

Assessment of Guidance and Counseling Services Offered in
Selected Secondary Schools of Addis Ababa

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Acronyms

ASCA-	American School Counselors Association
GCS-	Guidance and Counseling services
MoE-	Ministry of Education
SCARS-	School Counselors' Activity Rating Scale
UNESCO-	United Nations Educational, Scientific and Cultural Organization
UN ECA-	United Nations Economic Commission for Africa

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Abstract

The aim of this study was to determine the types of services that school counselors in government run secondary schools in Addis Ababa offer to students. The study also sought to assess if school counselors keep process data and if there are any written standards that govern what school counselors should do. 51 school counselors in government run secondary schools were chosen for the study through stratified sampling and simple random sampling method. SCARS (School Counselors' Activity Rating Scale) was used to collect quantitative data. Interview was conducted to gather qualitative data by selecting 10 school counselors by simple random sampling method. The qualitative data was analyzed using descriptive analysis method and repeated measures ANOVA. The quantitative data was analyzed using descriptive analysis method. Result of the study showed that school counselors provide direct and indirect services to students including counseling, consultation, coordination and curriculum activities as well as non guidance and counseling activities. Results from repeated measures ANOVA showed that age and gender had an effect on the performance of the school counseling activities (counseling, consultation, curriculum, coordination and other activities) and there was a significant difference on the provisions of the school counseling activities. Results of study also revealed that school counselors do not keep process data and there are no written standards that govern what they should do. The research data gathered from this study could be used to evaluate and reform current practices of guidance and counseling programs in schools.

Chapter one

Introduction

1.1. Background

The world we live in has undergone tremendous changes in social, economical and occupational structure. These changes had brought with them certain level of challenges. At this point in time, people deal with choosing the right career paths, differences in social and personal values and so much more.

Children and adolescents as part of the society going under changes face many challenges including violence at home, poor economical status, substance abuse, forming relationships, academic achievements and carrier plans among the few. Such challenges affect their educational performance which in turn may interfere with vocational, personal, and emotional development (Gyspers&Hnederson, 2012). In order to help deal with such challenges, the education system plays a prominent role. Educational institutions should have a program that is entirely devoted to helping students in their social, career and academic development (ASCA, 2003). In such circumstances guidance and counseling services offered in schools play a very prominent role to address the developmental needs and concerns of students at different stages of schooling (Luk-fong& Lee-Man, 2013).

School counseling services offered in current practices in many countries are both comprehensive and developmental that address development of academic/educational, career, personal/social skills and competencies of each student (UNESCO, 2008). Comprehensive and developmental guidance and counseling program was introduced in response to the lack of appropriate organizational structure that incorporated such services as an integral part of

education and a frame work that explicitly defined roles and responsibilities of the counselors (Gysbers&Henderson, 2012).

Gysbers and associates at the University of Missouri (Columbia) developed the Comprehensive Guidance Program Model that has been adopted by and serves as a national model by different countries all over the world (Gysbers&Henderson, 2012). It is important for today's guidance and counseling program to be developmental, so that it assists students who are growing up in a complex world. It should help them develop into full human beings, capable of maximizing their potential in all personal, educational, social or career-related respects (Baker &Gerler, 2008). It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner (Gysbers&Henderson, 2012). The current practices under the comprehensive and developmental GCS incorporate an organized GCS structure, a guiding model, a process for evaluating the GCS (ASCA,2003).

School counselors in most countries in Africa have struggled with the problem of a lack of recognition, and the realization of guidance and counseling as an integral part of the education system (UN ECA, 1983). Current practices show that many African countries such as Kenya, Zimbabwe, Botswana, have incorporated or are on the process of incorporating comprehensive and developmental guidance and counseling programs in their perspective educational systems (UNESCO, 2000).

In the case of Ethiopia, MoE issued a guideline on schools' internal guidance and administration which incorporated the concept and role of school counseling (MoE, 1980). The guideline was revised in 1994 (MoE, 1994).

Ethiopia, like many African countries face implementation setbacks of GCS in schools. Accordingly, it is relevant to examine the types of services that are offered by school counselors.

The present study tried to examine the types of services that school counselors in government run secondary schools of the nation's capital, Addis Ababa provide in their schools.

1.2. Statement of the Problem

As it is discussed in the background of the study current practices of school guidance and counseling services are set to meet the social/personal, career and educational development of students. Many countries have developed an organized structure with its own framework and model explicitly stating the roles, responsibilities and kinds of services that school counselors should provide (Gysbers&Henderson, 2012). Current best practices of the provision of school counseling show that guidance and counseling in schools are comprehensive programs instead of position services. These programs basically focus on supporting the development of students' social/personal, academic and career domains (Gysbers&Henderson, 2012).

In Ethiopia MoE has included the structure, roles and activities of school guidance and counselors on the guideline of schools' internal guidance and administration (MoE, 1980). According to the guideline, school counselors are expected to address social/personal, career and educational aspects of students. Based on such guideline city administrations are expected to formulate their own system. It is suffice to say that the guideline is not as amicable as the current GCS comprehensive models. Be as it may, the guideline should be a basis for city administrations all over the country to formulate their perspective standards on school counseling.

Different studies were conducted in Ethiopia including process researches and outcome researches in the areas of features, effectiveness, challenges and perceptions of GCS. However, there are limited research studies that examine the types of services offered by school counselors in light of current best practices using process data. The term *process data* is referred as the information gathered to describe the activities carried out and services offered for students by school counselors (Baker & Gerler, 2008). In order to determine the effectiveness of a school counseling program, it is vital to have process data where accordingly an assessment could be made in light of best practices. The sole providers of such process data should be school counselors since they are the ones who know how they actually spend their times. However, in different researches the services offered in schools were mostly evaluated by students, teachers, and school management.

The present study tried to assess the types of services offered by school counselors in light of what is considered as best practices nationally and internationally using process data.

1.3. Research Questions

The present study intends to assess the current practices as to the provision of Guidance and Counseling services by government secondary schools in Addis Ababa. Accordingly, the study is guided by the following basic questions.

1. What are the types of school counselling services offered by school counsellors in government run secondary schools in AddisAbaba?
2. Are there any differences on the provisions of the school counseling activities based on demographic characteristics?
3. Are there any differences on the provisions of the 5 school counselling services?

4. Is there a process data that school counsellors keep about the types of services they provide?
5. Are there any written standards that govern the services and functions that school counselors in government run secondary schools in Addis Ababa offer in their schools?

1.4. Objectives

1.4.1 General Objective

The general objective of this study is to identify the types of services offered by school counselors in government run secondary schools located in Addis Ababa.

1.4.2 Specific Objectives

1. To identify the types of services that school counselors in government run secondary schools of Addis Ababa provide in their schools.
2. To examine if there are any differences on the provisions of the school counseling activities based on demographic characteristics.
3. To examine if there are any differences on the provisions of the 5 school counseling services.
4. To examine if school counselors keep process data about the types of services they provide.
5. To examine if there are any written standards that govern the services and functions that government run secondary school counselors in Addis Ababa provide in their schools.

1.5. Significance of the Study

Many research studies had been conducted to assess effectiveness, access, perceptions and other aspects in relation to the provisions of school guidance and counseling services. In order to adequately describe the types of guidance and counseling services, it's important to have a source of data that shows the actual practices. The current study identifies the types of services

offered by school counselors using process data (i.e. lists of activities carried out by school counselors).

The findings of this study will establish the types of guidance and counseling services provided in government run secondary schools in Addis Ababa which could be useful to evaluate the current practices of guidance and counseling services and alienate practices that need improvement so that a better guidance and counseling program could be implemented.

1.6. Delimitation

The present study was restricted to government run Secondary Schools including first cycle and second cycle schools that have functional school guidance and counseling programs. For the purpose of the current study schools that do not have functional guidance and counseling program were not included in the study. Private schools were not included in the study.

1.7. Limitations of the Study

Due to constraint of time the researcher could not include large number of sample school counsellors for the interview process.

1.8. Operational Definitions

Best practice:For the purpose of this study, best practice refers to the types of activities and the time spent on various tasks as related to school counseling program goals and objectives i.e. attainment of students' personal/ social, educational, and career development.

Career Plans:refers to students' development of work related task skills and work world understanding.

Consultation: The cooperation between school counselors and stakeholders (administrators, parents, teachers, community agencies, outside professionals) in

order to improve student support.

Coordination: school counselor assistance in the organization and management the school counseling program.

Counseling: is the process of addressing students' behavioural issues, develop coping strategies and resolve difficulties they may be experiencing in their personal, educational, and career domains.

Curriculum: school counselors spending time conducting classroom lessons to students.

Educational Domain: refers to students' development of intellectual, school and work understanding.

Guidance: is the professional process of assisting each student to understand, accept oneself and use his/her abilities to pursue aspirations.

Guideline: Set of standards that define the structure, roles and responsibilities of professional counselors.

Process data: data showing how school counselors spend their time in daily activities and the kind of services they provide to students.

School counseling standards: represent what a school counseling program should contain specifically that governs what school counselors do and what students should know and be able to do as a result of participating in a school counseling program.

Personal/Social Domain: refers to the development of students' social skills, self-understanding, and self-identity.

Chapter two

Review of Literature

2.1 Overview

This chapter highlights theoretical framework that guides the current research in investigating the nature and scope of the study, conceptual issues in relation to the research and the most relevant international and national research and policy statements relating to the practice of school counseling in secondary level schools. The final part of this chapter highlights gaps in existing research and implications for this study.

2.2 Evolution of Comprehensive Guidance and Counseling Program

School Guidance and counseling emerged from USA in the twentieth century as a vocational guidance in response to the rapid industrial development (Gysbers&Henderson, 2012). Factors like changes in social environment, rapid industrial development, growth of technology contributed for the emergence of vocational guidance (Gysbers&Henderson, 2012). The basic aim of guidance at that time was helping students find appropriate and suitable employment (Baker &Gerler, 2008).

Different pioneers contributed to school counseling. Systematic implementation of vocational guidance by trained professionals in every public school was first proposed by Frank Pearsons in 1908(Gysbers&Henderson, 2012). Another pioneer Jessie B. Davis initiated a plan for systematic guidance for all students where teachers set aside a portion of their time to provide vocational guidance to students in accordance with their grades (Gysbers&Henderson, 2012).

During this time vocational guidance was following the services model where teachers were positioned as vocational counselors in addition to their teaching duties (Luk-fong & Lee-Man, 2013). School guidance at that time was given as a service only on individual basis (Gysbers & Henderson, 2012).

The purposes of guidance and counseling gradually shifted from solely vocational guidance to include educational and personal adjustment purposes (Gysbers & Henderson, 2012). Guidance and counseling services started to dominate in the 1930s (Baker & Gerler, 2008).

Another important stage in the evolution of school guidance and counseling were the passage of Vocational education act of 1946 and the National Defense Education Act (NDEA) of 1958 (Baker & Gerler, 2008). In addition, the American School Counselor Association (ASCA) was established in 1952 (ASCA, 2005).

In the 1960s the pupil personnel services movement placed guidance and counseling services under the framework of pupil personnel services. Accordingly, guidance and counseling became organized under a framework of pupil personnel services (Baker & Gerler, 2008). School counselors started to deliver services within such framework and the central services they provided focused on counseling. Guidance and counseling in the schools started to be given more often by full-time counselors who did not have additional teaching responsibilities (Baker & Gerler, 2008).

It was in the 1970s that the interest of defining guidance and counseling as a program rather than service begun in comprehensive developmental outcome terms (Gysbers & Henderson, 2012). During this period different ideas about making guidance and counseling integral part of

educational system, the need for developmental guidance, a model for a guidance program, systems model for guidance program emerged (Gysbers&Henderson, 2012).

It was also at this time that implementing accountability and evaluation mechanisms within comprehensive guidance programs begun (Gysbers&Henderson, 2012).At the beginning of 1970s the American School Counselor Association (ASCA,2003) started issuing a series of position and role statements concerning the establishment of school-based comprehensive and developmental guidance and counseling programs (ASCA, 2003). In 1997, the ASCA adopted the National Standards for School Counseling Programs and in 1998 implemented the National Standards for School Counseling Programs (ASCA, 2005).

The ASCA National Model was officially published in 2003 and revised in 2005 and 2012 (ASCA,2012) following the increase for the need of comprehensive counseling programs. The model contains four elements: foundation, delivery system, management system and accountability (ASCA, 2005). It is comprehensive in scope, preventive in design and developmental in nature and is integral part of the total educational program (Gysbers&Henderson, 2012).

The comprehensive developmental guidance and counseling model is different from those of the traditional guidance and counseling approaches on the fact that it gives less emphasis on administrative and clerical tasks (non-guidance and counseling activities) (ASCA,2005). School counselors spend more time delivering services related to career, academic, and social/personal skills at all grade levels (ASCA, 2005).

2.3 Evolution of Guidance and Counseling in Ethiopia

Just as the experiences of countries of different parts of the world show the need for guidance and counseling was evident in Ethiopia also. The political, economic, and social impact of the Ethiopian Revolution was basically one of the reasons for such need (Yusuf, 1998).

According to the Ethiopian educational literature in May 1962 a conference was held by Ethiopian secondary school directors to study problems in their schools. It was then that guidance and counseling were considered as issues in the school system. It was then in 1963 that guidance and counseling was introduced as part of Ethiopian secondary school curriculum (Yusuf, 1998). But it was mentioned only briefly in relation to study habits. In the late 60s there was an attempt made by United States Peace Corps volunteers who were working in Ethiopia as teachers to form counseling units that followed American counseling styles. But due to cultural barriers they didn't succeed (Yusuf, 1998).

In the 1966-67 academic years, the first course on principles of guidance and counseling was offered at Addis Ababa University (AAU), and in 1974 a fully developed Department of Psychology was established at AAU (Yusuf, 1998).

In Ethiopia the concept of guidance and counseling is incorporated in the educational system. When the FDRE Ministry of Education issued school management guideline in 1980 (MoE, 1980), it included the concept of guidance and counseling, role of school counselor, importance of guidance and counseling and the aims of guidance and counseling to the educational system. Even after the guideline was revised in 1994 the concept of guidance and counseling was still intact (MoE, 1994). According to the guideline school counselors play a vital role in addressing all students' academic, career and social/emotional development needs

which includes consultation, counselling, information gathering and outreach, orientation, placement, and research (MoE, 1980). In the earlier times teachers assumed the positions of school counselors. But currently professional counselors serve as school counselors. According to the school management guideline (MoE, 1994) every secondary school (both first cycle and second cycle) is required to have a guidance counselor.

2.4. Provisions of Guidance and Counseling Services in Schools

2.4.1 Purposes of Guidance and Counseling Services in Schools

The primary purpose of any Guidance and counseling program is attainment of students' achievement in all aspects of their lives (ASCA, 2005). (Gysbers & Henderson, 2012) prescribe the purposes of school guidance and counseling services in the areas of student development, self-knowledge, decision making, changing environment, transition assistance, and relevant education.

School guidance counseling services assist students to deal with the problems they face in many aspects of their lives which is the result of the complexity of the world they live in. Guidance and counseling services are set out to assist students build the skills of understanding and accepting oneself. The ability of self-knowledge can help students develop the skill of decision making where they are able to understand their personal values, gather relevant information and implement such information throughout their lives. Guidance and counseling services are also targeted to help students understand the structures of work, family, education, and how these settings change through time in the natural course of time. Students also need assistance in the implementation of smooth transitioning at times where settings (work, family, education etc...) change. Another purpose of guidance and counseling is helping students

understand the importance of education to the betterment of their lives and the society as a whole.

According to the Ethiopian education policy guidance and counseling services enable each learner set life goals, relate knowledge acquired from education to real life situations, shape behaviors of each learner so that he/she becomes productive, effective and happier human being (MoE, 1980). Guidance and counseling services are set out to help students understand the importance of education and be part of the education process by actively participating. (MoE,1980). There are many parents who don't know their children's behavior in schools, accordingly the purposes of guidance and counseling services in these situations are to form school parent cooperation and communication. The purposes of guidance and counseling services are not only increasing parents' participation but also the whole communities' participation in the achievement of students' success. School counselors provide counseling, consultation, curriculum and coordination services to serve the overall school counseling purpose in schools.

2.4.2 Roles and Functions of Guidance and Counseling services

School counselors play a major role in addressing students' academic, personal/social and career needs (Baker &Gerler, 2008). In doing so, school counselors are required to acquire leadership, advocacy and collaboration skills (ASCA, 2005).

School counselors address students' personal/social, academic and career needs by providing guidance and counseling services through the use of leadership skills (ASCA, 2005). To promote and meet the personal/social, academic and career needs of all students, school counselors serve as advocates (ASCA, 2012). According to ASCA, (ASCA, 2012) school

counsellors advocate for students by acting with students and acting on behalf of the students. ASCA identifies school counselors advocacy competencies of acting with students as direct services including instruction, group activities appraisal, advisement, counselling and crisis response (ASCA,2012). whereas acting on behalf students involves indirect services that school counsellors provide including referrals consultations, collaboration, school data profile, school/community collaboration, systems advocacy public information(ASCA,2012). School counselors collaborate within schools by building teams comprised of students, teachers, administrators, and school staff that is directed to attain students' success (ASCA, 2012). Outside schools, school counsellors collaborate with parents, community members and agencies to work together and attain student success (Shelton &James, 2005).

With the use of leadership, advocacy and collaboration, the ASCA identifies 4 major areas of school counsellors' roles (ASCA, 2005).

Foundation: school counsellors provide services that focus on student outcomes, ensure student competencies and professional competencies.

Management: school counselors play a major role in managing the guidance and counseling services they provide using data in order to identify student's needs, to provide focus interventions, assess results of interventions, evaluate outcomes, and communicate results with stakeholders.

Delivery: school counselors provide direct student services including lessons for students to attain skills, knowledge and attitudes throughout their developmental level, activities to assist students attain personal goals and making future goal, counseling services. School counselors

also provide services that include consultation collaboration with parents, teachers, administrators and communities.

Accountability: Another major role of school counselors is assessing the effects of the services they provide to students based on data. School counselors should demonstrate the outcomes of the school counseling services they provide and how students are different as a result of such services.

When we come to the situation in Ethiopia, according to the schools internal management and guidance guideline (MOE, 1980) guidance counselors play the roles of keeping records and preparing reports as to the types of guidance counseling services provided to schools, teaching parents and the community how to treat problems related to adolescent behavioral changes and development, assist students on how to manage and respond to crisis.

2.5. Current Approach to School Counseling

A comprehensive and developmental school counseling approach that addresses academic, personal/social, and career development of students has become the ideal approach in current trends (Gysbers&Henderson, 2012). Under the comprehensive school counseling program, school counselors are required to address personal/social, career, and academic needs of students (ASCA, 2005). Comprehensive and developmental school counseling program has a clear mission statement, specific goals and objectives and an organized structure and guidance curriculum (ASCA, 2005). Such program is considered as integral part of the educational process.

Current trends in many parts of the world show that a comprehensive and developmental school counseling approach is considered and accepted as the best approach (Baker & Gerler, 2008)

Many countries around the world have incorporated the comprehensive school counseling approach in their educational systems. Literatures confirm the applicability of comprehensive counseling programs around the world, including Hong Kong (Luk-fong & Lee-Man, 2013), United States of America (ASCA, 2003), Canada (Prince Edward Island, 2005) Denmark (the Danish Ministry of Education, 2004) to name a few. Martin, Carey and DeCoster's 2009 study (cited in Gysbers & Henderson, 2012) showed that in the USA by 2009, 17 states have established comprehensive guidance and counseling models, 24 states were in progress of implementing models, and 10 states were beginning to develop models.

Current school counseling approaches require that guidance and counseling services should be equally-accessible for all students and delivered by well-trained school counselors (Gysbers & Henderson, 2012). The activities that school counselors perform should be guidance and counseling activities (counseling, consultation, curriculum, coordination) instead of non-guidance activities (Gysbers & Henderson, 2012). These activities should be designed to meet academic, career, and personal/social domains of students.

The theoretical framework of the present study is based on the comprehensive developmental and systems approach.

2.6. The ASCA and the ASCA National Model.

ASCA (American School counselors Association) has published two most significant documents, the ASCA National Standards for Students (ASCA, 2004) and the ASCA National Model (ASCA, 2012). According to ASCA (2004), the ASCA National Standards for Students gives the detail of how a school counseling program brings about students essential knowledge and abilities in the academic Career, and Personal/Social Development.

The ASCA National Model, which was released in 2003, and revised in 2005 and 2012, outlines what school counselors do including counseling, consultation, and coordination (ASCA, 2005).

According to ASCA (2012) school counselors should be encouraged to provide services that basically focus on prevention and intervention needs of students that result in the fulfilment of personal/social, academic and career success. ASCA (2012) clearly states what services or activities are appropriate and inappropriate services for school counsellors. The appropriate activities according to (ASCA, 2012) are basically direct services i.e. counselling and curriculum activities and indirect activities i.e. consultation and coordination. The inappropriate activities according to ASCA are non-guidance and counselling duties not aligned with meeting students' academic, career, and personal/social development i.e. administrative and clerical activities (ASCA, 2012).

2.7. Process Data as an Evidence of what School Counselors Actually do

Information of school counselors' daily work activities is crucial for many reasons. First, this information is crucial to establish whether the services given to students meet their core objective that is success in each student's academic, personal/social and career domains (Shelton

&James, 2005). Second, such information is important to hold school counselors accountable for what they do (Shelton& James, 2005). In a way stakeholders can be informed of the types of services that school counselors are providing if such information is available. In this way school counselors can make their roles clear for everyone (Baker &Gerler, 2008). Third, such information can help improve the services that school counselors provide by identifying activities that do not work. Such information could be cross checked with best practices so that it can be reformed to a more successful service that can work (Baker &Gerler, 2008).

According to the ASCA National Model (ASCA, 2005) process data is the information used to determine what services are given for students. Process data encompasses lists of the functions and services that school counselors provide along with the descriptions of the specific functions (Baker &Gerler, 2008). These functions could be grouped in the program services of counseling, coordination, consultation, curriculum and other non counseling activities if applicable (Scarborough, 2005). Process data describes the structure of guidance and counseling services, how they are delivered and whether best practices were followed (Scarborough, 2005).

2.8. Practices as to the Provisions of School Counselling in the International Literature

Numbers of studies have been carried out internationally regarding the types of services rendered by school counsellors.

In the USA, national data were collected in 2002 to describe guidance counseling programs and activities (NCES, 2002). The National Center for Education Statistics (NCES) conducted a survey on high school guidance counseling in 2002 (NCES, 2002). The survey provided a description of public high school guidance activities. The result of the study showed that the most emphasized objective of guidance activities was helping students with their

academic achievement which held 48%. Few schools reported that emphasis given to helping students to plan for post-secondary schools was 26%. Personal development guidance took 17 % emphasis. Whereas career guidance held only 8 % emphasis. (NCES, 2002). A study conducted in 1999 in Arizona showed that guidance counselors spend 15 % of their time on non-guidance activities.

The 1999 study of Vandergrift (cited in Gysbers&Henderson, 2012) conducted in Texas showed that guidance counselors spent 40 of their time on non-guidance activities. Another study in 2008 in Michigan (cited in Gysbers&Henderson, 2012) showed that school counselors spent 30 of their time on non-guidance activities. In 2009 a study in Ohio (cited in Gysbers&Henderson, 2012) showed that school counselors spent 34 of their time on non-guidance and counseling activities. From the above studies it can be implied that in different states school counselors spend more than 50 percent of their time on guidance and counseling activities (direct or indirect student services). But it is evident that even in a state where a well-developed comprehensive guidance and counseling program is implemented, school counselors are yet forced to provide services that are off task or non-guidance activities which does not have an impact on students' academic, personal/social and career development.

In Turkey, a study conducted in 2016 on the assessment of GSC services in primary and secondary schools showed that the school counselors offer personal growth counseling services at a greater level than academic and career GC services at similar levels (Tarihi, 2016). The research also established that the services given in secondary schools were more adequate than the ones given in primary schools.

In Finland an evaluation on the student guidance and counseling in basic education schools, senior secondary schools and vocational education institutions was conducted in 2001–2002. In basic education, student counsellors rated the educational counseling services they provided were less accessible to students. The study revealed that guidance and counseling services on personal growth and development, study skills was between rather poor and moderate. whereas guidance and counseling on vocational orientation was one of the problem areas at school (Numminen&Kasurinen, 2003). The research study concluded that even though the school legislation in Finland clearly states that students have the right for personal growth counseling, such service is not adequately available to all students.

In Africa, the concept of Guidance and Counselling although relatively new in educational systems, has been embraced by most governments (UNESCO, 2001).

In Zimbabwe, a research study conducted in secondary schools showed that responsive services to personal/emotional challenges were provided in greater level where as other services that are part of a comprehensive programme, such as student career planning were minimal (Mapfumoi, Nkoma, 2013).

2.9. Practices of School Counselling in the National Studies

Ethiopia has not yet incorporated the comprehensive school counseling program with an organized institutional frame work, a model and mission statement. The only available written standard describing the structure and roles of school counseling services is the one stated in the country's schools internal administration and guidance guideline (MOE, 1980 &MOE 1994). Hence, in identifying the current practices of GCS in secondary schools, the existing guiding principles on the directive should be taken into account.

Different studies have been conducted to assess the availability or effectiveness of GCS in Ethiopia. For instance, a study conducted in secondary schools located in Addis Ababa (SelamDeneke, 2004) showed that out of 8 school counsellors from selected secondary schools, 7 school counsellors claimed that the goal of the guidance and counseling program in their schools is social/personal academic, and career development. The study also concluded that there were no mission statements that served as a foundation for school counselors as to what they should do.

Another study conducted in Secondary Schools of East Harerge zone in Ethiopia (YirgalemAlemu, 2013) established that based on the perception of stakeholders, career guidance was less emphasized whereas academic guidance was the most emphasised service provided by school counselors. The study also revealed that there were no written plans that showed what school counselors should do.

A study conducted in Secondary Schools of Sidama Zone, Ethiopia (Adane Wako, 2016) showed that majority of the students do not use guidance and counseling services to address their academic and psychosocial needs. The study also established that the students who visited guidance and counseling services needed to address academic issues at greater percent and, personal and social issues at a lesser percent.

In principle the primary aim of any guidance and counseling program is to address the development of students in the academic, personal/social, and career domains. The types of services that meet such aim include counseling, consultation, curriculum, and coordination. The national researches reviewed for the purpose of the present research did not cover the types of services that school counselors under the Ethiopian school system provide. The researches did

not show the practical situation as to how school counselors actually spend their time. Such assessment could be more effective by enlisting the functions carried out by the school counselors and weigh them in light of the goal of any school guidance program.

Furthermore, different national literatures on the provisions of GC services in schools were mostly evaluated by students, teachers, and school management. However, in order to know which services are offered to students, the process data should be gathered from the professionals who are providing the service. In a way, the school counsellors are being given the opportunity to self-assess the guidance and counseling services in their own schools.

To be most effective in assessing the current practices of school counseling services, research should be founded on and guided by the findings of those who have had experience. The researcher proposes, therefore, to gather data from school counselors within the Ethiopian secondary school system.

2.10 Summary and Implication

2.10.1 Summary

This chapter reviewed relevant literature on school Guidance and Counseling services. School guidance and counseling services began from vocational guidance and rose all the way up to include services that address the personal growth of students (academic, personal/social, and career). School guidance and counseling services were given as a position service were teachers were assigned to deliver such services in addition to their teaching duties. But such service position has now changed to program in current well developed practices.

The well-structured comprehensive guidance and counseling program is currently adopted by many nations of the world and is considered as the best approach to school counseling.

Guidance and counseling services have the primary purpose of addressing students' needs in the development of personal/social, academic and career aspects of students. School counselors play a major role in student development, self-knowledge, decision making, changing environment, transition assistance and relevant education.

School counselors should provide process data as to what they actually do so that stakeholders could be aware of the types of services, assessment could be made as to whether the services are effective or not and program reform could be implemented accordingly. Current practices on GCS of developed countries shows that they have well organized structure and guideline that makes it easy to assess the effectiveness of the services. However, the practices of many African countries shows that guidance and counseling services are not properly implementing the very purposes they are meant to serve.

Different research studies; both outcome and process researches had been conducted around the world. In the present study a review examined some of the gaps in the existing studies. The existing researches do not cover the types of services offered to students. The gaps also included methodological limitations i.e. in collecting data focus of the subjects were not mostly school counselors.

2.10.2 Implication

The assessment of guidance and counseling services should involve assessing the actual practices in light of best practices. Accordingly, a research that shows what the current practices

are and whether those practices address students' academic, personal/social and career needs of students should be conducted. In gathering such information, a process data that shows what school counselors actually do should be collected from the school counselors who provide the services.

Chapter Three

3. Methodology

This chapter presents the process for conducting the current research study. The research design, sampling method, participants, instrumentation, and data collection and analysis procedures will be presented in this chapter.

3.1. Research design

The research method used for the study was descriptive survey because this research method enabled the researcher to describe the present situation of the provisions of school guidance and counseling services in secondary schools of Addis Ababa city administration.

The study encompasses mixed use of quantitative and qualitative research approaches. In light of the aim of this research, the researcher believed that a mixed research design was the most appropriate approach.

Descriptive designs help describe the state of particular phenomena. These approaches are very important in researches conducted in the counseling profession (Heppner & Kivlighan & Wampold, 2008).

3.2. Sources of data

The researcher used both primary and secondary sources of data. The primary data were collected through questionnaire from school counselors. In addition, the primary data were collected through interview with Addis Ababa city Administration official and MoE official. Secondary source of data was used to gather information that could not be obtained directly from the respondents such as annual statistical abstract, books and other available materials.

3.3. Sample and Sampling Techniques

3.3.1. Population and Study Site

The population used in this study were government run secondary schools in Addis Ababa city administration; capital city of Ethiopia that had functional counseling programs and that combined the two cycles of secondary education. Based on data gathered from Addis Ababa city administration education bureau, there were 64 government secondary schools including both first cycle and second cycle (AAEB, 2017) in the city. Out of the 64 schools, 3 schools claimed that they do not have school guidance programs whereas 3 schools claimed that they have guidance and counseling program but currently the school counselors had resigned and the post was not filled. Accordingly, since the aim of the present study is to assess the practices of school counselors, schools that do not have functional school guidance counseling programs were excluded from the target population making it 58.

To draw a sample, the researcher first used area sampling where clusters were formed with geographical subdivision. Addis Ababa city is divided into 10 sub-cities. Accordingly, samples were drawn from these 10 sub cities. Afterwards 4 government secondary schools were chosen from each sub-city using simple random sampling method making the total sample size 40 schools.

3.3.2. Participants

The participants to the study were school counselors. During the data collection procedure, the researcher observed that the sample schools throughout the city do not hire the same number of school counselors. Some schools claimed to have three or two school counselors, whereas the majority of schools have only one school counselor. A total number of

51 respondents participated in the study by filling out questionnaires. Out of the 51 respondents, 15 school counselors also participated in the study by answering interview questions.

3.4. Instrumentation

3.4.1. The School Counselor Activity Rating Scale (SCARS)

The School Counsellor Activity Rating Scale (SCARS, 2005) was used in the present study to gather quantitative data from school counsellors.

The School Counsellor Activity Rating Scale (SCARS, 2005) was an instrument developed by Dr. Janna Scarborough to measure school counsellors' process data on their actual and preferred job activities. The SCARS had two categories. One category includes job activities prescribed by the 2003 ASCA National Model which are; counselling activities, curriculum activities, coordination activities, and consultation activities. The second category was job activities (i.e., administrative, clerical, and fair share job activities) performed by school counsellors but are not considered as services that meet students' academic, career, and personal/social needs (ASCA,2012).

7 sub scales are included in SCARS; counselling, curriculum, coordination, consultation, administrative, clerical, and fair share job activities with 48 items (Scarborough, 2005). The SCARS has questions where answers are given using verbal frequency scales. Respondents choose their answers from the following options; 1 = I never do this; 2 = I rarely do this; 3 = I occasionally do this; 4 = I frequently do this; and 5 = I routinely do this. Next, the preferred job activities frequency scale includes 1 = I would prefer to never do this; 2 = I would prefer to rarely do this; 3 = I would prefer to occasionally do this; 4 = I would prefer to frequently do this; and 5 = I would prefer to routinely do this.

The developer of SCARS established validity and reliability of the instrument (Scarborough, 2005). The overall results of validity and reliability assessment showed that SCARS could be useful in describing how school counselors are providing their services and how they would prefer spending their time (Scarborough, 2005). Other researchers (Scott, 2013; Hepp, 2013) used and attested SCARS to be valid and reliable as well.

3.4.2. Instruments Used in the Current Study

The present study used a version of the SCARS modified by this researcher and a demographic questionnaire created by the researcher.

3.4.2.1 Modified SCARS

A written permission was received from Dr. Scarborough through electronic mail to use and modify the SCARS instrument (J. Scarborough, electronic mail personal communication, may 1, 2017) (Appendix B). The researcher modified the SCARS (Appendix B) by excluding the preferred activity category, 6 items that were not applicable under Ethiopian school guidance and counselling setting.

After the modification the SCARS instrument was translated into Amharic language. The translation was made by a professional translator from English version to Amharic and then from Amharic to English. After the translation it was noted that some items were translated to literal meanings instead of notional contents. Accordingly, such translations were amended by the researcher and were reviewed by a school counsellor as well as expert from ministry of education.

3.4.2.2. School Counsellor Demographic Questionnaire

The demographic questionnaire was used to gather information about participant's gender, year of experience, age and schools they work at and highest level of education completed pertaining to school counseling.

3.4.2.3. Interview

Fifteen counselors were interviewed from 10 schools. The counselors were chosen based on the merit of years of experience. School counselors whose experience in counseling ranged above 6 years were chosen for the interviews. The Interview questions were designed to address two basic issues in light of the research questions of the present study. The first issue was school counselor's practice as to keeping records of process data of the services and functions they provide in their schools. The second issue addressed the availability of written standards that governs the types of services and functions school counselors provide in their schools.

Two government officials; one from MoE and one from city government of Addis Ababa education bureau were interviewed. The interview question basically focused on addressing if there were any written standards where school counselors make written plan for the types of services and functions they should provide in their schools.

3.5. Data Collection Procedures

3.5.1. Procedures for Pilot study

The final amended version was made ready for pilot study so as to ensure appropriateness of the items contained, ensure clarity and reliability. The pilot test was carried out in 7 government schools which were not in the sample schools of the main survey, 1 community school and 2 private schools. The samples were taken by purposive sampling technique. Accordingly, 10

school counselors filled the questionnaire. The participants were asked to evaluate on any ambiguity or clarity that they may have observed. All participants reported that they found the questionnaire was clear.

The returned questionnaire was analysed using SPSS version 20.0. Analysis of reliability was made for each group of activities with the result of .73 reliability coefficients for counseling activities, .69 for consultation activities, .93 for curriculum activities, .87 for coordination activities and .92 for other activities.

Thus, the items in the modified SCARS have moderate to strong reliability.

3.5.2. Procedure for the Main Research

The researcher first obtained letter of cooperation from AAU, School of Psychology before conducting the study. The researcher then went to Addis Ababa education bureau to gather data that included number and locations as well as contact information of government run secondary schools in the academic year. The researcher was able to collect data from 2015-2016. Data of the year 2017/2018 was not published at the time. The Annual Abstract contained the information on how many government secondary schools there were and their location as well. The researcher then contacted the schools via telephone to identify which schools had functional school counseling program. Three schools reported that they don't have guidance and counseling program run by professional school counselors. Whereas 3 schools reported that they have guidance and counseling program but at the time school counselors had resigned and the post was not filled. Since the aim of the current study was to assess the current practices of guidance and counseling programs, only schools with functional guidance and counseling services were selected for the study.

From 58 schools 40 sample schools were chosen. The number of school counselors working in a single school was not consistent throughout the sample schools. It was found that 6 schools had 2 school counselors each and 34 schools had one school counselor each. Accordingly, a total number of 51 school counselors were available at the sample schools. Since the number of school counselors was minimal, all 51 school counsellors were selected to participate in the study.

The questionnaires were then distributed to the 51 respondents. The questionnaires were both self-administered and with some assistance. All 51 questionnaires for the school counselors were filled out and returned.

Qualitative data were also collected using interviews from 15 school counselors, 2 government officials from MoE and one government official from Addis Ababa city administration education bureau. All the interviews with the school counselors were conducted by the researcher right after they filled the questionnaire at their convenience by taking notes.

3.6. Methods of Data Analysis

The data that was collected using questionnaire was qualitatively analyzed using Statistical Package for the Social Science (SPSS). Afterwards, descriptive statistical method namely frequency and percentage distribution was used to determine and describe the types of school counseling services and activities performed by school counselors. Repeated measures ANOVA was applied to analyze the differences of provisions of the school counseling activities based on demographic factors and differences among the school counseling activities. Descriptive analysis was used to analyze the qualitative data. The data gathered through an interview by taking notes was first prepared and interpreted to English language. Responses to

the questions were then structured and categorized in accordance with the research questions.

Finally, the data was described and interpreted according to the research questions.

3.7. Ethical Considerations

The researcher adopted SCARS (School Counselors Activity Rating Scale) that was developed by another individual. Hence permission to use and modify the scale was secured from the developer through electronic mail.

The researcher obtained an official letter of cooperation from Addis Ababa University School of Psychology so that relevant data could be gathered from concerned institutions.

Before gathering data from school counselors, permission was secured from school administrators. The respondents were informed of the purpose of the study and their right to confidentiality. Accordingly, Consent was given by the school counselors before they filled out the questionnaires. And school counselors who gave interview also were asked for their consent before the interview. The respondents did not reveal their names as they were informed not to do so to secure confidentiality.

Chapter Four

Results

The purpose of this study was to investigate the types of school counseling services provided in government run secondary schools of Addis Ababa. This chapter presents the analysis of the demographic variables and the data collected through SCARS instrument and interview questions.

4.1. Types of School Counseling Activities

The first research question in this study tried to address the types of guidance and counseling services performed by school counselors in government run secondary schools in Addis Ababa. School counselors were asked to rate the frequency with which they performed the list of services in the areas of counseling, consultation, curriculum, coordination, and other activities.

The frequency distribution of respondents' rate in counseling services is presented on the following table.

Table 1: Counselors rating of their activities in Relation to Tasks in the Counseling**Category**

Item	N%	R%	O%	F%	R%
Counsel with students regarding personal/family concerns	0	0	7.8	29.4	62.8
Counsel with students regarding school behaviour	0	0	3.9	56.9	39.2
Counsel students regarding crisis/emergency issues	0	5.9	35.3	45.1	13.
Counsel with students regarding relationships(e.g., family, friends, romantic)	0	0	31.4	43.1	25.5
Counsel students regarding academic issues	0	0	2	49	51
Provide small group counselling addressing relationship/social skills	0	13.7	17.6	39.2	29.4
Provide small group counselling for academic issues	0	0	35.3	52.9	11.8
Conduct small group counselling regarding family/personal issues(e.g., divorce, death)	0	0	15.7	45.1	39.2
Conduct small group counselling for students regarding substance abuse issues (own use or family/friend use)	0	0	21.6	39.2	39.2
Follow-up on individual and group counselling participants	0	0	21.6	52.9	25.5

N = Never, R = Rarely, , O = Occasionally, F = frequently R = Routinely

Except items 3 & 5, no response was given with “never” and “rarely” suggesting that the school counselors are engaged in each counseling activities occasionally or more. Almost over 60% of perform all the activities frequently or more. Specifically, nearly a third of them engage on activities listed on items 3, 4 and 6. Over a fifth of them did report to engage in the same way on activities listed on items 8 &9.

The percentage distribution of respondent’s rate in consultation services is listed on the following table.

Table 2: Counselors rating of their activities in Relation to Tasks in the Consultation

Category

Item	N%	R%	O%	F%	R%
Consult with school staff concerning student behaviour	0	0	25.5	51	25.5
Consult with community and school office managers concerning individual students	5.9	19.6	33.3	27.5	13.7
Consult with parents regarding child/adolescent development issues	0	9.8	39.2	39.2	11.8
Coordinate referrals for students and/or families to community or education professionals (e.g., mental health, medical assessment)	2	27.5	45.1	23.5	2
Assist in identifying exceptional children(special education)	0	0	17.6	41.2	41.2
Provide consultation for administrators(regarding school policy, programs, staff and/or students)	7.8	27.5	25.5	19.6	19.6
Participate in team / grade level /subject team meetings	0	11.8	31.4	43.1	13.7

N = Never, R = Rarely, O = Occasionally, F = frequently R = Routinely

Almost 30 % of the school counselors reported that except for items 1 and 5, they never or rarely perform the activities listed on the consultation category. Whereas morethan 60% of the counselors reported that they performed all the listed consultation activities frequently or more. Consultation with staff members about student behavior was reported to be the most frequently performed activity by the school counselors (76.5 %). Whereas coordinating referrals for students and/or families to community or education professionals was reported to be the least frequently (25.5%) performed activity by school counselors.

The percentage distribution of respondents' rate in curriculum services is listed on the following table.

Table 3: Counselors rating of their activities in Relation to Tasks in the Curriculum

Category

Item	N%	R%	O%	F%	R%
Conduct classroom activities to introduce yourself and explain the counselling program to all students	0	0	23.5	35.3	41.2
Conduct classroom lessons addressing career development and the world of work	0	27.5	41.2	23.5	7.8
Conduct classroom lessons on various personal and/or social traits (e.g., responsibility, respect...)	0	15.7	43.1	29.4	11.8
Conduct classroom lessons on relating to others(family, friends)	0	11.8	33.3	39.2	15.7
Conduct classroom lessons on personal growth and development issues	0	17.6	37.3	37.3	7.8
Conduct classroom lessons on conflict resolution	0	19.6	43.1	25.5	11.8
Conduct classroom lessons regarding substance abuse	0	11.8	29.4	37.3	21.6
Conduct classroom lessons on personal safety issues	0	15.7	25.5	43.1	13.7

N = Never, R = Rarely, O = Occasionally, F = frequently R = Routinely

No response with “never” was given by the school counselors. Almost 28% of the school counselors reported that they rarely engage on activities listed on the curriculum category. More than 60% of the school counselors reported that they perform curriculum related activities frequently or more. In conducting lessons on different issues, substance abuse was reported to be the most frequently raised issue (58.9 %) by school counselors. Whereas career development and the world of work was the least frequently raised (31.3 %) issue by school counselors. Majority of the school counselors (76.5 %) reported that they conduct classroom activities to introduce themselves and explain the counseling program to all students.

The percentage distribution of respondents’ rate in coordination services is listed on the following table.

Table 4: Counselors rating of their activities in Relation to Tasks in the Coordination

Category

Item	N%	R%	O%	F%	R%
Coordinate special events and programs for school around academic, career, or personal/social issues(e.g., career day, drug awareness week, test prep)	0	17.6	39.2	29.4	13.7
Inform parents about the role, training, program, and interventions of a school counsellor within the context of your school	0	13.7	43.1	39.2	3.9
Conduct or coordinate parent education classes or workshops	2	37.3	21.6	29.4	9.8
Participate in coordinating school-wide response for crisis management and intervention	9.8	25.5	33.3	27.5	3.9

Inform teachers / administrators about the role, training, program, and interventions of a school counsellor within the context of your school.	0	23.5	39.2	31.4	5.9
Participate in coordinating teacher in-service programs	0	25.5	37.3	29.4	7.8
Keep track of how time is being spent on the functions that you perform	11.8	33.3	29.4	19.6	5.9
Attend professional development activities (e.g., state conferences, local in-services)	0	7.8	35.3	41.2	15.7
Formally evaluate student progress as a result of participation in individual/group counselling from student, teacher and/or parent perspectives	0	5.9	31.4	39.2	23.5
Conduct needs assessments and counselling program evaluations from parents, faculty and/or students	0	15.7	21.6	47.1	15.7
Coordinate orientation process/activities for students	0	17.6	19.6	47.1	15.7

N = Never, R = Rarely, O = Occasionally, F = frequently R = Routinely

Almost 20 % of the school counselors reported that they rarely perform the listed activities on the coordination category. Except for items 3, 4 and 7 no response with “never” was reported by the school counselors. Almost 45% of the school counselors reported that they perform the listed activities on coordination category frequently or more. Items 11 and 12 were reported as the most frequently (62.8%) performed activities. Whereas keeping track of how school counselors

spend their time on the activities they perform was reported as the least frequent activity (25.5%).

The percentage distribution of respondent's rate in non-counseling activities is listed on the following table.

Table 5: Counselors rating of their activities in relation to tasks in the other activities category

Item	N	R	O	F	R
Participate on committees within the school	2%	13.7%	29.4%	29.4%	25.5%
Schedule students for classes	27.5%	33.3%	25.5%	7.8%	5.9%
Participate in enrolling students in and/or withdrawing students from school	23.5%	23.5%	25.5%	13.7%	13.7%
Participate in maintaining complete educational records/reports (cumulativefiles, testscores, attendance reports, drop-outreports)	15.7%	23.5%	23.5%	25.5%	11.8%
Handle discipline of students	0%	13.7%	19.6%	37.3%	29.4%
Substitute teach and / or cover classes for teachers atyourschool	47.1	33.3	13.7	0	5.9

N = Never, R = Rarely, O = Occasionally, F = frequently, R = Routinely

The majority of School counselors (above 50 %) reported that they are engaged in activities listed on items 1,3,4, and 5 occasionally or more. For items 2 and 6, majority of the school counselors (above 60 %) reported that they never or rarely perform such activities.

The aggregate descriptive statistics of the 5 activities performed by the school counselors is presented in the following table.

Table 6: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Counseling	51	2.90	4.70	4.0039	.42706
Consultation	51	1.86	4.86	3.5266	.63983
Curriculum	51	2.13	4.75	3.5172	.69508
Coordination	51	1.73	4.82	3.3209	.71844
Other activities	51	1.33	4.83	2.8758	.89619

Overall, results revealed that school counselors perform activities from the most performed to the least performed as follows: counseling ($M=4.00$, $SD=.43$), consultation ($M=3.53$, $SD=.64$), curriculum ($M= 3.52$, $SD= .69$), coordination ($M=3.32$, $SD=.72$), other activities ($M= 2.86$, $SD=.89$).

4.2 Provisions of the five School Counseling Activities Based on Demographic

Characteristics

The second research question was set out to address if there were differences on the provisions of the 5 school counseling activities based on demographic characteristics.

Repeated measures within subjects ANOVA was conducted among the mean scores of the 5 school counseling activities and the demographic variables i.e. gender, age, highest level of education and years of experience as school counselors.

Gender. A significant difference was found between genders on the provisions of the five school counseling activities. Out of the total respondents 19 were female, and 32 were male.

A within repeated measure ANOVA was computed to determine any significant differences by gender in secondary school counselors' performance of the five school counseling activities. Mauchly's test indicated that the assumption of sphericity had been violated.

Therefore, degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity.

There was a significant difference between male and female school counselors ($F(2, 196) = 7.19, P < 0.05$) on the performance of the 5 school counseling activities. Bonferroni post-hoc comparisons among the 5 categories of school counseling activities by male and female school counselors was conducted to show which categories differed significantly.

Based on Paired comparisons of the 5 categories of school counseling by male school counselors, the performance of consultation and curriculum activities ($M=3.56, SD=0.132, p>0.05$) and the performance of consultation and coordination activities ($M=3.56, SD= p>0.05$) showed no significant difference. However pairwise comparisons among the rest of the 5 categories showed significant difference ($p<0.05$). On the other hand, paired comparisons of the 5 categories of school counseling by female school counselors showed that there was no significant difference as to the performance of consultation and curriculum activities ($M= 3.46, SD=0.55 p>0.05$)

Results showed that for female school counselors counseling activities had higher mean scores ($M=4.1053 SD= 0.35508$) than male school counselors. However, for male school counselors consultation activities ($3.5625, SD=0.74623$), curriculum activities ($M=3.6445, SD=$

0.744), coordination activities (M=3.4517, SD=0.7987), and other activities (M=3.026 SD=1.045) had higher mean scores than female school counselors.

Overall, Results showed that gender had an effect on the provisions of school counseling activities.

Age A significant difference was found between the five age groups on the provisions of the five school counseling activities. A within repeated measure ANOVA was computed to determine any significant differences by age in secondary school counselors' performance of the five school counseling activities. Mauchly's test indicated that the assumption of sphericity had been violated. Therefore, degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity. There was a significant difference between the 5 age groups ($F(16, 194) = .44, P < 0.05$) on the performance of the 5 school counseling activities. Bonferroni post-hoc comparisons among the 5 categories of school counseling activities by the 5 age groups was conducted to show which categories differed significantly. Pairwise comparisons as to the frequency of performance of the 5 school counseling activities showed significant difference among all pairs except for consultation and curriculum activities (M=3.48 SD=0.71, $P > 0.005$). Higher mean rating for counseling activities was rated by school counselors with the age of 36-40 (M=4.53, SD=.13). Lower mean rating was reported by school counselors with the age of 21-25 (M=3.2, SD=.26). For consultation activities, higher mean rating was reported by school counselors with the age of 26-30 (M=3.78, SD=.65) whereas lower mean rating was reported by school counselors with the age of 21-25 (M=2.45, SD=.34). School counselors with the age group of 26-30 reported higher mean rating (M=3.76, SD=.56) for curriculum activities whereas school counselors with the age of 21-25 reported lower mean rating (M=2.44, SD=0.3). For

coordination activities higher mean ratings were reported by school counselors with the age of 40-50 ($M=4.09$, $SD=.45$) and lower mean ratings were reported by school counselors with the age of 21-25 ($M=2.23$, $SD=.29$). finally, higher mean ratings for other activities were reported by school counselors with the age of 40-50 ($M=3.39$, $SD=.55$) whereas lower mean ratings were reported by school counselors with the age of 21-25 ($M=1.64$, $SD=.31$)

Overall, results showed that age had an effect on the frequency of provisions of the 5 categories of school counseling activities.

Highest education level. A repeated measures ANOVA showed that mean score was not statistically significant among the school counselors who hold bachelor degree and master's degree ($F(4, 196) = 0.58$, $P > 0.05$). Results showed that highest level of education had no effect on the performance of the five school counseling activities.

Years of experience. A repeated measures ANOVA showed that mean score was not statistically significant among the different groups of years of experience on the performance of the five school counseling activities ($F(40, 160) = 0.78$, $P > 0.05$). Results showed that years of experience as a school counselor had no effect on the performance of the five school counseling activities.

4.3 Differences on the Provision of the 5 Categories of School Counseling Activities

Repeated measures within subjects ANOVA was conducted among the mean scores of the 5 school counseling activities. Mauchly's test indicated that the assumption of sphericity had been violated. Therefore, degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity.

Results revealed that mean score was statistically significant among the 5 school counseling activities ($F(4, 200) = 80.6, P < 0.0005$). Bonferroni approach was used in post hoc analysis to determine significant differences among the five activities. Paired t-tests showed that overall, respondents rated other activities with significantly lower preference ratings than the remaining four school counseling activities, with the largest group mean differences between the roles of Counseling ($M = 4.00, SD = .423$) and other activities ($M = 2.86, SD = .896$); $t(51) = 11.75, p < .005$, and between Consultation and other activities ($M = 3.53, SD = .639$); $t(51) = 11.10, p < .005$. "Other activities" was rated significantly lower than Curriculum and Coordination as follows: Curriculum vs other activities; $t(51) = 9.56, p < .005$, Coordination vs other activities; $t(51) = 6.46, p < .005$. The smallest group mean differences were found between Consultation and curriculum activities; $t(51) = .19, p = .85$

4.4 Availability of process data

To examine the availability of process data, school counsellors were asked in the interview process if they keep process data. Accordingly, all the 15 school counselors who were interviewed reported that they do not keep daily records of the services they provide. However, they reported that they give monthly report to school administrators on how many students they counseled, and the areas of counselling. It was noted that the report does not show exactly what types of activities were actually carried out.

4.5 Availability of written Standards

The researcher interviewed 15 school counselors asking if there were any guidance plans with written standards that serves as a base line for them to make written plan as to the types of services and functions they provide in their schools. 11 school counselors reported that there are

no written standards. They reported that they were not even given a job description when they were hired. 4 school counselors on the other hand reported that they were given job descriptions when they joined the school but there are no written standards. Majority of the school counselors reported that they referred to standards in the international literature by downloading from the internet to identify what they should do.

Two officials from MoE and Addis Ababa Education Bureau were interviewed to address the matter and they reported that the available document on the matter is the guideline of schools internal guidance and administration (MoE, 1980 & 1994) issued by MoE which describes the roles and responsibilities of guidance counselors. They reported that currently there is no set standard that addresses what types of services should be provided by school counselors. However, school counselors are given job descriptions enlisting what they should do when they are hired for the job.

Chapter Five

Discussion

In this chapter the key research findings are discussed under each of the research questions. The discussion will be based on findings generated from quantitative and qualitative data. The study was conducted to identify the types of school counseling activities performed by school counselors in government run secondary schools in AddisAbaba. the study also focused on determining if there were any differences on the frequency of performance of school counseling activities and if demographic characteristics of school counselors had an effect on the provisions of school counseling activities.

5.1. Types of School Counseling Activities Offered by School Counselors

Results in this study showed that school counselors perform counseling, consulting, coordinating, curriculum and other activities in their schools. Results showed that the frequency with which the 5 categories of school counseling activities were performed differed among the school counselors. According to the study results, counselors performed many of the activities outlined by the ASCA National Model (2005)

Out of the counseling activities, there were no activities listed on the counseling category that school counselors never perform. Counseling on crisis/emergency issues and small group counseling addressing relationship/social skills are rarely performed by some school counselors. School counselors perform the rest of the counseling services from occasional to routine basis. Given the greater importance of direct student services like counseling, it is noted that the majority of school counselors in government run secondary school give proper attention in these regards. These direct services to students play a vital role in addressing students' personal/

social, academic and career development (ASCA, 2003). Similar to previous studies, (SelamDeneke, 2004; YirgalemAlemu, 2013 ;Adane Wako,2016) the current study showed that out of the counseling activities, academic issues are given greater emphasis. Experiences of other countries also show that (NCES, 2002) academic issues were the most emphasized objective of guidance and counseling. In contrast a study conducted in turkey (Kabul Tarihii, 2016) revealed that counseling services on issues related to personal growth were more emphasized than academic and career counseling.

The practices of consultation activities show that majority of the school counselors provide consultation services to concerned stakeholders from occasional to routine basis. These indirect services also help students to properly develop their academic personal/ social and career traits. (ASCA, 2005) However, it was noted that there were some school counselors who never perform consultation services and some school counselors who rarely provide those services including consultation with community and school office managers concerning individual students, consult with parents regarding child/adolescent development issues, coordinate referrals for students and/or families, to community or education professionals , consultation with administrators(regarding school policy, programs, staff and/or students), participate in team / grade level /subject team meetings.Majority of the school counselors perform consultation activities from occasional to routine basis. There are schools however that never or rarely perform consultation activities such as consultation with community,parents,administrator and even coordinating referrals for students. However, such practice is inconsistent with the comprehensive school counseling program that requires consultation activities as one of the priorities for the use of school counselors' competence (Gyspers&Hnederson, 2012). The school

counseling literature has suggested that consultation and coordination activities are important to school counselors' roles as advocates (Gyspers&Hnederson, 2012).

Out of the curriculum activities, there were no activities that school counselors never perform. Majority of the school counselors perform curriculum activities from occasional to routine basis. However, there were some school counselors who reported that they rarely perform curriculum activities such as conducting classroom lessons addressing career development, relating to others, personal/social traits, personal growth and development, conflict resolution, substance abuse and safety issues. The result is inconsistent with the practice of comprehensive school counseling program where guidance curriculum is considered as a core component of the program by which lessons are provided to every student (Gyspers&Henderson, 2012).

The practices of coordination services show that majority of the school counselors perform coordination activities from occasional to routine basis. However, there were some school counselors who reported that they rarely perform these coordination activities. And some school counselors never perform these services. Such practice is not consistent with comprehensive school counseling program where school counselors play a major role in managing activities that enhance the guidance program (Gyspers&Henderson, 2012).

Counseling, consultation, curriculum and coordination activities are considered as basic and appropriate services provided by school counselors. (ASCA, 2005). These direct and indirect services should be given to students by all school counselors in every government run secondary school. As it is discussed above the current study revealed that the provisions of these services are somehow inconsistent. The result suggests that lack of standard that governs school

counselors in government run secondary school in Addis Ababa resulted in inconsistency on the provision on the school counseling activities among school counselors.

Results showed that non-guidance and counseling activities or “other activities” were the least performed activities among the 5 categories. However, it was noted that majority (above 50%) of the school counselors performed non guidance and counseling services including, participation on committees within the school, participation in enrolling students in and/or withdrawing students from school, participation in maintaining complete educational records/reports and handling discipline of students. These services (administrative, clerical, and fair share) are considered as inappropriate activities for school counselors (ASCA, 2012). Instead of spending their time on providing services that address the personal/social, academic and career needs of students, school counselors are performing non guidance and counseling services. Many school counselors around the world face the problem of being appointed non guidance and counseling duties. Similar results were found on a study conducted in 2009 in Ohio (cited in Gyspers & Henderson, 2012) school counselors spend 34% of their time in non-guidance and counseling activities. The current study revealed that there are school counselors who spent time conducting activities that have no importance on the students’ personal/social, career and academic needs. This result was found to be inconsistent with comprehensive school counseling approach (ASCA, 2012).

5.2 Differences on School Counseling Activities According to Demographics

Analysis of the data to determine if differences in the performance of activities existed due to demographic factors indicated that significant differences existed only in relation to the school counselors’ gender. The results in the study showed that female school counselors

focused more on counseling activities whereas male school counselors focused more on the rest activities (consultation, curriculum, coordination and other activities). The result suggested that female school counselors are more aware of the broad service area of school counseling when compared to male school counselors. Similar results were found on a study conducted in turkey (Kabul Tarihi, 2016).

The results in this study showed that there were no significant differences in the performance of activities in relation to highest level of education, work experience and age.

It is expected that the number of years in the profession, their age and highest level of education may improve performance specifically schoolcounselors focus on activities that improves important aspects of students' lives. The results in this study however showed that those factors had no effect. Thus, however long counsellors have spent on the profession, this factor would not help without the appropriate preparation and necessary professional skills as well as the necessary standard that guides what school counselors should do.

5.3 Differences Among the Five Categories of School Counseling Activities

Results of this study showed that there were significant differences on the performance of the 5 categories of activities. Counseling activities were the most performed activities, whereas other activities were the least performed activities.

Consultation and coordination activities were found to be the second and third most frequent activities in this study.

Provisions of guidance and counselling services in schools play a vital role in the development of students' personal/social, academic, and career development. School counsellors should make sure that they provide services that address each student's personal/social,

academic, and career development. This requires allocating appropriate amount of time on guidance and counseling services rather than spending time on non-guidance and counseling activities.

According to ASCA, (ASCA,2012) counseling, consulting, coordinating, curriculum activities are considered appropriate activities for school counselors to address students' personal/social, academic and career needs. Whereas other activities (clerical, administrative and fair share) are considered as inappropriate activities for school counselors that are not aligned with the objectives of addressing students' personal/social, academic and career needs.

The results in this study showed that compared to the activities that are suggested as appropriate activities for school counselors i.e. (counseling consultation, curriculum, and coordination), non-guidance activities were the least frequently performed activities by the school counselors. Although it was found that there were school counselors who spent much time on non-guidance and counseling activities, the fact that non-guidance and counseling activities are the least performed activities compared to the other school counseling activities is found to be encouraging in light of the main objective of school counseling. School counselors are encouraged to spend minimal time on non-guidance and counseling activities as much as possible (ASCA,2012).

5.4. Availability of Process Data

In order to examine if school counselors provide services that address students' personal/social, academic and career needs, there has to be a process data i.e. listing or record of what they actually do (Gyspers & Henderson, 2012). The availability of such data can show whether the services are appropriate activities that are pointed towards addressing students'

personal/social, academic and career development(ASCA, 2012). Having such task data makes it easier for concerned stakeholders to evaluate and know the current practices of school counseling.

Practices of countries that follow comprehensive school counseling approach show that school counselors keep process data i.e. a documentation of the types of guidance and counselling services that are provided by school counselors (Gyspers&Henderson, 2012). The current study however showed that the school counselors do not keep record of the activities they perform. Although it was found out they gave monthly reports to administrators, it is in no way similar to keeping a listing or inventory that shows daily activities they perform. This could be the result of lack of standards governing what school counselors do.

5.5. Availability of Written Standards

Standards are important in describing what kinds of services should be provided by school counselors. If standards are available, school counselors all over the country could provide similar services. It avoids the confusion as to what types of services should be provided by school counselors. Standards are a public statement of what students should know and be able to do as a result of participating in a school counseling program(Gyspers&Henderson, 2012). With no set standards that describe what school counselors should do, it is impossible to evaluate if school counselors are performing to the needed extent.

In the current study it was noted that there are currently no set standards that identify what school counselors should do. School counselors reported that they are resorting to look at international trends on school counseling services. However, interview with ministry of education and Education Bureau officials revealed that school counselors are given job

descriptions enlisting what they should do when they are hired for the job which was inconsistent with what some school counselors reported on the interview.

This was consistent with previous studies (SelamDeneke, 20014; YirgalemAlemu, 2013) which revealed that there are no clear standards or mission statements, or written plans that govern and guides what school counselors do.

Chapter Six

6. Summary, Conclusion and Recommendations

This chapter contains the summary findings, conclusions and recommendations of the study conducted in selected government run

6.1. Summary

The main objective of the study was to examine the types of guidance and counseling services in government run secondary schools in Addis Ababa, Ethiopia. The study was guided by comprehensive and developmental school counseling approach which views guidance and counseling services as an integral part of school process and they are meant to address all students' personal/social, academic and career needs.

To address the research problem, the study has tried to find answers to the following questions.

1. What are the types of school counselling activities performed by government run secondary school counsellors in addisababa?
2. Are there any differences on the provisions of the school counseling activities based on demographic characteristics?
3. Are there any differences on the provisions of the 5 school counseling activities?
4. Is there a process data that school counsellors keep record of about the types of services they provide?
5. Are there any written standards that govern the services and functions that government run secondary school counselors in Addis Ababa provide in their schools?

The study employed descriptive survey design using both quantitative and qualitative approaches. Simple random sampling and purposive sampling methods were used to select samples. 43 sample schools were selected from 10 subcities and 51 School counselors participated in the study. Interviews were held with 15 school counselors and 2 education bureau officials.

Data was gathered using questionnaire interviews and documents. Descriptive statistical analysis was used for the qualitative data and data from the interview was narrated qualitatively.

Given below is the summary of the study findings.

1. Majority of the School counselors provide services that are accepted as appropriate for school counselors including counseling, consultation, coordination and curriculum activities on occasional to routine basis. The results showed that majority of school counselors also perform non guidance activities from occasional to routine basis.
2. Results showed that demographic factors like gender and age had an effect on the provisions of the 5 school counseling activities.
3. There was a significant difference among the provisions of the 5 school counseling activities namely counseling, consultation, curriculum, coordination and, other activities.
4. It was determined in the current study that school counselors do not keep process data or listings of the activities and functions they perform.
5. It was determined in the current study that currently there are no standards that defines and governs what school counselors should do or which services they should provide.

6.2 Conclusion

- The findings of the study indicated that school counsellors provide counselling, consultation, curriculum, coordination, and other activities. Based on the findings it can be concluded that school counsellors in government run secondary schools provide services both considered as appropriate services that address students' personal/social, academic, and career development as well as services that are considered as inappropriate services that have impact on the students' development.
- As indicated in the study, among demographic characteristics of school counsellors, age and gender had an effect on the performance of the five categories of activities. Female school counsellors focused more on counseling activities whereas male school counsellors focused more on the rest of school counselling activities (consultation, curriculum, coordination and other activities). Therefore, from the above result it was concluded that female school counsellors were mostly engaged in relationship oriented activities whereas male school counsellors were mostly engaged in task oriented activities.
- Counseling activities were found to be the most performed type of activity in the current study. Consultation, curriculum, coordination and other activities were found to be performed by school counsellors accordingly. Based on the findings, it was concluded that in comparison among the 5 school counseling activities, the fact that school counsellors in government run secondary schools gave counseling services on regular basis was found to be encouraging. However, the study showed that the frequency with which school counsellors performed the activities differed among the school counsellors. Therefore, it

was concluded that the inconsistency resulted from lack of standards that govern what types of services or activities school counselors should provide.

- Based on the finding that school counselors do not keep records of process data, it was concluded that there are no documented data as to school counselors' performance that can be used to determine and evaluate the types of services that school counselors provide.

6.3 Recommendation

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

1. Based on the conclusion that school counselors perform both appropriate and inappropriate school counseling activities, it is recommended that school counselors should have the basic understanding that the services they provide shall address students' personal/social, academic and career development. With such understanding they should devote their time providing guidance and counseling services that are accepted as appropriate activities (counseling, consultation, curriculum, coordination). They should not spend their time or if not possible spend a minimum amount of time on non-guidance and counseling services (administrative, clerical and fair share).
2. School administrators should have a basic understanding of how school counselors should spend their time in schools i.e. by providing guidance and counseling services instead of non-guidance and counseling services that has no impact on student's personal/social, academic and career development. School administrators should take the role in making sure that school counselors spend their time by performing appropriate activities i.e. guidance and counseling activities.
3. It was concluded that demographic factors like gender and age had an effect on the provisions of the 5 school counseling activities. Therefore, it is recommended that school counselors should have the necessary educational as well as occupational preparation on school counseling so that the activities they perform could be consistent as much as possible despite different demographic factors.

4. School counselors should keep a process data that could provide information of how they spend their time i.e. what services they provide. They should have an organized listing of the services they gave to students. Such data could help to acquire information about the effects of the services they provide and to make necessary changes.
5. Based on the conclusion that there are no set standards that governs what school counselors should do, it is recommended that concerned Government bodies at national level should develop necessary standards that define and govern the services that school counselors provide. Such standard should take in to account the very objective of guidance and counseling services in school i.e. addressing students' personal/social, academic and career development.

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