at MoE provides capacity building trainings to Office of Dean of Students, Special Needs Teachers and other supporting staffs to improve the psychosocial support provided to SWDs. The teachers are usually selected from all universities in the country. After they take the trainings, they in turn train university community on basic concepts of special needs. However, the trainings should be strengthened at all levels to bring the desired awareness about disabilities.

4.2.1 Emotional Supports offered by AAU

The key informant from the Office of Dean of students explained that the office has organized training for 910 university supporting staff including those who are working in food preparation, clinic and customers handling for proctors, staffs working at counters at the Sidist Kilo Campus to improve the psychosocial services provided in clinic, food preparation and hygiene, customers handling for proctors and supporting staffs who work at the counter.

In collaboration with March project, which is financed by USAID, Office of Students Affairs organized trainings to improve the health services provided in the university clinic. The training was organized for three days and facilitated by March Project. Entoto Vocational School have also conducted monitoring visit to see if there are improvements in service delivery after conducting trainings. As the trainings organized were not enough to improve the psychosocial supports given in the units mentioned above, AAU has made agreement with the Entoto Vocational School to provide additional trainings to supporting staff for three months. “The key informant from Office of Students’ Affairs

The key informant from Gender Office explained that counseling service provided in Gender Office is not sufficient to address the needs of students. As there are no employed professional counselors at Gender Office, the office provides counseling services for those who need emotional, academic and social support using volunteers who graduate MA in psychology. The key informant from Gender Office indicated that although counseling has been started recently in each colleges of AAU, students prefer to consult Gender Office because many of the students are familiar with different services provided in Gender Office and visit the office expecting to get other supports such as financial assistance after they get counseling services.

The two key informants from Guidance and Counseling units indicated that the emotional support provided to students are individual counseling, orientation trainings and reaches only to few students and as result, it is difficult to say that the students are fully aware of the existence of the unit.

Guidance and Counseling units have been given little attention and no experts were assigned and it was reestablished as a separate unit in each colleges of Addis Ababa University in July 2013. In spite of the few changes made by the unit, most of the students are not interested to get the services from the center because the services provided in the unit are not satisfactory. As a result, most of the students are not encouraged to visit Guidance and Counseling. The two key informants from two guidance and counseling units.

The two key informants indicated that there are no separate rooms for counseling; the unit does not get the necessary office equipment such as tables, chairs, computers and consumable items such as stationary materials, tissue papers and other necessary materials

for counseling. Apart from these, the units are not accessible students with disability especially for those use wheelchairs.

Guidance and Counseling units are ignored by higher officials in the university. When the unit requests budget to conduct trainings for students, the officials do not show interest as if no budget has been allocated to it. In order to improve the services in the centers, it is important to fulfill the facilities mentioned above. Moreover, it is important to make separate counseling rooms nearby dormitories so that the students could visit without fear of being by seen by other students. Besides, university supporting staff in higher position should give priority for the importance of Guidance and Counseling. The two key informants from two guidance and counseling units

Regarding the changes observed on their clients, the two heads responded that in spite of the low facilities in the units, there are some changes observed on the students after getting counseling sessions. They said that from the feedbacks collected from the students, the unit learnt that some of them have freed from addiction, in a better condition from mental disorder, improved their academic achievements and others were referred to Amanuel Hospital. The unit believes that if the necessary facilities were in place, the unit would bring more visible changes.

The key informants were also asked concerning the major counseling supports provided by the units and responded that FYSS visit them for academic problems, mental disorder and addiction. However, as there are no facilities, it is difficult to conclude that the unit provides sufficient support helpful to reduce the problems of the students.

The key informants at Guidance and Counseling were asked concerning the major counseling supports provided by the units and responded that FYSS usually visit the unit to reduce emotional challenges caused by academic problems, mental disorder, financial problems and addiction. However, as there are no facilities, it is difficult to conclude that the unit provides the necessary support to address the needs of the students.

The key informant from Center for Disabilities said that the center have been

providing a number of emotional supports to first year SWDs based on their needs.

Some of the major supports offered by the center include providing counseling service to traumatized, frustrated; low self esteem students although it is hard to take this for granted. The Center also provides trainings on life skills, HIV/AIDS and reproductive health, inclusive education, disability rights advocacy, organize inclusive trips to different parts of the country. The key informant also explained that the center also organizes different sport games among students with disabilities along with non disabled students so that they are socially integrated with other students. In addition to these, the center also organizes different celebrations such as International Day of Persons with Disabilities, International Deaf Week, Accessibility Day, and International White Cane Day, However, the center has not met the needs of students because it works against challenges such as shortage of human resources and financial problems. The key informant from Center for Disabilities.

According to the key informant from USP, life skills trainings are organized for female students included in the project every fifteen days on Saturdays and Sundays by university professors who took trainers of trainees on life skills.

Considering the values of peer mentoring to enhance support among students and benefit both mentees and mentors, the students have been getting mentoring support from trained senior female students and have been reporting all the progresses of their respective mentees periodically. The ratio between mentors to mentees is 1:10. As they are from the same departments, the mentors also provide academic support to their mentees to reduce potential stress. These assisted students in the process of social and academic adjustment of female students included in the project. The key informant from USP

4.2.2 Academic Supports offered by AAU

Regarding academic support provided by the Gender Office, the key informant said that tutorial classes are organized for students included in retention program. The purpose of the program is to increase the academic performances of students who scored lower grades. The students are allowed to get dormitories and attend tutorial classes arranged for them. Apart from this, the students take life skills training to increase their awareness on emotional, social and academic issues. The cost is covered by the presidents' office to reduce the drop out of students.

After taking tutorial classes and life skills, most of the students scored the required

grades continue education in the campus. However, although they are given such good opportunity, some of the students do not attend regularly because they are not goal oriented. For instance, this year tutorial classes were arranged for 40 students but only 23 of them have attended. The other reason for such less attendance is loss monitoring in the Gender Office.

According to the key informant, the other one is known as remedial program which is arranged for students who have already received academic dismissals. The university arranges dormitories and pays school fees for short term trainings at vocational schools until they graduate. The training extends usually from 3-6 months. Then, after they graduate from vocational school, AAU provides them life skills training for 5-6 days to increase their awareness how to deal with life challenges at work. The key informant from Gender Office

The key informant from Center for Disabilities said that SWDs have a number of academic needs depending on the impairments they have. One of the major needs of SWDs is educational materials such as Braille papers, tape, tape cassettes, special software, digital voice recorders, audio books, slate and styles, photocopy, hearing aids after assessing the health status of students. The center also arranges the technology services to the students such as computer, internet scanning magnifiers, embosser, audiometer, and so on. The center also provides human assistance when the students face health problems which are important for students to continue education at universities. The humanity services include exam readers and scribes, volunteer readers, sign language interpreters, Wheelchair drivers when the students have medical case and personal assistances. Moreover, SWDs, who scored low grades, are given a chance to take examinations after they attend tutorial classes organized for them.

4.2.3 Social Support offered by AAU

From the nine month report produced by the Dean of Students and Students' Affairs, it was learnt that many types of social supports have been offered by AAU to FYs. In the

report, it is mentioned that social support provided to FYSSs begins with assigning volunteer students buses to bus stations to pick FYSSs who come to Addis Ababa from different regions. Volunteer students guide them to their respective universities and accordingly, more than 2000 students got transportation services.

The key informant from Office of Dean of Students explained that the university organizes orientation programs to all FYSSs prior to the beginning of classes. According to the report, the program is designed to guide FYSSs on three major important issues namely how college life is about, introduction of students with the university environment and welcoming event.

Regarding the introduction of college life, the key informant explained that effort have been made to introduce students about the different services offered by the university.

During introduction of college life, all departments, students' clubs, various service providers such as Gender Office, clinic, Guidance and counseling units, dining and dormitories and so were given opportunity to introduce themselves. It is believed that such introduction would help students to integrate with the university community and ultimately help them to get the necessary supports. The key informant from Office of Dean of Students

According to the key informant, as university compound is a new environment for majority of the students, AAU has organized visit by arranging transect walk in the compound and located where various service provider are found through guiding tours. The purpose of the tour is to make the students familiarize with classes, dining halls, clinic, and many service providing offices found in the university. Regarding the orientation program, the key informant indicated that the university community welcomed FYSSs.

The university also encourages FYSSs to join different clubs, sport games, cultural music shows found in AAU based on the their special skills and interests. The university has so far given recognition to 40 clubs. Thus, these help students to integrate with the university environment. For example, Girls' Club in the campus provides social and emotional supports to its members and to other female students by organizing coffee ceremonies. The

students have been discussing Emotional, Social, Reproductive Health, academic and many other issues. Apart from these, students also participate in various trainings organized in the campus and this help to increase social interaction among students. The key informant from Office of Dean of Students.

4.2.4 Physical Supports offered by AAU

The key informant from Office of students Affairs said that AAU has been providing physical supports which are directly and indirectly linked to psychosocial support include dormitory, dining and health service to FYs.

There are shortages of dormitories at AAU and out of 4000 students AAU has planned to give , only 50% of them 2000 of the students have got the service and this was also clearly stated in the report. The key informant indicated that Office of Students Affairs provides dormitories by giving priorities first to students from rural areas, and then SWDs followed by orphan and needy students. Then, when vacant dormitories are available, students from poor family background and students whose residential homes are located in sub urban areas such as Burayu, Sebeta, Akaki are eligible to get dormitory service. The office gives priority for female students in all cases mentioned above. Considering the shortages of dormitories are critical, AAU has been constructing additional building that can accommodate 500 students. And the construction of the building is completed more than 85%.” the key informant from Office of Students Affairs

In order to get service from dining as well as dormitory, every student is expected to fill cost sharing regulation format prepared by higher education before joining university. Based on the format, the office estimates the number of students who are interested to use the services and serves students accordingly.

The key informant also said that the office has been facilitating payments of cost sharing for students and effort has been made to effect the payments within the first five days of each months and his office believes that the students have no complain about payment schedule.

Regarding the quality of meals offered to students, the key informant from Office of Students Affairs said that it is poor in quality.

The meals at dining halls are prepared to students according to the advice obtained from nutritionists. However, the quality has been compromised as result of the small budget allocated per student. The key informant said that it is only birr 12 is earmarked per student per day (for breakfast, lunch and dinner) and it is too small compared with the current purchasing power of money at present. Therefore, MoE need to increase the budget for such important services. The key informant from Office of Students Affairs

The key informant from Office of Students Affairs said that the office also facilitates health service to students. He further stated that the clinic in the campus has not been performing well as expected partly because shortages of health professionals, low budget assigned to students, poor commitments of staff in the clinic.

The office also arranges internet services for students at their dormitories and currently all buildings have internet access except one building. The key informant further explained that AAU has constructed ramps to dormitories, libraries and lounges to make accessible for students with physical disability.

The key informant from Gender Office said that before providing any financial support for FYs, Gender Office post a notice to give equal chance to all FYs.

The criteria to get financial support are a letter which certifies that the student is from poor family background. As this is challenging for students who are from remote areas, they can bring letter from students union as an option As a result many students apply for it. However, as the number of students apply for the support are by far greater than the support Gender Office can provide, the office make detailed interview with all the applicants to identify the most eligible ones and finally, the students selected will be entitled to get birr 200 per month. The key informant from Gender Office

Regarding the sex compositions of FYs who get financial support from Gender Office in this academic year is 100. Out of this, 60 of them are females and 40 of them are male students.

The key informant from Center for Students with Disability was asked the types of support SWDs need and said that environment accessibility include buildings ramps to the entrances is accessible to SWDs. The other support provided to the students is prosthetic

material supports which are relatively expensive. The prosthetic materials include artificial prosthesis, Brace, Crutch, Rubber tip, wheelchair, inner shoe, stick, kezera, white cane, and hearing aids.

Center for Students with Disabilities also provides financial assistance to each SWD. The assistance include monthly pocket money amounting birr 120 per student, birr 500 is given to each student as annual payment for clothing, arranges payments of examiners of the visually impaired students, the center also pays to sign language interpreters to deaf students. The key informant from Center for Students with Disabilities

The key informant from USP said that the project provides different material supports to female students included in the project. The major supports include sanitary pads, soaps, exercise books and pens which are sufficient for a year.

Regarding the priorities of FYs for psychosocial supports, female respondents participated in the FGD, the key informant from Gender Office, USP and Guidance and Counseling have responded in similar way and said that academic needs are the most important among psychosocial needs of FYs. The reason forwarded by the students was that when they get academic supports, they can stay at universities as it is a prerequisite.

FYs usually contact Gender Office mainly to get academic support when they found that education becomes tough for them. The other reason is that FYs from public schools get more frustrated by comparing themselves with other students who joined AAU from private schools who are fluent in English language. The key informant from Gender Office

The PSS needs of female students as identified recently, they have more academic needs than other needs. The students are poor in English Language (listening, writing, and speaking). As a result, they have challenges in understanding what lecturers explain in class and unable to understand after reading handouts. This indicates that the students are in need of tutorial classes on English Language. The students have limited skills on how to study, to take notes during lecture, how to prepare for examination and this shows that they also need academic guidance. In spite of all these challenges and poor socialization at high schools, students lack self confidence and providing life skills training is helpful. According to the key informant from USP

Two key informants from Guidance and Counseling units explained that the priorities of the students who contacted the unit for counseling are for academic supports. This is

because the students usually consider that getting academic dismissal is the worst event in their life and they don't want to happen on them and academic supports are just like an umbrella to protect them from leading such heartbreaking life.

Unlike the key informants and female students in FGDs, students participated during male FGD said that the most important psychosocial support that should be given priority is to emotional support. The reason they forwarded was that students can be successful in academics and social life if their emotional needs are built.

4.3 Gaps between the psychosocial needs of FYSS and supports offered by AAU

The third objective of the study was to identify gaps between the PSS needs of FYSS and the supports offered by AAU.

In order to identify the adequacy of the psychosocial supports offered by the university to FYSS, the key informants were asked about their accomplishments against their plans and the responses were the following:

Regarding the gap between PSS needs of FYSS and the supports offered by AAU, the key informant from USP has a different view. She said that the gaps between the two are not too much. This is because AAU has been trying to address the diverse needs of the students through its various structures. For example through Gender Office, the needy students get financial supports, through Office of Dean of students; the students get social and academic supports, and so on. However, AAU should give greater attention in categorizing students by sex and providing psychosocial supports. The various PSS intervention should consider the different needs of different sub groups within female category. For instance, with in female category, there are a number of sub groups of female students with diversified needs in terms of region (rural, urban), disabilities (physical, hearing, visual impairments), family

economic background (rich, medium and low), in departments, and so on. Therefore, AAU should take in to considerations all these diversities of the students to address the needs of students.

Unlike the key informant from USP, other key informants believed that there are gaps between the two.

There are visible gaps between PSS needs and supports at AAU. Students do not visit the Guidance and Counseling unit because many of the students are informed about the less quality of services provided by the unit and reluctant to visit the unit. The two informants explained that if the services were good, it would be beyond the capacities of the office to reach all the need FYSSs. For example, in the job description provided to experts says need assessment is an important activity. The key informants from Guidance and Counseling

There are critical shortages of dormitories and many students do not get although they are eligible. Second, the counseling services are not enough to respond the various needs of students. The staff are not committed enough to secure the necessary resources required for the unit. He said that they are not committed enough to strengthen the unit. Third, SWDs do not get the required support in the campus. For example as the counseling unit is almost less functional, they do not get the required emotional support. Moreover, the amount of financial support given to student with disability is very low. It is 120 birr per month which is not sufficient to cover their cost but the needs of the students is much higher than this figure. The key informant from Center for Disabilities said that there are huge gaps between the two. This is because of shortage of human resources, shortage of budget and other related problems. The key informant from Office of Students Affairs

Generally, from the data obtained from key informants of PSS service providers pointed out that the psychosocial supports offered by AAU was also seen in terms of the four major components of PSS namely emotional, academic, social and physical supports. Majority of them have said that the PSS offered by AAU is not sufficient to address the needs of students because of financial constraints and less commitment reflected on some university staff. The existence of gaps between the PSS needs of the students and the support offered by the university was also clearly stated in most of the key respondents in panned vs. accomplishment.

Regarding the plan for the upcoming academic year to support FYSSs, the key

informant from Office of Students Affairs said that using the skilled human resources in the university, the office has a plan to carry out a number of activities related to PSS.

The office of Students Affairs will organize awareness raising trainings on the importance of psychosocial support to FYs. Second, it is important to increase the participation of students in decisions affecting their life in universities and to become part of solution. Third, it is important to arrange different recreational events such as dramas, sport games to students by the students. Fourth, it is important to give awareness raising to first students on various issues that are important while the students are in campus and after they completed. Fifth, it is important to make the physical environment more conducive for the students so that they can feel at home. In addition to this, it is important to make accessible roads to students with physical disabilities. The key informant from Office of Students Affairs

4.3.1 Challenges of psychosocial support providers

The key informants were asked if there are challenges in providing PSS to FYs in their respective offices and their responses were the following:

One of the critical challenges is lack of fund to assist the needy students. Second, recruiting the needy students is another challenge for the office. As the number of students apply for financial assistance are much higher than the available fund, the office has been forced to spend a lot of time to undertake detailed interviews with all applicants and this has been time taking as well as difficult to carry out other routine jobs in the office. The other challenge is that as the entire fund obtained from any sources should pass through the long financial system of AAU and it is time consuming. Third, lack of employed professional counselors at the Gender Office is another challenge for the office. Currently, many students prefer to consult Gender Office for any support they need including counseling. However, there is no permanent employee who makes available herself/himself for students. As the office has no direct working relationship, it has been difficult to refer the students to counselors found in colleges. Fourth, inadequate monitoring and evaluation is another challenge. Most of the activities carried out by Gender Office such as tutorial classes, progress of students after getting support and other supports provided by the office have not been properly monitored because of work burden at the office. The key informant from Gender Office said that

There is lack of human resource at counseling units. There are only few human resources in the unit compared with the number of students who might be looking for counseling. Second, there is lack of separate room for counseling. Currently, the unit conducts counseling sessions in a common office with other staff. It has been difficult to hear what the clients were telling to counselors with a lot of noises and disturbances. This make difficult for clients to express their problems freely and it has been challenging to make their cases are confidential. Third, office equipment and consumable items are not in place. Fourth, there is no capacity building trainings organized for counselors. The key informant from Guidance and Counseling units

The key informant from Center for Disabilities said that some of the challenges the center faced include: shortage of human resource, financial problem, shortage of computers in the center and difficulties in obtaining prosthetics are the major ones.

One of the biggest challenges in providing PSS for FYs is budget constraint. For instance, the budget allocated to provide meal service per student is 12 birr for breakfast, lunch and dinner. As a result, it has been challenging to provide quality meal service to students. Similarly, the budget allocated to health service per student is also small that is not sufficient to buy the necessary medicines as well as to refund when students get medication from other clinics. Although it has been reduced after selecting representatives of students from dormitories and blocks, sanitation problems at dormitories are still another challenge. The key informant from Office of Students

The key informant from USP said that there are poor attendances of students during trainings and tutorial classes. This is mainly because of some clashes between make up classes and trainings and/or tutorial classes. The reason is that some part time instructors have been arranging make up classes when they get free time without consulting AAU. To avoid such problems, the project has planned to give its training programs to academic deans in the beginning of the academic year so that the instructors could revise their classes accordingly. The other reason for low attendance is that the students are reluctant to attend trainings and tutorial classes and prefer to stay at dormitories. In order to avoid such problems, the project has planned to rearrange tutorial classes on week days to reduce the work loads of the students at weekends.

In-depth interviews made with two first year students

Two in-depth interviews were made with students with disabilities. The students were not included during FGDs and the questions forwarded to them were similar to the interview guide prepared for FGD. Their responses are summarised below:

My name is Hirut Mamo . I am 18. I am first year student in Sociology and Social Anthropology. I attended high school in Minilik II School in Addis Ababa. I lost my sight when I was three years old.

To tell you the truth, when I joined this university, I faced many stressful conditions which I never expected. The first thing is that I was surprised that I thought there should be a

special road for visually impaired students to make movement easy but it is not in place and I wonder why. One thing they should know is there is a proverb which says disability is a reality for us and a possibility for them. Second, I could see the poor attitudes of some university community towards students with disabilities. They underestimate us as if we were useful for nothing. One day, I was standing on one the side of the road to Kennedy Library. I heard when four students coming out from the library. They didn't consider me I am visually impaired because I look like that. One of the students said that he believes that visually impaired people cannot fit for any organization and if he gets the chance to be a leader in any organization, he would never employ any person with disability. His reason was he gives greater attention to keep the image of his organization as they are physically not attractive. After they laugh loudly, in support of his view, the other student said that he prefers to employ robot instead of employing such people. His reason was most people with disabilities and lack confidence. No student among them did not oppose their ideas and entered in to the library. That day I did not sleep the whole night. How university students could possibly speak like that. It was a very shocking day in my life. When we request some services from university support staff, they shout at us in the library, dormitory, dining hall, lounge etc. It is very painful while mistreated by such people. They think that we are subhuman. But this does not represent all the university community. I could say that majority of them are supportive and cooperative. I am talking about few disappointing students and university supportive staff. Second, when I joined the university, I have no money to buy Brailles; I had no option other than attending lectures for three weeks until Students Center for Disability gave me. At that time, I was to lose all my hope. I would like to take opportunity to thank the unit for such help.

I believe that students with disabilities including myself need supports because of our impairments. For instance, I am visually impaired and I am encouraged when I get supports such as Braille, White Cane and other educational materials as I am from poor family. As we are disappointed by some students, university supporting staff and even few instructors, I would be glad if the university has some ways to organize trainings only for students with disabilities. This would help us to develop resilience. If you see visually impaired students who come from rural areas, they need more help than students from urban areas. This is because they received less support rather stigmatized and ostracized because of poor awareness of people in rural areas.

Regarding the guidance and counseling, it is amazing. It is better to say it doesn't exist. One day, I went to the guidance and counseling unit located in Office of Dean of Students. I had some emotional disturbance to tell the counselor. You know, what has happened, the office was a full of people and I preferred to hold my stress by myself than talking in front of public. I went back to dormitory after asking them if they have training for visually impaired students which was not my issue at that time. I want to take this opportunity to suggest AAU to arrange a separate counseling room. I also suggest that if possible, I prefer if the university could assign visually impaired counselor for female students as they can counsel us based on their practical experience.

Regarding my academic performance, it was not as I expected. This is because; I was totally disturbed after joining the university because of lack of getting the supports I mentioned earlier. My expectation was the university could have better services for visually impaired students better than Minilik II School. It is important to provide all the supports timely. Delays should be avoided. Moreover, it would be good for the university to discuss with the students before purchasing items for students. It should be considered that students have ideas which are important to improve the supports. For instance, for me the tutorial support organized by the

university is a waste of resources because it is a copy of the normal class. No one could still understand the ideas which were not clear because it is a repetition of the previous class. Concerning the social relationship, it is good. Sometimes the hardship life in the campus makes the students to share resources such as hand outs, food items, money and others. The life in dormitories is just like a good family. Student center also organizes some events to increase connection between students. However, the social life with instructors is not good. They are not approachable. We don't get them at their consultation hours and some students told me that they are busy in consulting other organizations for money. As a result, no one gives us academic guidance and trainings to develop some basic skills. I think the university should take some corrective measures to reverse the situation.

My name is Abel Tedla . I am 19. I am first year student in Low School. I attended high school in Wekro town in Tigray. I become disabled after encountered with a car accident when I was a grade 7 student. It happened while I was playing football with my friends.

When I joined this university as a first year students, I faced many challenges. The first challenge I faced was as I am using a wheelchair, I could not go toilet because there was no ramp which takes to the toilet. I was so much disturbed. Fortunately enough, one of the senior students located me there is ramp in the next building. The other challenge I faced was I had to contact one of our instructors in the law faculty. I was informed by friends that their offices are located in the second floor of Mandela building. When I reached the building, it has no access for ramp. I was very much shocked. I was also surprised why Students Center for Disability push the university at least in the building in which the center is located. It was amazing how students with physical disabilities like me possibly could contact their instructors!

I believe that Students with Disabilities should get additional support. But, we should get supports that could only compensate the problems we face because of impairments. I believe that we can compete with non disabled students on other aspects university life. For instance, I am physically disabled and using wheelchair. How could I attend classes if there no ramps? Tell me? Unless the university gives me a wheelchair, can I afford to buy a better one? As you see my wheelchair becomes old and senile as a result of many years of services. I got it from NGO working in our town. As I am from poor family, my parents have no money to buy wheelchair. The other problem I faced was that last time I was sick. It was during the first quarter examination time. No one could listen to me even if I cried. I could not call to dorm mates because my mobile account was zero. I had a fever and critical headache, I could not control urine and I urinate as I sat on my wheelchair. The bad smell in the dormitory caused another stress and I had to stay in the same way until my dorm mates returned back. The most surprising issue is when I informed my instructor about the challenge I faced, he told me that he will consider if I bring a letter from clinic that certifies I was sick during the examination. As I had no evidence for it I lost 15 marks on that examination. Let me tell you one thing. If I had a motorized wheelchair, I would consider as if I had normal legs.

After I lost the examination, I was very much disappointed and I went Guidance and Counseling unit to get some advice. As the building had no ramps, I had to stay on the ground floor. One of my dorm mates contacted the counselor which is located in the first floor to assist me by explaining about me. The counselor said that the only counselor assigned at Office of Dean of Students is only her and she had another client at that time and I had no other options than felt so sorry and went back to dormitory with my troubles. I felt that I am disconnected with many support systems.

Regarding my academic performance, surprisingly enough, it was very good. You know, what I convinced myself? I decided not to ask any help except my dorm mates. I also decided to show my potential as well as strength to that instructor who could not consider my problems even if I told him as I was crying! This helped me to motivate myself and studied hard in spite of many challenges such as sickness, movement problems, and poor attitudes of some students towards students with disabilities. In the second quarter, I scored the highest mark in the class in all courses. The instructor could not believe his eyes and he requested me for apology for mistreating me like that. To tell you the truth, there are many attitudinal problems among students, university support staff and some instructors about students with disabilities. I believe that the university should do something to reverse such problems.

Chapter Five

5. Discussion

This study could be the first attempt to identify the psychosocial needs of FYSSs, the supports offered by Addis Ababa University and the gaps between the needs and supports. This assessment shows the presence of many FYSSs whose psychosocial needs are not addressed. It also shows that SWDs and students from poor family economic background are the most needy students in terms of eligibilities to get PSS. These students are more likely prone to emotional challenges, poor health, stigma and discrimination and as a result forced to perform poor in academics.

The researcher hoping that the findings of this study could be useful for planning, improving and coordinating PSS interventions for needy groups in universities. Although psychosocial support is one of the crosscutting issues, it was found that there are no policies and strategies at macro levels (at Ministry of Education) to guide psychosocial supports offered by universities. Similarly, there no full-fledged guidelines and procedures on how to provide integrated psychosocial support to eligible first year university students at AAU and the researcher believes that efforts will be made to produce workable documents at macro and micro levels.

Therefore, this chapter discuss the major findings of the study and implications of the findings in relation to research questions and similar studies

Psychosocial Needs of FYSSs

The data obtained from this study reveals that FYSSs forced to attend education with many unmet psychosocial needs and have been challenged by many problems such as

emotional instability, social isolation, loneliness, poor resilience, terminal illness of parents or siblings, substance abuse, difficulty in sustaining academic workload, lack of interest in the field of study are among few challenges. As the students are not offered the necessary support, they struggle against with all these challenges thinking that they could cope up. As a result, many students have been dropped out from the university. According to the study conducted at Jimma University on first - year students in year 2005/6 academic year showed that 13 % of students were dismissed from the campus on the average. If AAU does not provide the necessary psychosocial support to the needy students at early stage, the possibility of students to drop out from the university is high. Elizabeth et.al (2013) stated that the dropout of students may be an indication for the failure of higher institutions to provide the necessary support based on the special needs of students.

Emotional Needs of FYSS

The findings of this study reveals that many FYSSs experience a number of emotional stress as a result of poor academic performances, financial shortages to buy academic supplies, problems at dormitories such as lack of sleep, peer pressure, misleading information, fear of exams, poor sanitation and lack of trust among students. This could imply that FYSSs are not in a position to use their potential to score higher grades as a result of many stressful conditions mentioned above. In support of this, Sharma (2012) explained that due to different kinds of unexpected pressures, FYSSs became emotionally disturbed and as a result they feel that they are inferior and put negative feelings in their mind. Thus, such students required timely support after identifying their needs. The importance of PSS interventions is clearly mentioned in the Student Handbook 2012-2014 and said that guidance and counseling in universities are expected to offer a range of counseling services to facilitate and enhance the educational, psychological, and

interpersonal well being of students.

The data obtained in this study shows that in addition to the problems mentioned above, SWDs face many challenges such as inaccessible environment, stigma and discrimination by some close minded students and instructors, lack of information and guidance. In support of this, Tinto (1999) confirmed that academic support services such as writing centers, tutoring, technology-support, counseling, and support services for students with learning disabilities is crucial and noted that institutional commitment for these services can result in higher retention and greater academic achievement. This could imply that immediately after they joined AAU, majority of FYs face many emotional challenges mentioned above and they need timely support from university.

Academic Needs as explained by FYs

UNESCO (1998) clearly states that universities need to help students to create access campus resources that will enhance their ability to be academically successful. However, the data obtained in this study shows that the academic performances of most FYs in the first academic year has been hampered because of lack of obtaining the necessary academic resources such as shortage of reference books, high cost of copying handouts, internet cost to download some documents to do assignments, equipment such as computers are scarce are the major academic challenges. This is compatible with Simmons (2008) after studying the quality of higher education at Kyambogo University, Kampala state that university students in developing countries compete for space in the libraries and often forego meals especially during the peak period of assignments and examinations. The data obtained from the findings shows that educational resources in libraries are scarce and it is normal to use two or three reference books for eighty students in libraries.

The data shows that students with disabilities as well as non disabled ones confirmed that they have to wait long queue to get computer services in libraries, dining halls and clinics to get services. This might indicates that the institutional capacity of AAU in managing, organizing and coordinating has been poor to place such important resources for students and this could be an area for research for those who are interested in.

The results of the finding show that female students are disadvantaged in high schools and at universities. Female students from rural areas had been forced to attend high school education with domestic work load; majority of them could not score higher grades in the highly competitive national examinations. After they join university, they could not get field of studies of their choices as most of the fields occupied by male students with higher grades. Then, education often become tough for them and has to struggle with the field of study they have not chosen. As a result, many of them forced to drop-out. They also consider that returning to their families as a shameful act to return rural areas and some turn to prostitution.

As Andrews et.al (2012) explained, the learning process at universities are expected to be much more student focused and interactive However, the findings of this study shows that as a result of large number of students in a class, different family, academic and economic backgrounds of students and other related factors affect the learning process and less interactive.

The data obtained in this study shows that many FYSs require additional academic support such as tutorial classes and academic advising. Many students from rural areas are poor in English language proficiency and need tutorial classes to improve their language skills and can help to retain students in campus. However, the tutorial classes organized by AAU are not properly managed, organized and monitored and are often the same as regular

classes and not good in terms of preparing students for examination. As a result, students consider it as wastage of time and resources and many students do not attend tutorial classes and forced to join other tutorial classes arranged by private individuals with payments. This is against the purpose of organizing tutorial classes for FYs. Andrews et.al (2012) explained that the purpose of a tutorial is usually to provide an opportunity for deeper learning of new or previously explored topics and tutorials are generally of an interactive nature and have a wide range of formats.

The Higher Education Proclamation article 40 under its sub article (3) clearly states that institutions shall ensure that students with physical challenges get to the extent necessary and feasible academic assistance, including tutorial sessions, exam time extensions and deadline extensions. However, another data obtained from the finding was that students with disabilities are not treated well during examination time. Visually impaired students have been taking examinations and the university staff; faculty and support services are poor service on how to accommodate examinations in a proper way. As a result, they are forced to sit along the corridors where there are too much shouting and cold and it affects their concentration during examinations. This could indicates that tutorial sessions may not be well organized, with content that it ensures all students are familiar with basic skills on the subject matter and AAU needs to devise new strategies to improve the quality of tutorial classes after conduct mini research why students are not willing to attend tutorial classes while performing so badly.

Bigger (2010) confirmed that academic advising plays a key role in the success of students as they transition to institutions and advising is integral to student development. For this reason, advisors must understand the informational, conceptual, and relational aspects of their roles and how these aspects affect their interactions with first-year students. In contrast

to this, the findings of this study show that there is poor academic guidance in the university. No academic advice has been given to students through academic advisors, faculty advisors, instructors or mentors. As a result, students have limited knowledge and skills on how to develop study skills, time management, communication and other necessary skills except what they learnt in the in the two days induction. The data also shows that the students had been supported when they were in high schools, they had been closely followed and guided by teachers and assisted by parents to achieve more in education but they received none of these services after they joined the university.

Social needs of FYs

The data obtained in the findings show that there are many opportunities for FYs to increase social interactions at AAU. These include living in the same dormitories, different social activities such as welcoming program, cultural music shows, gatherings organized by clubs, sport games organized in the university are important to create opportunities to quickly establish friendship. The data also shows that social interactions at AAU help the students to share ideas and experiences, to reduce tensions, important to study in group, to adapt the new university environment and to share resources such as hand outs, money, food items such as 'beso' at dormitories and create sense of family and close friendship among students. The data also shows that in spite of all these benefits, most of the social activities in clubs are not strong enough. Students don't interact on regular basis and ended in poor interaction among group members. This implies that AAU needs to coordinate, monitor and provide the necessary support to strengthen extra curricula activities so that all students could involve.

Physical needs of FYs

The data obtained in this study shows that physical supports such as dormitories, meal service and financial assistance are not in place to all needy students and their qualities are compromised. The data also shows dormitories where FYs live are characterized by theft, shouting, poor sanitation, overcrowded, old beds and worn out mattresses, old buildings and students are expected to score higher grades while living in such devastating situation. The data obtained from the finding also shows that AAU has not yet planned to make partitions in big halls as the buildings are always occupied by students in winter and summer. The data also shows that although dormitories are a full of challenges as mentioned above, they are also the most scarce resources to obtain and students should qualify many criteria set by Office of Students Affairs to be eligible for it.

The data obtained in this study shows that students have been challenged whether they are café or non- café. As the meals prepared by the university café are poor in quality and pushes many students not to use because of its poor quality and many students become non - cafe. This is mainly because the budget assigned per student per day is only birr 12. As non café student are entitled to take birr 420 per month, as prices of food items and house rents getting higher the amount of money given to them it is not sufficient to cover their basic needs and many students especially female students have been forced to engage in degrading activities such as commercial sex activities as side income although they develop some additional needs as they get money such as cell phones and clothes. The data obtained from the findings also show that to avoid challenges in dormitories, AAU needs to devise short-term and long –term solutions such as searching unutilized and underutilized buildings in the campus, making partitions rather than accommodating 40-60 students in a big hall, construction of new buildings.

The data obtained in this study shows that the financial support in the form of cost sharing given by the government is not enough to address basic needs of students. The data also indicates that the amount of money provided to students in the form of financial assistance is low and not enough to buy the necessary school supplies. For example, Center for disabilities give only birr 120 per month per student. Gender Office also gives birr 200 per student who qualifies all the criteria set by the office among many students who have applied for it. In line with this, Simmons (2008) investigated that the cost of higher education has been sharply increasing and high cost of accommodation, feeding and transport and this forced students to reside in slums around the institutions through time and as a result it is normal for some student going universities without having meals and cause some to faint especially during examinations. When problems become worsen, female students are forced to engage in cross generation sex and prostitution as a means of meeting financial demands. Sometimes, female university student are tempted to establish relationships with older men often called “sugar daddies” or “big men.” A student may think the relationship will provide her with financial support or material goods. This may be particularly important if the girl comes from a very poor family. Although the student may be happy to receive gifts or money, such a relationship can be extremely dangerous. An older man is more likely to take advantage of the girl and to expose the girl to risks such as HIV/AIDS.

The findings of this study also shows that as the students participated in FGDs were from poor economic family background, it was predicted that their number one priority would be for physical supports such as for financial supports. However, it was to get emotional and academic support which is against Abraham Maslow’s Hierarchies of needs which states the hierarchy of needs is often depicted in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self

Psychosocial Supports Offered by AAU

Article 6 of World Declaration on Higher Education for the twenty-first century clearly states that higher educational institutions should provide, where appropriate, guidance and counseling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions. Bigger (2010) also confirmed that FYs should get basic knowledge on time management, orientation to campus facilities, drug/alcohol awareness, responsible sexual behavior, the importance of diversity, computer and library skills, can serve an immediate need as well as lay the foundation for student survival throughout their college careers. In support of this, Mariam et. al (2009) confirmed that an increase in social support may lead to decrease in psychological problems among students and according to her, this is strategically possible by increasing the awareness of educators, counselors and psychologists on the importance of social support to FYs to develop proper intervention programs to reduce psychological problems among students are crucial. The literatures mentioned above clearly show the types of PSS which are important to improve the wellbeing of first year students in universities. The findings of this study shows that the PSS needs of FYs have not been addressed properly. The major challenges mentioned by the respondents include increasing number of students at universities, budget constraint, shortage of academic staff, absence of responsible body to coordinate PSS interventions, absence of PSS policies, manuals and guidelines are among few.

Emotional Supports offered by AAU

The data obtained from the study shows that most PSS providers at AAU focus on

fulfilling the physical needs of students such as providing financial assistance or in the form of kind by giving less attention to emotional supports. For instance, while Office of Dean of Students assisting many students to get financial support as direct support and by facilitating opportunities part time employment, the number of students who have been getting counseling in the academic year were not more than 10 students. The data also shows that counseling services has not given a due attention by AAU management to the extent that there are no separate rooms for counseling. The data also shows that there are no office equipment and other materials in the unit.

The data obtained from the findings also indicates that emotional supports provided to first year students varies with in the same university. While some of students have been getting life skills training every fifteen days, others have been getting the same training only for two days. Moreover, while some students have mentors, others have neither mentors nor peer mentors.

Academic Supports offered by AAU

The data obtained from the study shows that there are no sufficient academic developments programs arranged to assist students who lack basic academic skills. The data also shows that there is limited academic guidance even compared with high schools. The Higher Education Proclamation no. 650/2009 under sub article (1) of article 32 clearly states that one of the responsibilities of academic staff member of higher institutions is to teach, including assisting students in need of special support, and render academic guidance or counseling and community services. The findings of this study shows that the academic guidance is not practiced as stated in the proclamation. The data obtained in this study also shows that many students from rural areas have been challenged by poor English language and it has been challenging for them to compete with other students who attended education

from private schools and are fluent in English. For instance, while some of the students are from well to do family and attended private schools are clever and have no problem to actively participate in class, majority of the students from rural areas and from government schools are in problem of understanding lectures as they have critical skills problems such as on English language, communication, study skills and so on. Moreover, the number of FYSs attended in a class is high and it is difficult for the majority of the students to participate actively in a class. In such condition, students are not free to ask questions and as a result, the students think that they cannot compete with such students and loss the confidence they had at high schools. The problem is more critical for SWDs and female students.

The trainings organized by different structures of the universities are limited only for students who are included in their programs and consequently majority of the students who have similar problems have been forced to continue attending education without getting any guidance from AAU. This could imply that AAU-Sidist Kilo Campus need to develop new strategies to address the academic needs of FYSs. McInnis et. al (1995) after studying FYSs in Australia emphasized that first year is an important time for universities to guide students and need to review their strategies for improving the induction process and encouraging the integration of students to the academic life of university.

Social Support offered by AAU

The findings in this study shows that AAU encourages FYSs to join different clubs, sport games, cultural music shows found in AAU based on the their special skills and interests to increase social interaction among students.

Many literatures confirmed that social interactions among students are important to

adjust themselves with the new university environment. Enochs et. al (2006) stated that university students who are able to connect with others in their new environment and find that social support adjust better than those who are not able to build a new support system. Sharma (2012) explained that how well s/he connects with people and maintains relationship with his/her peers affects student's emotional health. According to McInnis et.al (1995), many FYSSs feel that they are alone and alienated during their first year study. Less social involvement can be a factor which affects their satisfaction with the university. The findings also confirmed that AAU-Sidist Kilo Campus has been organizing different events such as welcome programs, cultural music shows, sport games and these helped students to be connected with university community.

Physical Supports offered by AAU

The data obtained from this study shows that AAU offers physical supports such as dormitory, dining and clinic services to FYSSs. Moreover, through its structures and stakeholders, it has been providing physical supports such as educational materials, sanitary materials and financial supports. In support of this, McInnis (1995) explained that the better universities address the needs of students, the more students likely to stay at universities.

The data obtained in this study also shows that physical supports are scarce in AAU and many eligible students do not get because of shortages. For instance, only 2000 students have got dormitories out of 4000 eligible students. The data obtained in this study also shows that AAU-Sidist Kilo Campus provides dormitories by giving priorities first to students from rural areas, and then SWDs followed by orphan and needy students. Then, when vacant dormitories are available, students from poor family background and students whose residential homes are located in sub urban areas. Although the Higher Education states under article 40 in its sub article (3) says that building designs, campus physical

landscape, computers and other infrastructures of institutions shall take into account the interests of physically challenged students, the findings from this study shows that most of these facilities are not in place for SWDs in the Sidist Kilo Campus.

The findings of this study indicated that the chance to get financial assistance is very small and very challenging as the selection criteria of university structure that provide financial assistance are tough. This complies with UNESCO (1998) which confirms that providing financial aid has been the concern of many universities because it is every student's concern in many countries. The finding also shows that students have been complaining on long bureaucratic process exists in some universities such as during payments, in providing medical services to students. In support of this, Simmons (2011), after studying a university in Uganda, she explained that university students face a number of challenges that needs to be addressed as a result of bureaucratic challenges and mismanagement in universities. Some of the challenges include making long line ups such as to get registered, to receive receipts, to get medical services and so on which are tiresome and boring. For instance, students prefer to have self-medication or going to private clinics in order to save time.

Gaps between the psychosocial needs of FYs and supports offered by AAU

AAU-Sidist Kilo Campus has been supporting few needy students who have been challenged by different circumstances. The findings of the study shows that the campus has been offering supports to the students through its structures and also in collaboration with other NGOs and business organizations and efforts have been made to address the emotional, academic, social and physical needs of the students.

The findings of the study indicates that some of the strategies used by psychosocial

support providers have been using such as capacity buildings, mentoring, guidance and counseling, tutorial support, provisions of educational materials, financial supports and accommodations.

The findings of the study shows that in spite of all the effort made by AAU-Sidist Kilo Campus, a lot of students are still trapped in different psychosocial problems such as addiction, pregnancy, poor self awareness, low self confidence, poor academic performance, sense of insecurity, lack of sleep, poor sanitation, lack of trust among students, poor sanitation, poor quality meals, financial shortages, inaccessible buildings for SWDs, lack of study skills, high academic competitions, work load, shortage of reference books, poor service in libraries, shortage of dormitories. However, the response of the university is not sufficient to reach all the needy students.

The data obtained in this study shows that for most of PSS providers there is a huge gap between the psychosocial needs and supports offered by AAU.

Generally, the data obtained in this study shows that the PSS offered by AAU is not sufficient to address the needs of students. The PSS offered to students was not adequate and majority of the students unable to get any supports although they are eligible like other students included in different university structures to get support. This could imply that the psychosocial needs of FYs are by far much greater than the psychosocial supports offered by AAU.

Challenges of psychosocial support providers

The finding of the study indicates that psychosocial support providers at AAU have been facing a number of challenges in offering supports to the needy students. These include the increasing number of students, absence of policies, manuals and guidelines, absence of

responsible body to coordinate different structures ,shortage of academic staff are few and shortage of budget among many reasons.

Increasing number of students

The findings obtained from this study shows that with the increasing intake of additional students in AAU-Sidist Kilo Campus, the services provided have been compromised for many reasons. Some of these include created burden on university administration staff, overcrowded of students in dormitories, shortage of equipment, increasing number of students require more qualified administrative staff than before to properly manage the resources and provide the necessary support.

Absence of PSS policies, manuals and guidelines

The findings obtained from this study indicate that as there are no clear student support policies, guidelines and standards, psychosocial providers implement in a way that they are comfortable. For instance, students who have similar challenges receive do not get the same support. While some of them receive in kind, others receive in cash with different rate while some provides birr 120 per month per student others provide birr 200 as financial supports. While some psychosocial providers organize life skills training every fifteen days, others conduct life skills only for two days in a year. Still others do not organize trainings for students included in them.

Absence of responsible body to coordinate psychosocial support providers

The findings obtained from this study reveals that as there is no university structure to coordinate, PSS supports have been provided in fragmented ways and most of them implement in traditional ways. Apart from these, collaborations and networking services are

limited among PSS services and as a result and ended with duplication of effort because of poor networking .For example, while some students get the same services from different structures while other students fail to get support from any of these organizations.

The data also shows that accomplishments of PSS providers would be more effective if they design mini project proposals this would help them to plan, monitor and evaluate the outcomes of their activities together with stakeholders and can enhance active participation of stakeholders and ultimately ensure sustainability. In support of this, Simmons (2008) explained that coordination will usually mean the effectiveness of collaboration and communication amongst agencies delivering psychosocial support and other services to a university community. This includes ensuring that the work of one service providers are neither disrupted nor duplicated and is thus complimentary to the work of another, establishing common programming guidelines and strategies, coordinating geographical distribution of programs, establishing referral mechanisms and sharing of resources and information.

Shortage of academic staff

The findings obtained from this study shows that salaries in public universities are low and turnover is high. The low pay encourages instructors to teach in private universities and to carry out consultancy services in their part-time and less willing to prepare for university lecturing. Moreover, they have no time to provide academic guidance and tutorial classes for students with poor academic background. This might imply university lecturers are more interested to work part time teachings and consultancy jobs than lecturing at universities because of low payments and poor management as university. Thus, constant staff- turnover hampered the institutional capacity of AAU to operate with low efficiency and influenced the long-term planning and development of the university.

Budget constraint

Psychosocial supports provided to FYSs are mainly compromised because of shortage of budget. The findings of the study shows that the budget earmarked by AAU for the most basic services including dining, tutorial classes, clinic, and other services are insufficient to provide the necessary services to students.

Chapter Six

Conclusion, Recommendation

6.1 Conclusion

Taking the psychosocial needs and supports for FYSSs, as its central theme; this study was conducted at Addis Ababa University-Sidist killo University. Based on the general objective, the study attempts to identify the psychosocial needs of FYSSs with disabilities and students with poor family background. It also tries to identify the psychosocial supports offered by AAU and gaps between the PSS needs and supports offered by AAU.

One of research questions of this study was to identify the psychosocial needs of FYSSs at AAU in general and the data obtained in the findings shows that it the PSS needs of FYSSs is very high and majority of them are in need of at least one type of PSS supports namely emotional, academic, social or physical support. Many students are challenged by a number of psychosocial problems such as lack of self confidence, financial shortages, lack of study skills, fear of failure, problems at dormitories such as lack of sleep, poor sanitation, lack of trust among students and problems at dining hall such as poor quality meals, shortage of reference books, etc.

The second research question raised was to identify the PSS offered by AAU to first year students and from the data obtained from the findings of this study indicates that the PSS offered by AAU are far from addressing the needs. The data obtained from the findings of this study also confirms that there is a huge gap between the psychosocial needs of FYSSs and the support offered by AAU and it responds one of the major questions regarding the gap between the two. Only very few needy students get insufficient supports such as counseling, trainings, material supports financial assistance and this responds the question

raised in the research proposal to identify whether first year students receive adequate PSS from the university or not. The data obtained from the findings clearly shows that FYs do not get adequate PSS. This is mainly because the institutional capacities of PSS providers are not sufficient to properly address the needs of all eligible students. Moreover, as AAU has not conducted comprehensive need assessment on psychosocial needs of FYs and it has been challenging to identify the type of PSS a student needs. As most of PSS interventions are made without making need assessments, the interventions may not be need based and not in line with the needs of students and this responds the other question mentioned in the proposal. As there is no responsible body to coordinate the activities of PSS providers, there are duplication of efforts and wastages of scarce resources and it has been difficult to provide integrated services and to share resources. Moreover, there are no policies and strategies both at national and at university level and it has been difficult in PSS planning, coordinating, implementing, monitoring and to provide standardized PSS interventions. Moreover, as there are no clearly stated PSS manuals and guidelines, the PSS supports provided to students are not standardized and as a result students with similar problems have been getting different supports from different PSS providers within the same university.

Above all, mobilizing internal assets and resources in the campus such as students' association, students with disabilities, clubs, instructors and other stakeholders would be an important means to reach many needy students in a sustainable manner. The active participation of students in tutorial classes, peer mentoring, and other trainings would help to reduce most of the challenges FYs face in universities. However, there is no responsible body to mobilize and coordinate these assets and resources in the campus.

Generally, the study gives an insight into the extent of PSS needs of FYs and the

supports offered by the university especially for students with disabilities and students from poor families. The study also shows that there is a huge gap between the needs and supports.

6.2 Recommendations

6.2.1 Implication to social work

Based on findings and conclusions of the study, the study has a number of potential implications for policy making and practice. Based on the findings and conclusion of the study, the following recommendations for higher education institutions, policy makers, and students and for colleagues wishing to pursue further research in this area are suggested:

1. As evidenced from increasing PSS needs of FYs, it is important to have a new PSS policy and strategies to prevent and treat the PSS needs of students. The absence of PSS policy and strategies shows that it contributes to provide inadequate PSS provisions at universities. Thus, it seems that it requires attention to design and implement a new policy and strategies to curb the challenges of FYs. The strategies could include institutional capacity building, partnership and networking, referral linkages, PSS mainstreaming, awareness raising, mobilize the assets and resources in the university;

2. Cultivate and nurture a supportive environment for FYs in general and students with disabilities and students from poor family in particular through different strategies such as resource mobilization, networking and partnership, active participation of students, PSS mainstreaming, capacity building, and awareness rising and so on. FYs especially SWDS are frequently victims of stigma and discrimination, misconceptions of non disabled individuals including some students and instructors. To this end, the collaboration efforts of

all stakeholders at different levels need to play a role in capacity building, awareness raising, social mobilization, partnership, networking and collaboration to build a more supportive environment. Intensive advocacy work is also needed at national, regional, higher institutions and university level to sensitize concerned government officials at different levels, NGOs, FBOs, university community including management, support staff, policemen, students and others to enable them understand, appreciate and develop commitment towards supporting needy first year students;

3. The capacities of PSS providers in the university need to be strengthened. The first line of responses to the needs of PSS comes from university structures. Strengthening the institutional capacities of different university structures such as Office of Students Affairs, Office of Dean of Students, Gender Office, Guidance and Counseling units, policemen, students' union, clubs to fill the widening gap between the PSS needs of FYSS and the supports offered by the university in the most cost effective, efficient and sustainable way;

4. There is a need to increase the involvement of students in the process of PSS interventions to FYSSs. Students are the major internal stakeholders who have immense assets and resources and their participation in PSS interventions is very crucial to improve the PSS needs of FYSSs in a sustainable manner. The students could actively participate such as in policy formulation, curriculum development, peer mentoring, tutoring, resource sharing, fund raising and assisting SWDs, etc. The students can also contribute a lot in developing strategies, in guidelines, in planning, implementing, monitoring and evaluation of psychosocial support interventions;

5. To meet the psychosocial well-being of FYSSs, it is important to have access to essential PSS services including counseling, academic guidance, tutoring, mentoring, financial supports, and others. Specially, the special needs of SWDs and students from poor

family needs to be ensured. PSS service providers should address the necessary support for needy students based on identified needs. Making referral linkage is also an important strategy to address the special needs of students that is beyond the capacity of the university;

6. A more comprehensive and participatory research should be conducted in collaborations with all stakeholders to assess the overall PSS needs of FYs and supports offered by university at Addis Ababa university in light of increasing number of students in the university;

7. It is important to make need assessment of FYs through departments, immediately after they join university to identify students' additional personal supports such as tutorial classes, to have a mentor, disability supports, etc;

8. It seems that psychosocial supports offered by university require additional resources such as funding, staffing and, technical assistance;

9. It seems that organizing trainings on different issues such as on the negative consequences of drug and alcohol addition, time management, Different life skills such as study skills, problem solving, decision making, responsible sexual behavior, mentoring skills, how to resist negative peer pressure, study skills, stress management, self confidence and so on based on the needs of students in a sustainable manner.

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Annexes

Annex I

Check list for focus group discussion with selected FYSS at Addis Ababa University-Sidist
Kilo Campus

Self Introduction

Number of Female/Male respondents: _____

I. Issues related with Emotional Needs of FYSS

1. What are the stressful conditions you face after you join this university?
2. In your opinion, what are the most common sources of emotional problems for many FYSSs?
3. Who are the needy groups for such emotional problems? What are the reasons?
4. How do you get the services of guidance and counseling in the university? What are the reasons for that?
5. What do you recommend to improve its services in guidance and counseling?

II. Issues related to Academic Needs

6. What kind of academic support you would like to get most? What are the reasons?
7. How were the academic performances of many students during first semester?

8. If it was below average, what were the major reasons?

9. What do you suggest to improve the academic supports offered by the university?

III. Issues related to Social Needs

10. Are there social activities organized in the university to increase interactions among students?

11. If 'yes' 'what' are some of these activities?

12. Why do you think that social relationships among students are important?

IV. Issues related to the Physical Needs of FYs

13. Are FYs comfortable with dormitories, meal services, financial assistances and movement from place to place in the campus?

14. If 'no' what are the reasons such shortages?

15. Are there challenging situations living in university dormitories? If 'yes' what are the reasons?

16. If 'yes' what are they?

17. Which of the psychosocial needs of the students have been given greater priority? Why?

Annex II

Interview guide for key informant with head of Center for Disabilities at Addis Ababa University-Sidist Kilo Campus

I. Bio Data

Sex-----Age-----Current position-----

Field of study-----Level of Education-----

Years of service at the university as head of Center for SWDs _____

1. What are the major psychosocial needs of FYs with disabilities?
2. Do you believe that the Center has been addressing the needs of the students in terms of fulfilling learning materials, accessible roads for movement, trainings and counseling services and so on?
3. How many FYs with disabilities receive psychosocial supports from Center for Disabilities? Are there students do not get any support from the center? If yes, are there other options?
4. What are the psychosocial supports the center provides? Do you believe that the services are sufficient to address the needs students? If 'not' what do you suggest?
5. Are there initiatives from the center so that other university structures could mainstream psychosocial support in their activity plan?
6. Are there any challenges to provide psychosocial support services to students with disabilities in the university? If 'yes', What are they?
7. Are there gaps between the psychosocial needs of students with disabilities and the support provided by the center? If yes, how can Center for Students with Disability narrows down the gap?

8. Is there any plan to mobilize assets and resources from university community, to address the psychosocial needs of FYs with disabilities to provide psychosocial supports? If yes, what are they?

Annex III

Interview guide for Office of Students' Affairs

I. Bio Data

Sex-----Age-----Current position-----

Field of study-----Level of Education-----

Years of service at Office of Students' Affairs _____

1. What are the major psychosocial needs students usually ask for?
2. What are the psychosocial supports the office provides to FYs??
3. Are there any challenges in providing physical supports such as meals, dormitory service, and students' lounges and so on?
4. Are there trainings/workshops for supporting staff at office of students to increase awareness on the importance of providing psychosocial supports to needy students?
5. Are there initiatives so that other university structures could mainstream psychosocial support in their activity plan?

6. How were your accomplishments in the past few years in terms of providing psychosocial supports to the needy students in relation to your plan? Was it the same or improving or worsening? What were the reasons? What are the indicators?

7. Is there any plan to mobilize assets and resources form university community to ensure sustainability of psychosocial services of FYSSs? If 'yes' when are you going to start? And how many students will be benefited?

8. Do you think that there are gaps between the existing psychosocial supports and the needs for it? What should be done to narrow the gap?

9. Do you provide special psychosocial supports to students with disabilities and for students from poor family background and from rural areas?

10. In your opinion, what should be done to improve the current psychosocial support service provided?

Annex IV

Interview guide for Guidance and counseling Unit

I. Bio Data

Sex-----Age-----Current position-----

Field of study-----Level of Education-----

Years of service at the university Guidance and Counseling-----

I. Information about psychosocial needs and services offered

1. What are the major psychosocial problems of FYs at Sidist Kilo Campus?
2. What are the major psychosocial supports the unit provides to FYs?
3. What are the major strategies used by the office to address these problems?
4. How are the attitudes and perceptions of students towards psychosocial support for guidance and counseling? Why?
5. How are the facilities in the guidance and counseling? Does it fulfill the necessary requirements? If 'not' what do you suggest to improve?
6. Are there any changes on the students who have got guidance and counseling service?
7. What kind of counseling services are usually students asking for? Do you think the supports provided are in line with the needs of students?
8. Do you think that the unit is equipped with the necessary skilled human power and financial resources? What do you suggest to improve the service in the future?
9. What are the challenges of the unit in providing psychosocial support to FYs?
10. Do you think that the existing psychosocial support interventions are adequate? What do you suggest to improve the existing psychosocial services at AAU?
11. What do you suggest additional psychosocial supports to improve the wellbeing of the students?
12. Do you think that there are gaps between the existing guidance and counseling supports and the needs for it? What should be done to narrow the gap?

Annex V

Interview guide for Gender Office

I. Bio Data

Sex-----Age-----Current position----- Field
of study-----Level of Education-----

Years of service at the university as head of Gender Office _____

1. What are the major psychosocial needs of students?
2. Is there any need assessment made before students request support from gender office?
3. How are the sex compositions of FYs who get psycho social support from gender office?
Is the office serving both? If 'not' why? Is there any plan to correct such imbalance?
4. What are the psychosocial supports gender offices provides? Do you believe that the services are sufficient to address the needs of needy students?
5. Are there initiatives so that other university structures could mainstream psychosocial support in their activity plan?
6. How is the willingness of students towards psychosocial supports offered by the office?
7. Do you get external support to provide psychosocial support services to needy students?
8. Is there any plan to mobilize assets and resources form university community, government institutions, non government organizations, business organizations to address the

psychosocial needs of FYs to provide psychosocial supports? If yes, what are they?

9. What are the challenges to provide psychosocial support services in the university? 10. In your opinion, how do you think the current psychosocial support service can be improved? What are the ways?

11. How were your accomplishments in the past few years in terms of providing psychosocial supports to the needy students? Was it the same or improving or worsening? What were the reasons? What are the indicators?

12. Do you think that there are gaps between the existing academic supports and the needs for it? What should be done to narrow the gap?

Annex VI

Interview guide for Ministry of education

Bio Data

Sex-----Age-----Current position-----

Field of study-----Level of Education-----

Years of service at Ministry of Education (MOE)_____

1. Are there policies and strategies used by MOE that help in standardizing psychosocial supports offered by universities? If 'no', what are the reasons? _____

2.If yes, does it consider about the special needs of students with disabilities and students from poor family backgrounds?

3. Does MOE work with strategic partnerships with other organizations in relation to psychosocial support in universities?

4. How are the psychosocial supports offered by universities? Do you believe that public universities provide holistic supports that address the physical, emotional, social and academic aspects of FYSSs?

5. Does MOE support psychosocial initiatives made by universities for FYSSs? If 'yes' how? If 'no' what are the reasons? _____

6. Do you have guidelines and manuals to implement psychosocial support in universities? If no, what are the reasons? If 'yes' are they used in all public universities?

7. What measures should be taken by MOE to improve the psychosocial supports offered by universities?

8. Do you have any new plan for the next academic year in relation to psychosocial supports for FYSSs in universities? If yes, what are they?

Annex VII

Interview guide for University Success Project

1. Bio Data

Sex-----Age-----Current position-----

Field of study-----Level of Education-----

Years of service at the university as head of the project _____

1. Has USP assess the psychosocial needs of first year female students? If yes, what do you think are the major needs of FYSSs?
2. What are the psychosocial supports University Success Program provides? Do you believe that the services are sufficient to address the needs of students? Are there initiatives from USP to provide integrated support to students?
3. Are there initiatives by the project so that other university structures could mainstream psychosocial support in their activity plan so that they can address the PSS needs of first year female students?
4. How many students do get support from USP? What are the criteria for USP to include female students? Do you believe the criteria can help in identifying needy female students such as students with disabilities, students from poor family background?
5. Is there any plan to mobilize assets and resources of the university community to address the psychosocial needs of FYSSs in a sustained manner? If yes, what are they?
6. In your opinion, how can the PSS supports for FYSSs can be improved in AAU?
7. How is USP' accomplishment compared with its plan in terms of providing psychosocial supports to the needy students? Was it the same or improving or worsening? What were the reasons? What are the indicators? What were the challenges?
8. Do you think that there are gaps between the existing psychosocial supports and the needs for it? What should be done to narrow the gap?

አባሪ አንድ

ከትምህርት ሚኒስቴር ባለስልጣን ጋር ቃለ-ምልልስ ለማድረግ የተዘጋጀ

የጥናቱ ዓላማ ማስተዋወቅ

የተጠያቂ ስም _____ የስራ ኃላፊነት _____ የትምህርት ደረጃ _____

ያጠነ-ት ትምህርት ምንድን ነው? _____ አሁን ባሉበት የስራ ኃላፊነት ስንት ዓመት ስርተዋል?

1. ትምህርት ሚኒስቴር በዩኒቨርሲቲዎች ውስጥ ለተማሪዎች የሚሰጡ የስነ-ልቦና እና ማህበራዊ አገልግሎቶች ተመሳሳይ ደረጃ እንዲኖራቸው ፖሊሲ እና ስልቶች አሉት ከሌለ ምክንያቱ ምንድን ነው?

2. ፖሊሲ እና ስልቶች ካሉ የተለየ ድጋፍ ለሚሹ ለምሳሌ የአካል ጉዳት ላለባቸው ተማሪዎችን ፍላጎት ያካተተ ነው?

3. ትምህርት ሚኒስቴር ዩኒቨርሲቲዎች የስነ-ልቦና እና ማህበራዊ ድጋፍ ለመስጠት ከሌሎች አጋር ድርጅቶች በጋራ ለመስራት ስምምነቶችን አድርጓል?

4. በአሁኑ ወቅት ዩኒቨርሲቲዎች የሚሰጥባቸው የስነ-ልቦና እና ማህበራዊ ድጋፍ ምን ይመስላል?

5. ትምህርት ሚኒስቴር ዩኒቨርሲቲዎች ለመጀመሪያ ዓመት ተማሪዎች የስነ-ልቦና እና ማህበራዊ ድጋፍ እንዲሰጡ ድጋፍ ያደርጋል?

6. ትምህርት ሚኒስቴር ፤ ዩኒቨርሲቲዎች ለመጀመሪያ ዓመት ተማሪዎች የስነ-ልቦና እና ማህበራዊ ድጋፍ እንዲሰጡ የሚያግዝ መመሪያ አለው?

7. ዩኒቨርሲቲዎች የሚሰጡትን የስነ-ልቦና እና ማህበራዊ ድጋፍ ለማሻሻል ምን መደረግ አለበት ይላሉ?

8. በሚቀጥለው ዓመት የመጀመሪያ ዓመት ተማሪዎች የተሸለ የስነ-ልቦና እና ማህበራዊ ድጋፍ ለመስጠት የታቀደ አዲስ ነገር ካለ ቢገልፁልን

አባሪ ሁለት

ከተማሪዎች አገልግሎት ቢሮ ጋር ቃለ-ምልልስ ለማድረግ የተዘጋጁ ጥያቄዎች

የጥናቱ ዓላማ ማስተዋወቅ

የተጠያቂ ስም _____ የስራ ኃላፊነት _____ የትምህርት ደረጃ _____

ያጠኑት ትምህርት ምንድን ነው? _____ አሁን ባሉበት የስራ ሃላፊነት ስንት ዓመት ሰርተዋል? _____

1. የተማሪዎች አገልግሎት ቢሮ ዋና ዋና ዓላማዎች ምንድን ናቸው?

2. ቢሮው ያስቀመጣቸው ዓላማዎች ከግብ ለማድረስ የሚጠቀሙባቸው ዋና ዋና ስልቶች ምንድን ናቸው?

3. ተማሪዎች እንዲሟላላቸው የሚጠይቋቸው ዋና ዋና የስነ-ልቦና እና ማህበራዊ ፍላጎቶች ምንድን ናቸው?

4. ቢሮው የሚሰጣቸው የስነ-ልቦና እና ማህበራዊ ድጋፎች ምንድን ናቸው?

5. ቢሮው ለመጀመሪያ ዓመት ተማሪዎች የስነ-ልቦና እና ማህበራዊ ድጋፎችን ሲሰጥ ያጋጠሙት ችግሮች አሉ?

6. ለተማሪዎች አገልግሎት ለሚሰጡ የቢሮው ሰራተኞች በስነ-ልቦና እና ማህበራዊ ጉዳዮች ዙርያ ስልጠና ይሰጣል?

7. ይህ ቢሮ የዩኒቨርሲቲውን እሴትና ሃብት በማንቀሳቀስ ቀጣይነት ያለው የስነ-ልቦና እና ማህበራዊ ድጋፍ ለመጀመሪያ ዓመት ተማሪዎች የመስጠት ዕቅድ አለው? አዎን ከሆነ ከመቼ ጀምሮ? ለስንት ተማሪዎች ድጋፍ በመስጠት ነው የሚጀምረው?

8.ቢሮው በስሩ በሚገኙት አገልግሎት ሰጪ አካላት የስነ-ልቦና እና ማህበራዊ አገልግሎቶች ዓመታዊ ዕቅዳቸው ውስጥ አካተው እንዲሰሩ የተደረገ ጥረት አለ? ካልተደረገ ለምን?

9.በእርስዎ አስተያየት አሁን ቢሮው እየሰጠ ያለውን አገልግሎት ለማሻሻል ምን ምን ቢደረግ ጥሩ ነው ይላሉ?

10.የተማሪዎች አገልግሎት ቢሮ እየሰጠ ባለው አገልግሎት እና ተማሪዎች በሚፈልጉት ድጋፍ መካከል ክፍተት አለ ብለው ያምናሉ?

አባሪ ሶስት

ከማማከርና ጋይዳንስ አገልግሎት ጋር ቃለ-ምልልስ ለማድረግ የተዘጋጁ ጥያቄዎች

የጥናቱ ዓላማ ማስተዋወቅ

የተጠያቂ ስም _____ ስራ ኃላፊነት _____ ትምህርት ደረጃ _____

ያጠኑት ትምህርት ምንድን ነው _____ አሁን ባሉበት የስራ ሃላፊነት ስንት ዓመት ሰርተዋል? _____

1.የመጀመሪያ ዓመት ተማሪዎች የሚያጋጥሟቸው የስነ-ልቦና እና ማህበራዊ ችግሮች ምን ምን ናቸው?

2.የማማከር እና የጋይዳንስ አገልግሎት ምን ምን ዓይነት ድጋፎችን ነው የሚሰጠው?

3.ተማሪዎች ይህንን አገልግሎት ያውቁታል?በሚገባ የማያውቁት ከሆነ እራሳቸውን እንዴት ነው የምታስተዋውቁት?ተማሪዎች ስለአገልግሎታቸው ያላቸው ግንዛቤ እና አመለካከት ምን ይመስላል?

4.አገልግሎቱን ለማግኘት ቢሮ ለሚመጡ ተማሪዎች ይመቻል? ለምክር አገልግሎት አስፈላጊ ሁኔታዎች የተማሉ ናቸው?ካልሆነ አገልግሎቱን ለማሻሻል ቢሮው ምን ቢያደርግ ጥሩ ይመስልዎታል?

5. የማማከር እና የጋይዳንስ አገልግሎት ያገኙ የመጀመሪያ ዓመት ተማሪዎች አሉ-በእነሱ ላይ የታየ ለውጥ እንዴት ነበር?

6. ብዙውን ጊዜ ተማሪዎች የሚጠይቁት የማማከር አገልግሎት ተማሪዎቹ የገጠማቸውን ችግር የመቀነስ ጉልበት ያለው ነው?

7. የማማከር እና የጋይዳንስ አገልግሎት በቂ የሰው ሃይል እና የቢሮ እቃዎች የማማከሪያ ክፍል የመሳሰሉትን ያሟላ ነው? ካልሆነ ይህንን ለማሻሻል ምን መደረግ አለበት ይላሉ?

8. ቢሮው በተገቢው መልኩ የማማከር እና የጋይዳንስ አገልግሎት እንዳይሰጥ የሚገዳደሩ ችግሮች አሉ? ችግሮቹ ምንድን ናቸው? ምን ቢደረግ ችግሮቹን መቀነስ ይቻላል ይላሉ?

9. የማማከር እና የጋይዳንስ አገልግሎት ቢሮ እየሰጠ ያለው አገልግሎትና ተማሪዎች በሚጠይቁት ድጋፍ መካከል ክፍተት ያለ ይመስሉታል?

10. የማማከር እና የጋይዳንስ አገልግሎት በዩኒቨርሲቲው ውስጥ የሚገኝ ሀብትና እሴቶችን በማንቀሳቀስ ቀጣይነት ያለው የስነ ልቦና እና የማህበራዊ ድጋፍ ለመጀመሪያ ዓመት ተማሪዎች ለመስጠት እቅድ አለ? ካለ ከመቼ ጀምሮ? ለስንት ተማሪዎች ድጋፍ ለመስጠት ነው ቢሮው ያቀደው; ዕቅድ ከሌለ ለምን?

አባሪ አራት

ከስርዓተ-ጾታ ቢሮ ጋር ቃለ-ምልልስ ለማድረግ የተዘጋጁ ጥያቄዎች

የጥናቱ ዓላማ ማስተዋወቅ

የተጠያቂ ስም _____ የስራ ኃላፊነት _____ ትምህርት ደረጃ _____

ያጠኑት ትምህርት ምንድን ነው _____ አሁን ባሉበት የስራ ሃላፊነት ስንት ዓመት ስርተዋል _____

1. የመጀመሪያ ዓመት ተማሪዎች ዋና ዋና የስነ ልቦናና ማህበራዊ ፍላጎቶች ምን ምን ናቸው?

2. የመጀመሪያ ዓመት ተማሪዎችን የስነ ልቦና እና ማህበራዊ ፍላጎቶች ለመለየት የሚደረግ ጥናት አለ ወይ?

3.ይህ ቢሮ የሚሰጣቸው የስነ ልቦና እና ማህበራዊ ድጋፎች ምንድን ናቸው ? ቢሮው እየሰጠ ያለው ድጋፍ የተማሪዎቹን ችግር ለመፍታት በቂ ነው ብለው ያምናሉ?

4. የዩኒቨርሲቲው የተለያዩ አካላት የስነ ልቦና እና ማህበራዊ ድጋፍ ስራዎችን የእቅዳቸው አንዱ ክፍል እንዲያደርጉ በመደረግ ላይ ያለ ጥረት አለ ?

5.ተማሪዎች ከዚህ ቢሮ የተለያዩ የስነ ልቦና እና ማህበራዊ ድጋፎችን ለማግኘት ፍላጎታቸው እንዴት ነው?

6. በዩኒቨርሲቲው ውስጥ የሚገኘውን ሓብት በማስተባበር ለመጀመሪያ ዓመት ተማሪዎች የስነ ልቦና እና ማህበራዊ ድጋፍ ለማድረግ የታቀደ አለ ወይ?

7. ለተማሪዎች የስነ ልቦና እና ማህበራዊ ድጋፎችን ለማድረግ ዩኒቨርሲቲው ውስጥ ችግሮች አሉ?ካሉ ምንድን ናቸው?

8.በእርስዎ አስተያየት አሁን እየተሰጠ ያለው የስነ ልቦና እና ማህበራዊ ድጋፍ ለመጀመሪያ ዓመት ተማሪዎች እንዴት ማሻሻል ይቻላል?

አባሪ አምስት

ከዩኒቨርሲቲ ሰክሶስ ፐሮጀክት ሃላፊ ጋር ቃለ-ምልልስ ለማድረግ የተዘጋጁ ጥያቄዎች

የጥናቱ ዓላማ ማስተዋወቅ

የተጠያቂ ስም _____ የስራ ኃላፊነት _____ የትምህርት ደረጃ _____

ያጠኑት ትምህርት ምንድን ነው? _____ አሁን ባሉበት የስራ ሃላፊነት ስንት ዓመት ሰርተዋል _____

1.ከዩኒቨርሲቲ ሰክሶስ ፐሮጀክት-የስነ-ልቦና እና ማህበራዊ ድጋፍ ከመስጠቱ በፊት የተማሪዎችን ዋና ዋና ፍላጎቶችን ለመለየት ጥናት ተደርጎ ነበር አዎን ከሆነ የተማሪዎች

ዋና ዋና ፍላጎቶች ምንድን ናቸው?

2.የዩኒቨርሲቲ ሰክሰስ ፐሮጀክት ለመጀመሪያ ዓመት ሴት ተማሪዎች እየሰጠ ያለው ድጋፍ ምንድን ነው አሁን በመስጠት ላይ የሚገኝ ድጋፍ የተማሪዎችን የስነ-ልቦና እና ማህበራዊ ድጋፍ በቂ ነው ብለው ያምናሉ? የተቀናጀ ድጋፍ ለመስጠት የተደረጉ ጥረቶች ካሉ ቢገልፁልን?

3.ድጋፍ ማግኘት የሚገባቸው የመጀመሪያ ዓመት ሴት ተማሪዎች ድጋፍ እንዲያገኙ የተለያዩ የዩኒቨርሲቲ አካላት በዓመታዊ እቅዳቸው ውስጥ እንዲሰሩት ለማድረግ እተደረገ ያለ ጥረት ካለ ቢገልፁልን?

4.ከዩኒቨርሲቲ ሰክሰስ ፐሮጀክት ስንት ሴት ተማሪዎች ናቸው ድጋፍ እያገኙ ያሉት ተማሪዎቹ የተመረጡት በምን መስፈርት ነበር መስፈርቱ በርካታ የስነ-ልቦና እና ማህበራዊ ችግር ያለባቸውን ተማሪዎች ድጋፍ እንዲያገኙ ከማድረግ አኳያ ሲታይ በቂ ነው ብለው ያምናሉ? (ለምሳሌ ከድሃ ቤተሰብ የመጡ፣ አካለ ጎደሎ የሆኑ ተማሪዎችን ከመድረስ አኳያ)

5.በዩኒቨርሲቲው ውስጥ የሚገኝ ሃብት አስተባብሮ ችግረኛ ተማሪዎችን ቀጣይነት ባለው መልክ የተቀናጀ የስነ-ልቦና እና ማህበራዊ ድጋፍ ለማድረግ ፐሮጀክቱ እያደረገ ያለው ጥረት ካለ ቢገልጹልን?

6.በዩኒቨርሲቲ ውስጥ ለመጀመሪያ ዓመት-ተማሪዎች እየተሰጠ ያለው የስነ-ልቦና እና ማህበራዊ ድጋፍ ለማሻሻል ምን ቢደረግ ጥሩ ነው ብለው ያምናሉ?

7.የዩኒቨርሲቲ ሰክሰስ ፐሮጀክት አፈፃፀም ከእቅዱ አንፃር ምን ያህል የተሳካ ነበር የገጠመው ተግዳሮቶች ካሉ ቢገልፁልን?

8.ዩኒቨርሲቲው ለመጀመሪያ ዓመት ሴት ተማሪዎች በሚሰጠው የስነ-ልቦና እና ማህበራዊ ድጋፍ እና ተማሪዎች ከሚፈልጉት ድጋፍ መካከል ክፍተት አለ ብለው ያምናሉ? ክፍተት ካለ ለማጥበብ ምን ቢደረግ ይሻላል ይላሉ?

አባሪ ስድስት

ከተማሪዎች ጋር ለመወያየት የቀረቡ ጥያቄዎች

I. ስነ-ልቦናን የተመለከቱ ጥያቄዎች

- 1. ዩኒቨርሲቲ ከገባችሁ በሃላ አስቸጋሪ ሁኔታዎች ገጥመዎቹ ያውቃል?
- 2. አዎን ከሆነ የገጸጠማችሁ ችግሮች ምን ነበሩ?
- 3. ስለውን ጊዜ አስጨናቂ ችግሮች የሚገጥማቸው ተማሪዎች የትኞቹ ናቸው?
- 4. ዩኒቨርሲቲ ውስጥ የሚገኘውን ጋይዳንስና ካውንስሊንግ አገልግሎት እንዴት አገኛችሁት?
- 5. የጋይዳንስና ካውንስሊንግ አገልግሎት የተሻለ ለማድረግ ምን ቢደረግ ጥሩ ነው?

II. ትምህርትን በተመለከተ የቀረቡ ጥያቄዎች

- 6. ለተማሪዎች ምን ዓይነት የትምህርት ድጋፍ ቢደረግ ይሻላል ምክንያቱስ ምንድን ነው?
- 7. በመጀመሪያው ሰሚስተር የተማሪዎች የፈተና ውጤት ምን ይመስል ነበር?
- 8. የፈተና ውጤት ጥሩ ካልነበረ ምክንያቱ ምን ይመስላቸዋል?
- 9. ዩኒቨርሲቲው ለተማሪዎች የሚያደርገው ከትምህርት ጋር የተያያዙ ድጋፎች እንዲሻሻሉ ምን ቢደረግ ይሻሻላል?

III. ከማህበራዊ ጉዳዮች ጋር የተያያዙ ጥያቄዎች

- 10. በዩኒቨርሲቲው ውስጥ የመጀመሪያ ዓመት ተማሪዎች የተሻለ ቅርጽ እንዲኖራቸው የሚያደርጉ ዝግጅቶች አሉ?
- 11. መልሱ አሉ ከሆነ፤ ምን ዓይነት እንቅስቃሴዎች ይደረጋሉ?
- 12. በተማሪዎች መካከል ጥሩ ማህበራዊ ግንገኝነት መኖር ምን ጥቅም ይኖረዋል?

IV. ቁሳዊ ጉዳዮችን በተመለከተ

13. ዶርም ፤ ምግብ ቤት ፤ ገንዘብ እንዲሁም ግቢ ውስጥ ከቦታ ወደ ቦታ ለመንቀሳቀስ ምቹ ሁኔታዎች አሉ?

14. ከሌሎች ከላይ የተጠቀሱት አቅርቦቶች በበቂ ሁኔታ የሌሉት ለምን ይመስላቸዋል?

15. በዶርም አካባቢ የሚያጋጥሙ ችግሮች አሉ?

16. ካሉ ፤ ችግሮቹ ምንድን ናቸው?

17. በእናንተ አስተያየት የኢቨርሲቲው ለየትኛው ድጋፍ ነው ነው ልዩ ትኩረት የሚሰጠው?

V. በዩኒቨርሲቲው ውስጥ ለሚገኝ የአካል ጉዳተገኛ ተማሪዎች ማዕከል የቀረቡ ጥያቄዎች

1. የአካል ጉዳት ያለባቸው የመጀመሪያ አመት ተማሪዎች ከማዕከሉ ምን ዓይነት የስነ-ልቦና እና ማህበራዊ ድጋፍ ነው የሚያስፈልገው?

2. ማዕከሉ የአካል ጉዳት ላለባቸው የመጀመሪያ ዓመት ተማሪዎች የሚያስፈልጉዋቸው የስነ-ልቦና እና ማህበራዊ አገልግሎት በበቂ ሁኔታ እየሰጠ ነው ብለው ይገምታሉ?

3. ማዕከሉ ለእነዚህ ተማሪዎች ምንምን ድጋፍ ይሰጣል አሁን በመሰጠት ላይ ያለው ድጋፍ የተማሪዎቹን ስነ-ልቦና እና ማህበራዊ ፍላጎት ማሟላት ይቻላል ብለው ይገምታሉ ፤ ካልሆነ ምን ቢደረግ ማሻሻል ይቻላል ይላሉ?

4. በዩኒቨርሲቲው ውስጥ ያሉ የተለያዩ አካላት የአካል ጉዳት ያለባቸውን ተማሪዎች ጉዳይ በአመታዊ እቅዳቸው ውስጥ በማካተት እንዲሰሩ የተደረገ ጥረት አለ?

5. ማዕከሉ የአካል ጉዳት ላለባቸው የመጀመሪያ ዓመት ተማሪዎችን የስነ-ልቦና እና ማህበራዊ ድጋፍ ሲሰጥ ያጋጠሙት ችግሮች አሉ ፤ ምንድን ናቸው?

6. ማዕከሉ እየሰጠ ባለው የስነ-ልቦና እና ማህበራዊ ድጋፍ እና ተማሪዎቹ በሚፈልጉት ድጋፍ መካከል ክፍተት አለ ፤ ክፍተት ካለ ወደፊት እንዴት መሙላት ይቻላል ብለው ያምናሉ

7. ማዕከሉ የዩኒቨርሲቲው ን የሰለጠነ የሰው ሃይል እና ያሉትን ሌሎች ሃብቶች በማስተባበር የተማሪዎችን የስነ-ልቦና እና ማህበራዊ ድጋፍ ለማሻሻል ያቀደው አለ? ካለ ምንድን ነው? መቼ ነው እቅዱን ተግባራዊ የሚያደርገው? ለስንት ተማሪዎች?

Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for this thesis have been acknowledged.

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