

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

**Guidance and Counseling Practices in Selected Secondary Schools of
Addis Ababa**

By:
Selam Deneke

September, 2014
Addis Ababa

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**This Thesis is Submitted to the School of Psychology in Partial
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Acronyms

AIDS-	Acquired Immune Deficiency Syndrome
ASCA-	American School Counselors Association
GPA-	Grade Point Average
HIV-	Human Immunodeficiency Virus
NGO-	Non Governmental Organization
PSTU-	Parent- Student- Teacher- Union

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Abstract

This study explores the main features of guidance and counseling services in selected secondary schools of Addis Ababa and the views of stakeholders about their effectiveness and usefulness under five research questions. The research sought to evaluate the ways in which the problems faced by the youth and the concern with the normal conduct of the learning and teaching problems determined the features of ongoing school guidance and counseling services and the considerations on the basis of which stakeholders value them as effective and useful. Empirical data consisted of both quantitative and qualitative information. The quantitative data was solicited through questionnaires that surveyed a total of 234 respondents (166 students, 8 counselors, 42 teachers, 13 administrators, and 5 parents). The qualitative data was collected through interviews with selected representatives from each of the groups who participated. Existing literature was reviewed to provide context in which current practices in secondary schools of Addis Ababa should be understood and their effectiveness evaluated. For quantitative data, for percentages and frequencies were calculated. The study revealed that school guidance and counseling in secondary schools of Addis Ababa is organized and delivered in order to meet some of the immediate and pressing needs of students (including destitution, violence, irregular attendance, HIV/AIDS, and substance abuse) and deal with problems that are believed to negatively affect the teaching and learning process, not as a package of programs put together to enhance the intellectual and personal development of the student. Judgment about effectiveness and usefulness of the services varied from school to school and also depending on the demographic characteristics of the respondents. However, on most of the criteria used to measure effectiveness and usefulness, the majority of respondents viewed the services as effective and useful. The responses were also consistent regarding the factors that negatively affected the effectiveness of the services. Based on the findings, recommendations are made about how school guidance and counseling in the city's secondary schools might be improved in the short term, and changed in the long term. It is suggested that interventions to improve the current system should focus on awareness creation, better coordination, and collaboration between counselors and their colleagues, and move away from violence as a means of enforcing discipline. Change in the long term should involve a rethinking of school guidance and counseling in order to establish it in the school system on sound scientific and professional grounds.

CHAPTER ONE

Introduction

1.1 Background

In many parts of the world, the provision of professional guidance and counseling services to students has become a central and decisive component of the school system. In some of the most developed countries, a meaningful school system cannot be imagined without professional guidance and counseling, just as much as it cannot be imagined without curricula, teaching staff, and school administration (CSCA, 2001; WAG Report, 2007; Gysbers & Henderson, 2012). In view of the long history of modern education, however, this phenomenon is a fairly recent development. Available literature shows, for instance, that the longest running School Guidance & Counseling (SGC) system in the developed countries, that of the United States, was put in place only at the beginning of the twentieth century and matured and developed gradually (Mason, 2010; Erguner-Tekinalp, Leuwerke and Terz, 2010; Gysbers & Henderson, 2012).

In the developing parts of the world, professional SGC is still not well developed (Erguner-Tekinalp, Leuwerke, and Terz, 2010; Low, Kok and Lee, 2013). In Africa in particular, it is still at an early stage of development (Mahlangu, 2011; Koech, 2006). It faces many problems, such as lack of proper understanding of its role and shortage of trained counselors. Until recently, the situation in Ethiopia was not much different. Literature shows that SGC has been recognized as an element of the school system in

Ethiopia from as early as the 1960s (Yusuf, 1998). However, up until the end of the century, very little progress has been made in establishing it in the system. According to a 1998 study by an Ethiopian scholar (Yusuf, 1998), the constraints included lack of professionally trained counselors and poor understanding of their role and contributions in the school system. It was Yusuf's considered opinion that it would be a long time before professional SGC is established in the country. Accordingly, he made a number of recommendations about what might be done in the meantime to fill in the gap. Among these recommendations was that counselors should link up with what he called "significant others", i.e. classroom teachers, directors, students, and community leaders, to put together functioning (if not fully optimal or scientific) systems of school counseling (Yusuf, 1998).

It has now been over a decade and half since those recommendations were made. Over these years, the school system has been recruiting an increasing number of BA graduates (mostly psychology graduates) to work as school counselors. Today, at least for major cities such as Addis Ababa, official documents (e.g. A.A. City Administration Education Bureau, 2003 E.C) claim that all government-run high schools have "guidance-counseling" officers and therefore provide "guidance-counseling" services. But we know very little as to exactly what kinds of SGC services are being provided in the schools, what considerations determine or influence the specific forms that they take, how and by whom they are planned and implemented, and how successful they are in meeting the objectives for which they are designed. The purpose of this thesis is to examine these elements through a study of how SGC is actually organized and practiced in the secondary schools of the nation's capital, Addis Ababa.

Even though this study is by large exploratory and focuses on finding out what exists in the schools and why it takes the form that it does, the researcher believes that its findings will provide significant inputs for the future development of meaningful and effective system of SGC in the country. These inputs will enhance the capacity of the future SGC system to respond to the personal and development needs of the individual student and contribute positively to the educated human resources needs of the nation.

1.2. Statement of the Problem

A number of studies of school guidance & counseling in Ethiopia have focused either on the challenges and difficulties it faced (Yusuf, 1989; Beker, 2002; Yifrasheva, 2011) or on the efforts being made by government bodies to reduce those challenges and difficulties (Yirgalem, 2013). Studies that focused on the challenges and difficulties highlighted problems such as the critical shortage of professional counselors, lack of adequate material resources to support SGC, and lack of understanding of its purpose and importance both in the schools and outside. The most common assumption behind these studies has been that proper SGC in the schools will follow from the training of professional counselors at higher levels and in large numbers and the deployment of adequate material resources necessary for their work. Those who focused on government efforts have tended to underscore improvements that came out of the decentralization of the school system, the empowerment of school communities, and allocations of budgetary resources to support counseling. With very few exceptions (Beker, 2002; Yirgalem, 2013), there is very little empirical study of the kinds of guidance and/or counseling arrangements and practices that actually exist on the ground, the factors which

dictate the specific forms that they take, and the factors which account for their success or failure to meet the purposes for which they were set up.

It is for these reasons that this study seeks to look into the design and practice of guidance & counseling in Addis Ababa's government-run secondary schools from the ground up, i.e. from within the schools where things happen. It moves away from the common practice of evaluating programs top-down by measuring existing practices against theoretically formulated models or a check-list of criteria. Its approach is investigative and empirical, not theoretical.

In view of the fact that professional or scientific SGC is still in its infancy in the country, the study did not set out to find out whether or not that kind of service was being provided in the schools. Rather, the objective was to identify and examine SGC services that do actually exist, to find out what their common features are, how they differ from school to school (to the extent that they do differ), and to collect and analyze information about the effectiveness of the services as judged by a range of participants in the research.

1.3. Objectives of the Study

1.3.1. General Objective

The objective of this study was to identify the major features of guidance and counseling in selected secondary schools of Addis Ababa and describe the views of stakeholders about its usefulness and effectiveness.

1.3.2. Specific Objectives

The specific objectives of this study were:

- To examine how SGC services are affected by the organization and operation of guidance and counseling in the school system.
- To identify the major features of SGC in the schools.
- To examine how SGC services are influenced by the number and other characteristics of students requiring the service (i.e. their age, gender, grade level, and family conditions).
- To examine the views of student clients and other stakeholders about the effectiveness of counselors and counseling services.
- To examine the views of stakeholders regarding the usefulness of SGC services.

1.4. Research Questions

The general research question of this exploratory study was: **What are the main features of guidance and counseling in secondary schools of Addis Ababa and what are the views of student clients and other stakeholders about its usefulness and effectiveness?**

Based on the above mentioned objectives and the general research question, the following specific questions were formulated:

1. How is the practice of guidance and counseling affected by the organization and operation of guidance and counseling in the school system?

2. What are the main features of guidance and counseling services in the schools?
3. How is the practice of guidance and counseling influenced by student characteristics (i.e. number, age, gender, grade level, and family conditions of students requiring services)?
4. What are the views of student clients and other stakeholders about the effectiveness of counselors and counseling services?
5. What are the views of stakeholders about the usefulness of guidance and counseling services?

1.5. Significance of the Study

As stated above, several scholars have so far tended to focus on what is lacking in the Ethiopian system of school guidance & counseling. There are two major drawbacks of such a focus. One is that the criteria that have been employed to evaluate the system are external rather than internal to it; they are not, therefore, sensitive to local socio-economic conditions and school environments. Secondly, it overlooks the possibility of creative approaches to SGC by people on the ground, i.e. the counselors and their colleagues who see the problems students face on a daily basis. In other words, it tends to underestimate local initiatives and creativity in addressing local problems.

The significance of this study lies in the fact that it shifts the focus from system-wide shortcomings to efforts that are actually being made. This shift from what is missing to what is actually happening is, in some ways, a shift of focus from theoretical discussion of standards or requirements to actual practice and direct engagement with

problems. The researcher believes that this shift will have several advantages. First, it will help identify elements and approaches to school counseling in the Ethiopian context and point to issues and areas that need to be looked at by decision makers for improvement and/or change in the future. Secondly, it helps identify problems and concerns which any future reorganization of SGC should take account of. In short, it is hoped that the study will draw useful lessons about the organization and delivery of SGC from the successes as well as the limitations of what is currently going on in the schools.

1.6. Delimitations of the Study

The focus of this study is on the organization and delivery of SGC in a selected group of government-run secondary schools in Addis Ababa. It is specifically concerned with secondary schools that ran both the first and second cycles of secondary education. Currently, secondary education in Ethiopia is divided into two cycles. The first cycle, consisting of grades 9 and 10, is referred to simply as high school; the second cycle, consisting of grades 11 and 12, is referred to as preparatory school. Most secondary schools in the capital are either high schools or preparatory schools, while a few combine the two cycles. In the latter type of schools, students stay in the system for all the four years of secondary education (as long as they pass the 10th grade with good grades). Partly for this reason, the student population in these kinds of schools is generally larger than in the single-cycle ones. This four-year stay and the large size of the student population in the two-cycle schools are likely to encourage approaches to SGC that might be different from those in the single-cycle schools. It could also discourage certain approaches or initiatives believed to be appropriate for the schools whose student

populations are smaller. Accordingly, therefore, the findings of this study may have limited applicability to schools that do not combine the two cycles of secondary education.

Addis Ababa exhibits many socio-economic and cultural features that are in many ways different from those existing in other parts of the country. It is inhabited by a large population that is culturally, socially, and economically diverse. Even its neighborhoods tend to have socio-economic characteristics that differ from each other. It is possible for these specific features of the capital to create school communities or environments that may be different from those in smaller or more cohesive settlements of the country. Accordingly, the applicability of the findings of this study to places outside of the capital might be limited.

Because it focuses on what happens in the schools, this study does not get into detailed discussion of matters related to policy formulation and the role of government bodies in charge of educational administration. It also does not deal with issues related to the training and accreditation of professional counselors or existing standards of professional practice. These matters of policy, educational management, training, and standards come up in the discussion only in so far as they are reported as factors determining action by school counselors or mentioned as matters influencing the course of action on the ground.

1.7. Operational Definitions

Operational definitions of terms and phrases that are used in this study are as follows:

Academic background of counselor: The field of study in which a counselor is trained, the level of his/her training, and the Cumulative Grade Average (GPA) earned at graduation.

Organization of Guidance and Counseling: Designing and establishing a program or programs consisting of the definition of purpose(s), objective(s), and strategies.

Operation of guidance and counseling: The work processes through which the SGC unit organizes, implements, monitors and evaluates its work.

Approachability of counselor: The degree to which the counselor is friendly, easy to talk to, available, and sympathetic and trustworthy to students and other members of the school community.

Effectiveness of guidance and counseling: The degree to which a given guidance and counseling program or various elements of it are appreciated and positively viewed by stakeholders.

Features of guidance and counseling: The problems or areas of concern on which SGC services focus, and the mechanisms through which they are delivered.

Stakeholders in school systems are students, teachers, administrators, counselors, and parents.

Functional guidance and counseling: SGC that provide services of some kind believed to be useful by providers and beneficiaries.

Family condition of students: The structure of the family or household that students come from (i.e. whether students live with both parents, only with one parent, with relatives /guardians, or alone).

Usefulness of guidance and counseling: the importance that stakeholders attach to SGC and the justifications that they make for practicing it.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

Existing literature on School Guidance and Counseling (SGC) is vast, diverse, and evolving. This chapter will therefore highlight only the most important issues that relate to the objectives of the present study. The review will be made up of three sections. The first, focusing on conceptual or definitional matters, will distinguish between guidance and counseling and show their interrelationships. The second, which provides a brief historical account of the evolution of SGC in different parts of the world, tries to show how SGC programs take different forms depending on the needs of the time and the place. The third will outline recent international standards and recommendations about SGC programs. Its objective is to highlight the ingredients of comprehensive and effective SGC practices that should inform attempts to reform or improve programs around the world. Primarily, the review is intended to provide context for this study, not to provide comprehensive account of what exists in the literature. For this reason, an attempt will be made to as much as possible relate the discussion to the situation in the developing world in general and Ethiopia in particular.

2.2. Defining School Guidance and Counseling

School Guidance and Counseling is a professional field of thought and action that aims at assisting individual and groups of students to understand themselves and their

school environments as well as solve or resolve the problems that they are likely to face. Its purpose is to enable them to function better at school and succeed in life (Egbochuku 2008; Oniye and Alawane 2008; Eyo et al. 2010; Lunenburg 2010, cited in Chireshe 2011; Gysbers & Henderson, 2012). Defined narrowly, SGC is an interactive relationship between professional Counselors and their clients to assist the latter to get on with their business of learning. More broadly defined, however, it is a vital part of the school system whose role is to stimulate the academic, career, and personal/social development of students through planned intervention (Idowu 1990, cited in Chireshe, 2011; Gysbers & Henderson, 2012).

Guidance and counseling has had a variety of other names in different countries and it still does. In fact, even in the same country its name could change through time along with changes in its conception and purpose. In the United States, for instance, it grew from Career Guidance to Guidance and Counseling, and then to school counseling, and finally to Counseling Psychology. Practitioners of Guidance and Counseling in educational institutions are now better known as School Counselors or Counseling Psychologists (American Counseling Association, ACA, 2005).

Even though Guidance and Counseling is now a composite term that represents an integrated practice, there is a story behind each of the two terms that it is made up of, namely “guidance” and “counseling”. It is therefore necessary to clarify the meaning of each term.

2.2.1 Guidance

In everyday language, guidance may be taken to mean leading, directing, controlling, supervising, managing, assisting, or helping someone. As such, it implies that someone benefits from the advice and instruction of someone else who knows what the advisee needs. Technically and professionally, however, guidance is a name given to sequential, systematic, and developmental program planned and implemented to meet the needs of students in preparation for their future (Yusuf, 1998; Gysbers & Henderson, 2012). It encompasses activities ranging from providing factual information to giving technical advice, and is organized around three broad areas of human needs: vocational, educational, and socio-personal. It could target individual students or groups. Bakare (1996) states that guidance refers to assistance that is directive or predictive in nature because the client is provided with advice on what to do.

2.2.2. Counseling

Counseling is a word that everyone seems to understand but, in reality, no two persons understand it in exactly the same way (Taylor 1969, cited in Yusuf 1998). Counseling can be defined differently, depending on one's theoretical perspective. According to Bakare (1996), counseling could be defined as a variety of procedures meant to assist individuals solve problems that arise in their lives and maximize their overall personal development. Its purpose is to help people be more effective and satisfied in what they do and be useful to the society in which they live. Akinade (2006) views counseling as a discipline or profession whose purpose is to assist individuals

“resolve their peculiar challenges, concerns, difficulties, worries or doubts in diverse areas of their lives such as academic, career, and socio-personal matters”. According to the American School Counselors' Association (2005), counseling is defined as “purposeful interaction that promotes change in attitudes, skills, behavior, knowledge, or awareness”. Counseling is not age or gender specific: it can involve children, adolescents, youth, the middle-aged or even senior citizens, men, as well as women.

In the context of schools, counseling is defined as intervention that aims at helping students help themselves. Counselors assist students to understand themselves, their environments, and their opportunities, so that they make appropriate adjustments and decisions and accept personal responsibilities for their choices (Gysbers & Henderson, 2012).

School counseling is conducted by professional counselors with specialized training in the field. Like guidance, counseling could be delivered to individual students as well as to groups. Services could be requested by students themselves or solicited by teachers or parents/guardians. Very often, service is organized and delivered by the counselor on the basis of assessment of needs that exist. Unlike guidance, counseling sometimes requires privacy; for this reason a properly organized counseling service would have space that ensures visual and auditory privacy.

2.2.3. Similarities and Differences between Guidance and Counseling

Very often guidance and counseling are confused with one another. The confusion arose from the fact that the two words were used interchangeably by educators

for quite some time. Some scholars have defined one to be subset of the other. For instance, Stoops and Wahlquist (1958) had argued that counseling is just one aspect of guidance which focuses on helping the individual to adjust to his environment. The five aspects of guidance, as listed by the two authors, are: obtaining information about the individual, securing information about the environment, counseling, “placement”, and follow-up. Even though this definition was forwarded a long time ago and some of its elements, such as “counseling” and “placement”, are not easily distinguishable, it is useful for calling attention to the generic nature of guidance. To some extent, there is still some debate among specialists as to whether, and in what ways, these two concepts are different.

One view is that there is a significant difference between the two except in the fact that both provide “help” to individuals or groups of people who need them (Stone and Shertzer, 1974, Hansen and others, 1982, Yusuf 1981, cited in Yusuf 1998), argue that etiologically, technically and professionally, guidance is not the same as counseling. In the case of the latter, the client's problems are discussed and relevant information shared in order to help him or her get an insight in to the problem, get empowered, and make personal decisions. Guidance, on the other hand, is developmental in nature and is about “showing the way” to the future. Counseling is also more emotion-oriented, whereas guidance is cognitively-oriented. Moreover, Counseling is highly personalized and confidential, while interactions during guidance can be less intimate or more public.

However, the most widely accepted position is that guidance and counseling are like two sides of the same coin, with one complementing the other. Those who subscribe

to this view argue that the basic difference is in the approach rather than in purpose. Although counseling focuses on adjustment and guidance focuses on advancement, in the final analysis what both of them do is focusing or refocusing the student to the career and social environment in which he or she would live and operate. Moreover, when a guidance counselor is engaged in guidance work it means that his or her work in counseling is advanced or made less complicated. The other way around is also true: a counselor who does group counseling for instance would at the same time be advancing the cause of guidance.

In this study, the term “counseling” is used to refer to services provided to students in relation to specific problems or obstacles that they already face or are likely to face under circumstances existing in and around the school; its objective could be both corrective and preventive. “Guidance”, on the other hand, is used to refer to advisory or instructional services that aim at enhancing the chances of students to succeed in their studies or pursue higher goals.

2.3. The Evolution of School Guidance and Counseling: A Historical Sketch

School Guidance and counseling was introduced in different countries for different reasons. In some regions or countries, the introduction followed the emergence of educational theories that advocate student-centered approaches to schooling. In others, its introduction followed changes in political order or economic organization, or both (Thompson, 2002). School counseling in the US had began to emerge towards the close

of the nineteenth century. However, it truly began to take hold only in the early 20th century. Most historians of education agree that in its early forms SGC took the form of what was known as vocational guidance, focusing on helping students prepare for life after high school (Baker & Gerler, 2004; Sciarra, 2004; Gysbers & Henderson, 2000, cited in John L. Romano, Michael Goh, & Kay Herting Wahl, 2005; Gysbers & Henderson, 2012). School guidance and counseling in the US had its origin in vocational issues. The focus was on assisting individuals to choose and prepare for an occupation. Hughes' (1971, p.17) view is supported by Paisley and McMahon (2001, p.106) who state that in the USA school counseling evolved from an early focus on career and moral development.

According to Gysbers and Henderson (2001, p.246) and Herr (2001, p.236) school guidance and counseling services were introduced in America during a period of rapid industrial growth which was also a period of social unrest and reform. G&C was introduced to address uncertainties and dislocations that came with this major reorganization of production and social life (Schmidt 1993, p.8). Schmidt (1993, p.7.) also states that industrial expansion meant that an increasingly divergent population was entering schools and that fact by itself gave a new meaning to success and social adjustment for young people.

However, in the early years, counseling as such was not that much important in many programs. In fact, there was hardly any mention of counseling in the professional literature until the early 1930s (Thompson, 2002). It was in the immediate post-World War II years that G&C expanded dramatically and started to focus increasingly on

counseling. The war caused considerable social crisis which also manifested itself in the schools. School children were traumatized by war even when they did not live in war zones. Many had their family lives disrupted by war in one form or another. School guidance and counseling services were thus organized in the form of response to social crisis brought about by conflict.

These years also saw the development of new psychological theories and methodologies of therapy (Aubery, 1983 cited in Thompson 2002). Among others, the influence of Carl Rogers (1942) and his theory of person-centered therapy encouraged counselors to begin to take counseling as their primary function.

During the second half of the twentieth century, from the 1950s to the 1990s, SGC became increasingly comprehensive and continued to respond to national needs and concerns. Social problems including substance abuse, violence in the schools, mental health problems, and changing family patterns all competed to define the purpose of G&C in the schools and the role of school counselors. Economic issues were no less significant. The changing labor needs of industry and the globalization of production and distribution also caused new problems and new opportunities, both affecting the organization of G&C in the schools (Gysbers, 2005; Gysbers & Henderson, 2012).

Writing about the factors that determined the nature and focal areas of G&C in British schools, Taylor (1971, p.30) cited in Chiershe (2006) mentions changes in society, in family life, and in schools. These changes, he argues, called attention to individual needs of students. Taylor (1971, p.40) further states that the demands of industry and urbanization, complicated further by decline of family traditions, necessitated the

introduction of vocational counseling. This kind of counseling focused on competition and anxiety issues, on career choices, and emotional turbulence faced by the youth.

Compared to the US and the UK, the development of school counseling in the Asia- Pacific region is relatively recent. However, it is vibrant and growing (Shen & Herr, 2003; Hui, 2002; Takano & Uruta; 2002, cited in John L. Romano & et.al. 2005). In Hong Kong, for instance, school guidance and counseling services were introduced in the 1950s in reaction to “increased variation in children’s background, increased developmental, personal and social problems, lack of motivation towards school work, disruptive behavior in the classroom and the rise in juvenile delinquency” (Yuk Yee & Brennan 2004, p.57 quoted in Chireshe, 2006). The SGC services were introduced to help students overcome the above problems and this led to better school adjustment and improved academic achievement.

When we come to Africa, we learn that one of the first SGC programs was that of Apartheid South Africa. According to Chireshe (2006), school guidance and counseling was introduced in South Africa in the 1960s through the National Education Policy Act 39 of 1967. When it started, it covered only the schools for White and “Colored” students. Dovey and Mason (1984, p. 15 cited in Chireshe, 2006) argue that guidance services were introduced in Black South African schools as late as 1981. Even then, their purpose was social control, meaning that the services were aimed at nurturing a spirit of submission among black learners.

According to UNESCO (1998, p.4) the beginning of SGC in most African countries dates from the closing decades of the twentieth century. Even though scholars

had been calling for its introduction from at least the late 1960s onwards, it was only at the very end of the century that the political leaders of African countries came to realize the importance of SGC in their school systems. By then, it had become clear to them that the education of African youth, particularly of adolescent girls, was negatively affected by a variety of social problems, leading to very high dropout rates. According to the report from UNESCO (1998, p.1), the turn of the century also saw unprecedented economic and social changes in African countries, making school counseling crucial. Adegole and Culbreth (2000) add that SGC programs became necessary because the gradual breakdown of the extended family network meant that young people were beginning to deal with social and economic problems without the security and support systems of the past.

In Ethiopia, the situation was similar. The call for guidance and counseling in the school system goes back to the 1960s and early 1970s (Yusuf, 1967, Tickher, 1971). However, not much has happened up to the end of the century. Some of that delay was definitely because of the slow realization of its importance by the various governments of the country and the educational leadership in particular. The most serious problem, however, was unavailability of professionally trained counselors. According to Yusuf (1998), the first generation of Ethiopia's guidance counselors had little by way of training in the field beyond a single course called *Guidance and Counseling* in the Psychology curriculum of Addis Ababa University, the first and (until recently, the only) major institution of higher learning in the country. The situation continued in the same way to the present, even though it appears that guidance and counseling has now become a standard feature of at least secondary education in the country. Recently, postgraduate

degree programs in Psychology have started to train professionals at higher levels, including in Counseling Psychology. At this point, it is too early to tell what the implications of this will be for the future of SGS in the country.

To summarize the brief sketch given above, school guidance and counseling services became necessary and began to be offered in different countries for different reasons. In many cases, it came in the form of reaction to one or another kind of crisis in society following phenomena such as industrialization, urbanization, and war. In some cases, as in South Africa, it was called in to assist government projects of control and domination. Still in other cases, it was devised in reaction to behavior problems that began to manifest themselves among the youth. It can be said, however, that Africa is one of the places where SGC was introduced very late in time. In fact, in many countries in Africa, including Ethiopia, it can be said that it is still at an experimental stage.

The world in the 21st century continues to undergo considerable changes socially, economically and culturally. These changes are bound to create, and are in fact creating, substantial challenges for children and young people. A rapidly changing world of work with its changing demands of skills and abilities, domestic violence, violence in the school and community, parental divorce, substance abuse, sexual experimentation and teenage pregnancy, are just a few examples of these challenges. These challenges are real and they are having remarkable impact on the personal/social, career, and academic development of children and young people (Gysbers, 1999 cited in Seyoum, 2011; Gysbers & Henderson, 2012).

School guidance and counseling is therefore going to be even more important and relevant in this century. Africa, which has so far made very limited progress in this regard, is going to need it even more because it is already a continent of young people and school enrollment is increasing considerably.

2.4 Twenty-First Century Guidance and Counseling: Standards for Organization and Delivery of Programs

In the developed parts of the world, the establishment and delivery as well as evaluation of SGC programs is beginning to be guided by standards or models formulated by professional associations or governmental bodies. These models define the scope, the design, and nature of programs, the role of professional counselors, and the material requirements for optimal operation. In some countries such as the United States, counselors, school administrators, and other stakeholders are beginning to use various components of these models not only in setting up new counseling programs but also in evaluating and improving those already in operation. In fact, the models are themselves constantly improved and updated, so that the relationship between programs and models is that of mutually influencing and enriching each other (Gysbers & Henderson, 2012).

Among the most influential models or standards developed so far is the 2003 model by the American School Counseling Association (ASCA). The model encompasses several components of school counseling, including the foundation and delivery of programs as well as their management and accountability. Below a brief outline of the ASCA model is given by way of an example of what comprehensive and

effective models look like. Following the outline, a brief description of scholarly debates about various components of the model will be provided.

2.4.1. Scope, Design, and Nature of Programs

The ASCA National Model: A Framework for School Counseling Programs

provides that counseling programs should be **comprehensive** in scope, **preventive** in design and **developmental** in nature.

Comprehensive school counseling means that it should be designed in such a way that it reaches all students (from the lowest to the highest grade levels) and addresses as wide a range of areas of concern or interest as possible. This means that programs which are organized to serve only few students, i.e. those that request services or are referred to counselors, are ineffective and inefficient. The program should also cover all the four areas or domains of student development: the academic, the career, and the personal/social. Comprehensively designed programs will cover what students should know, understand, and do in all these domains (Gysbers & Henderson, 2012).

Programs should also be preventive in their design. This means that students should acquire skills and knowledge in all the domains and develop capacities for further learning, career planning, and social/personal development as they proceed in the school system. This enables the students to avoid having to deal with these problems or deal with them from a point of strength, not weakness. This may be done by developing a guidance curriculum and teaching it.

Another sense in which programs would be preventive is at the level of planning. Programs should anticipate problems that students or the school community is likely to face and provide programs that prevent them from occurring. Examples of this kind of programs include anti-violence and conflict resolution programs. According to the ASCA Model, programs that react to problems or crises would be inefficient or inadequate or both. It advocates designing programs after establishing existing needs through needs assessment.

Finally, programs should not only cater to the needs of students at each level but have components that progressively build on each other. Programs and services should define goals, expectations, necessary resources, and experiences for each growth level and involve all stakeholders in this definition as well as its revision and improvement.

2.4.2. Major Elements of the ASCA National Model

2.4.2.1 Mission Statement

One of the most essential features of a properly organized counseling program is that it is guided by a clear definition of purpose and outcome. This is done through mission statement. Beyond describing the intent and envisaged contributions of the program, mission statements may also describe the roles or activities of counselors or other members of the school community in the fulfillment of program objectives. It is also possible for them to simply provide general rules of conduct that seek to influence behavior and give detailed descriptions of roles or activities through detailed guideline documents. Mission statements for specific programs are expected to be in line with

policy statements of school districts or units of educational administration (Starling and Ranney, 1986 cited in Chireshe, 2006).

2.4.2.2. Diverse Modes of Delivery

The question of delivery refers to the way the program would be implemented. According to ASCA, properly organized programs of guidance and counseling should be delivered through mechanisms that make services accessible to the wider student population as well as to individuals. The best way of making a program accessible to all students is through guidance curriculum. The guidance curriculum is provided in the form of lessons, group discussions, and other classroom activities and is provided systematically and incrementally. It may also include activities outside of the classroom such as presentations to audiences and collaborative work with other members of the school community.

According to ASCA, individual student planning refers to coordinated activities in which the counselor assists individual students to establish personal goals and plans for the future. These activities also have to be systematic and ongoing.

Programs and services should also have properly organized responsive services by means of which it attends to the immediate needs of the individual student. These needs could take a variety of forms from counseling to consultation, from referral to peer mediation. UNESCO (2000, p.13) states that responsive services are services that are tailored to meet students' concerns regarding their health, personal-social, educational, and career development.

Program delivery should also be supported by the school system as a whole. This consists of arrangements for professional development of counselors, collaborative arrangements and team-based activities involving counselors and other stakeholders in the school system (Gysbers & Henderson, 2012).

2.4.2.3. Management Systems

The ASCA Model also prescribes that a well-organized system of student counseling requires a system of management that addresses the questions of *when* things will be done (by means of calendars and action plans), *how* they will be put together (through careful analysis and use of data) and *on what authority* (authority that derives from the management or such bodies as advisory councils). It also requires what it calls *Management activities*, including allocations of budget and facilities.

2.4.2.4. Accountability

This refers to the mechanisms and instruments by means of which the effectiveness of the program is measured. Counselors have to answer the question of how their interventions are making a difference in clear and measurable terms. In other words, there should be a mechanism of monitoring and evaluation that should show the link between counseling interventions and student academic success.

2.4.2.5. Counseling Resources

To develop and manage a comprehensive guidance and counseling program effectively, appropriate material and human resources are required. Material resources

include budgetary allocations, facilities such as private offices, equipment, and supplies. Human resources vital for guidance and counseling include well-trained counselors and support staff with appropriate expertise. Regarding the knowledge and expertise of counselors, the model recommends continuous development of their competence through in-service programs, graduate degree studies, and membership in professional associations. School counselors are expected to operate scientifically every step of the way and abide by scientific and ethical standards that their profession demands (WAG Report, 2007; Dimmitt, 2010; Gysbers & Henderson, 2012). Counselors, moreover, should be leaders committed to change that would ensure student success, advocates for the personal and academic needs of students, and collaborators who work with other stakeholders to put together and run programs that facilitate and advance the aspirations of their students.

2.5. Theory Vs. Practice: Criticisms of Models of Guidance and Counseling

There have been several criticisms of some of the key arguments and formulations contained in guidance and counseling models such as those of ASCA cited above. Most of the criticism arises not from doubting the validity of the points that the models make but from doubting their practical applicability. These criticisms of the limitations of models appear to focus on three major areas: program design, system-wide synergy, and standards for the training and performance of counselors.

Regarding program design, the criticism revolves around the recommendation that programs should move away from interventions meant to help students who have difficulties to integrated programs that prevent problems from coming, from those that seek to remedy behavioral deficiencies to those that enhance the academic as well as life skills of young people and prepare them for a better future (Voncracek & Porfeli, 2002; Millitelo, et.al, 2007; Bryan, et.al, 2008; Law, 2008; Mason, 2010 Whiston, et.al, 2011).

One of the arguments behind this recommendation appears to be that focusing on the few students who have problems will not be cost-effective because it will consume crucial resources that could have been put to use to benefit larger numbers of students. However, critics say that despite this recommendation the primary preoccupation of most of them continues to be remedial or deficit intervention (WAG Report, 2007; Bryan, et.al, 2008). This may be partly because prevention work requires much more by way of knowledge and skills than people mostly trained in standard counseling may have. However, it is also obvious that it requires more resources (both human and material) than does counseling proper. It is therefore not surprising that where there are limited resources the tendency would be to give priority to the problem cases.

Along with the call for more prevention than remedial work, counselors are also called upon to be more holistic in their approaches to student counseling (Law, 2008; Mason, 2010; Whiston, et.al, 2011). They are increasingly being called upon to help or support students in their academic work, in their career planning as well as in their personal/social lives. The argument that some advance is that very often these three domains are strongly interconnected, so that a student who would have trouble in one

area would have trouble in the other also. However, critics say that this again is often easy to say than to do. The reasons appear to be the same: counselors may not have the preparation to do effective work in all three domains and institutions may not have the huge human and material resources that this kind of undertaking requires. The tendency is therefore to focus on one or another of the areas.

The other area in which models of guidance and counseling have been criticized for being somewhat unrealistic is that of school-wide synergy and close working relationship between counselors and all other interested entities, including teachers, administrators, students, and parents. Critics acknowledge that this recommendation is probably one of the most widely acclaimed and well-meaning recommendations. They also acknowledge that school counselors cannot achieve anything without assistance or support from such important centers of authority as school administrators (i.e. directors and principals) and crucial personnel such as teachers. However, several studies have shown that in many places, including the most developed countries, that this kind of close collaboration is rare. Very often, there is very weak coordination between counselors and these stakeholders. Researchers have documented several cases in which those who should have been working together have actually been working against each other and undermining each other's work (Law, 2008; Mason, 2010; Low, Kok, & Lee, 2013).

Critics argue that instead of benefitting from support from others, school counselors are actually being compelled to undertake tasks that have very doubtful links to their work (e.g., scheduling of classes, student discipline, and clerical duties). They cite the extensive research which shows that because of this counselors often suffer from

conditions known as “role confusion” or “role drifting” both of which cause counselors to spend most of their times doing things other than proper counseling (Ross and Herrington, 2006; Law, 2008; Cervoni & DeLucia, 2010; Baker 1996; Fitch, Newby, and Ballestero 2001; Perusse and Noel, 2001; Schmidt, 1999 cited in U.S. Department of Education, 2007).

With regard to competences and abilities of counselors, recommendations of the model likewise enjoy widespread support. In fact, a good deal of literature exists on how training programs for counselors should be improved and updated (Romano and Mera, 2004; Voncracek & Porfeli, 2002; Ross and Herrington, 2006; Whiston, 2004; Whiston, et.al, 2011). However, the doubt expressed by critics is on the relationship between the training level of counselors and the success rate of counseling programs which they assert is often assumed rather than proved. There is also some tension, they argue, between the call on counselors to maintain or abide by standards and the call for flexibility and creativity on their part (Nicholson and Golsan, 1983; WAG Report, 2007; Bruneau and Protivnak, 2012). The points made about high leadership skills of counselors in the model are also well taken by scholars in the field. In fact, more recently scholars are attaching as much, if not more, importance to leadership skills of counselors as they are to their training (Mason, 2010). However, there is no unanimity on whether leadership is a personal attribute or something that can be acquired through training.

2.6. School Guidance and Counseling in Developing Countries: Crisis Management or Systems in Transition?

From the above review of the literature, one can see that standards and models of guidance and counseling worked out for the developed parts of the world are of limited value for researchers interested in the study of existing conditions in the developing world. This is not because the issues that these models raise and the recommendations that they make are not valid or unscientific. It is mainly because the models and their recommendations are grounded in social and economic conditions that are very different from those that exist in the developing world.

The most defining reality in developing countries such as Ethiopia today is widespread poverty, severe limitation of public resources, and increasing threats to the wellbeing of society from malnutrition and disease. However, nowhere is resource limitation taken into account by those who had developed the guidance and counseling models in the West. Not even their critics within the developed world do so. Poverty, likewise, is not a phenomenon that is pervasive in the West. It is not, surprising therefore, that those who think about the education of the young in the West do not deal with it.

It is not only extreme shortage of resources that makes the condition in the developing world different from those in the West. It is also the huge volume of demand on those very limited resources. In Ethiopia and other developing countries, school enrollment is very large whereas the number of schools and resources available to them

are well below the absolute minimum. This large student population also has a variety of needs that go unmet. Some of the needs are as basic as food, school uniforms, and educational materials. But there are also many others associated with social conditions and needs associated with adolescence. They range from substance abuse to disease and illness, from sexual experimentation to violence at home and at the school.

The point of departure for this research is, therefore, the hypothesis that guidance and counseling should be studied in countries such as Ethiopia by looking closely at this local context, not just by checking it against standards developed elsewhere. It seeks to show what forms guidance and counseling takes in secondary schools of a large African city, what factors might have dictated those forms, and to what extent it meets the expectations of its beneficiaries and other stakeholders.

CHAPTER THREE

Methodology

In this chapter, the research design, sampling method, and participants, instruments used for data collection, procedures of data collection, and method of data analysis will be presented.

3.1. Research Design

In this study the researcher used the Mixed Method Research Design which includes questionnaire-based survey and qualitative research techniques such as interviews and personal observation. The survey items were administered to selected samples of respondents to gather information on variables of interest that lend themselves to quantitative analysis whereas interviews were conducted and observations made to obtain detailed information on views and perspectives which may not come out in all their variety and detail in the survey method (Mc Millan & Schumacher, 1993, P.279 cited in Chireshe, 2006). Since the aim of this research was to examine counseling practices in government-run secondary schools and the views of a variety of stakeholders about their usefulness and effectiveness, the researcher believed that a mixed research design was the most appropriate. The design assumes that all participants in the study (students, teachers, school counselors, administrators, and parents) will have information or experiences that bear upon the research questions that were being investigated and that quantitative and qualitative data can be used in a convergent manner "to obtain more complete

understanding" and/or compare and contrast the findings that come from either method (Abraham S. Fischler, 2014).

However, partly because most of the research questions sought to solicit information about views and perspectives and partly because the sample of some category of respondents (such as counselors) was limited by the small number of the total population, the data as well as the method of analysis has predominantly been qualitative in nature.

3.2. Selection of Schools

Government-run secondary schools in Addis Ababa that have functional counseling programs and that combine the two cycles of secondary education were included in the study.

The selection of high schools that combine the two cycles of secondary education was justified partly by the relative length of the time that students stay in these schools. A period of four years would enable the students to experience and evaluate the effectiveness of counselors and the counseling programs that are practiced. Focusing on these schools was also suited to the objectives of the study because it made it easier to find out if there was a relationship between counseling services offered for students in the first cycle (who were relatively younger) and for those in the second cycle (who were relatively older). The 9-12 schools would also have students who are likely to show adolescent behavior that may require frequent interventions.

According to data obtained from the Addis Ababa Education Bureau (unpublished data summary, 2005 E.C), there are seven government run schools that combine the two cycles of secondary education in Addis Ababa. Out of these, only five schools provide guidance and counseling to students. All the five schools were included in the study.

3.3. Sampling and Participants

The participants in the study were students, teachers, school counselors, administrators, and parents. The parents who participated in the study were members of the Parent-Student-Teacher Unions (PSTUs) of each school. The total number of participants in the study was 234.

Students who participated in the study were those who got counseling help in the 2005 EC school year and in 2006 EC up to the month of December. The total number of students who received counseling services in this time period was 830 (410 males and 420 females). The sample of students was selected from data gathered from school counselors. Stratified random sampling technique was used. From each stratum (grade 9-12) in each school, 20% of students who had received counseling, both male and female, were randomly selected. In total, student participants in the study were 166 (82 males and 84 females). Of this total, 156 participated by filling questionnaires while 10 participated by answering interview questions. Students who participated in the interview were selected by the school counselors for their better communication skills and knowledge about guidance and counseling practices in their schools.

Table 1: Number of Students who Obtained Counseling Services from September 2005(E.C) - Dec 2006(E.C)

(N= 166)

Name of School	Number of Students		Total Number of Students	Sample (20%)	
	M	F		M	F
Ayer Tena Secondary School*	30	45	75	6	9
Balcha Abbanefso Secondary School	85	85	170	17	17
Firehiwot No 2 Secondary School	170	105	275	34	21
Ginbot 20 Secondary School	70	90	160	14	18
Kokebe Tsebah Secondary School	55	95	150	11	19
Total	410	420	830	82	84

* Student data for 2005(E.C) at Ayer Tena Secondary School was not available at the time of data collection.

Teachers who participated in the study were homeroom teachers who were randomly selected from each school. The total number of homeroom teachers in all five schools was 210 (150 males and 60 females). The sample size was 20% the total number of homeroom teachers. Participants in this category were 42 (30 males and 12 Females). Of the total, 32 individuals participated by filling questionnaires while 2 teachers from each school one male and one female (a total of 10) participated by answering interview

questions. The researcher thought that asking all participants to fill in the questionnaires and also answer the interview questions would be too much of a demand on their time.

All counselors in all the schools participated in the study. Their total number was 8 (6 males and 2 females). All of them participated by filling questionnaires while one counselor from each school answered interview questions as well.

Each government secondary school has 3 administrators (one director and two deputy directors). Thirteen individuals (all male) participated in the study. Two administrators (from two different schools) were unavailable for the study. All 13 participated by filling questionnaires while 5 administrators (to whom counselors report) were purposively selected from each school to answer interview questions as well.

Parent representatives who participated in the study were 5 (one female and four male), one each from the PSTU of the five schools. Parents who are known to participate actively in PSTUs were selected with the help of counselors.

The number of participants in the study was determined on the basis of the number of each category of participants in the school population as per the data obtained from the school counselors and administrators. The participants' sample grid is provided below

Table 2: Participants in the study according to mode of participation (N=234)

Name of School	Students				Teachers				Counselors				Admin				Parents			
	Q		I		Q		I		Q		I		Q		I		Q		I	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Ayer Tena	5	8	1	1	5	1	1	1	-	1	-	1	3	-	1	-	-	-	1	-
Balcha Abbanefso	16	16	1	1	7	2	1	1	3	-	1	-	2	-	1	-	-	-	1	-
Firehiwot No2	33	20	1	1	5	1	1	1	1	-	1	-	3	-	1	-	-	-	1	-
Ginbot 20	13	17	1	1	2	1	1	1	-	1	-	1	3	-	1	-	-	-	1	-
Kokebe Tsebah	10	18	1	1	6	2	1	1	2	-	1	-	2	-	1	-	-	-	-	1
TOTAL	77	79	5	5	25	7	5	5	6	2	3	2	13	-	5	-	-	-	4	1
	156		10		32		10		8		5		13		5		-		5	

*Q= Questionnaire; I=Interview

*Five counselors and five administrators filled out questionnaires and were also interviewed.

3.4. Data collection instruments

Questionnaires, interviews, and personal observation were used to obtain information.

3.4.1. Questionnaire

Quantitative data was collected through targeted questionnaires administered to each group of stakeholders (i.e. students, teachers, counselors, administrators, and parents). Questionnaire is a research tool through which many respondents are asked to respond to questions in predetermined order (Gary, 2004, p.187, cited in Chireshe, 2006).

Using questionnaire to gather information is less time consuming and relatively economical. Questions can also be standardized and formulated for specific purposes. It also insures anonymity. Questionnaire items can be presented as either close-ended questions or open-ended questions. In this research the questionnaires comprised close-ended questions. The reason the researcher chose the close-ended questions was that questions can be grouped and coded easily so that data analysis would be easier. Response options were entered in the form of Likert-Scale. In order to provide more options, a five point scale was used. All questionnaire items were stated in positive statements. The interpretation of scores were, 1=Strongly disagree, 2= Disagree, 3= No opinion, 4= Agree, 5= Strongly agree.

The second section was made up of items that sought substantive answers for each research question. In each case, the questions were based partly on international standards and practices (e.g. Chireshe, 2006) and partly on questions that had been used in previous studies to evaluate SGC services in Ethiopia (for example Haji, 2002). Questionnaire items for counselors contained 20 items; those for students had 20 items, whereas administrators and teachers responded to 16 and 10 items respectively.

The questionnaire for students was translated to Amharic and administered with the help of school counselors. Items were translated by a language expert and finally were approved by the research advisor. The questionnaires for counselors, teachers, and administrators were prepared in English and were administered by the researcher.

3.4.2. Interviews

Although questionnaires are less time consuming and economical, they have limitations. One of the major limitations is that they do not always produce answers that reflect nuance and complexity. It is difficult to get a deeper understanding of respondents' thinking and feelings. Moreover, answers tend to be final, with no room for clarification and explanation. At times, respondents may not even understand the items clearly or may understand them in their own way. Because of that, their responses may not be always accurate. It was partly in order to overcome these and similar other limitations of questionnaires that interview questions were included in the study.

Even more importantly, the interviews were found to be important in the light of the nature of the research questions, most of which aim at the views and perspectives of respondents about matters such as the usefulness and effectiveness of school counseling.

Interview questions tend to be open-ended, permitting respondents to bring forward points that they believed to be important and issues they believed to be significant to mention. They also make it possible for individual viewpoints and personal experiences to come forward. All interview questions were prepared in English and translated to Amharic to administer.

Students were selected for interview with the help of school counselors. All student respondents were recruited from among those who had visited the counseling offices before. From each school one male and one female student were selected. Interview questions for students focused on the kinds of guidance and counseling services

they received; how they felt about counseling services provided in their schools; whether or not they were able to get the kind of help they needed; how they felt about the counselors; and how they thought the services should be improved.

Teachers were interviewed on voluntary basis. From each school, one male and one female teacher were interviewed. An attempt to sample the respondents for interview randomly was not successful because interviews required personal willingness. The focus of the interview questions was on teachers' relationship with counselors and on their role in the delivery of the services. However, they were also asked questions about their knowledge of SGC programs and the accessibility of the programs to students.

One counselor from each school was interviewed. Two schools have more than one counselor, but only one of them was selected for the interview based on availability and willingness. Interview questions for counselors focused on the areas of focus in their work, the set up and administration of counseling programs in the school system, and the form and extent of cooperation between them and other stakeholders.

One school administrator from each school was selected for interview. In all cases, the person selected was the one to whom the counselor(s) reported. Interview questions focused on the major activities of counseling in their schools, the place of guidance and counseling in the setup of the school, the kinds of administrative support counselors get, and their evaluation of counselors and the services they provide.

One parent was selected from each school for interview. The selection was made from among representatives of parents on the PSTUs of the schools on the basis of active

participation on the union committee. Questions for them focused on their knowledge and understanding of the counseling service provided in each school, how they thought and felt about it, and if they were working in collaboration with school counselors.

3.4.3. Personal Observation

The personal observations of the researcher consisted of activities and practices related to guidance and counseling which took place during her presence on the premises of the schools or the offices of the school counselors. It was used to identify and take note of the most common and daily events and activities related to SGC in the schools.

3.5. Data Collection Procedures

3.5.1. Pilot Study

In developing the instruments for data collection, the researcher has carried out a pilot study in one of the private schools that have very similar structure to the government-run secondary schools, i.e. combining both cycles of secondary education. It was expected that this similarity in structure will also translate into similarity of guidance and counseling practices. It could not be done in one of the government-run secondary schools because such schools are small in number and they constituted the total sample of the study.

The pilot study included 33 participants - 30 students, one teacher, one counselor, and one administrator (director or principal).

The pilot study aimed at identifying questionnaire items and questionnaire administration techniques that needed improvement. More specifically, the pilot study aimed at identifying ambiguous items, determining whether questionnaire items are too many or too little, testing data collection instructions, identifying and amending any logical and procedural difficulties regarding the study, establishing the feasibility of the study, ensuring that the collected data answers the researcher's questions in the preliminary data analysis, and assessing the reliability of the survey questions.

In the pilot study participants were asked to evaluate and report on the clarity of instruction as well as the ambiguity and relevance of items. They were also asked if they had any suggestions regarding the questionnaire items.

The questionnaire filled out by students was analyzed using SPSS version 20.0. Cronbach alpha was calculated to check the reliability. The result showed that reliability coefficient was .879. Results from questionnaires filled out by a teacher, a counselor, and an administrator were also analyzed. Based on the feedback gathered minor modifications were made.

3.5.2. Procedure for the Main Research

The research was conducted in two stages: first, a quick survey was conducted to establish which secondary schools in Addis Ababa have guidance & counseling services that are reported to be functional by major stakeholders such as students, teachers, school administrators and the counselors themselves; then, a detailed study was conducted to establish how these services were put together, what their major features are, what

purposes they serve, and how a cross-section of the school community judges their effectiveness.

The researcher first obtained letter of cooperation from the School of Psychology for each school participating in the study. After having been granted permission by each school administration, counselors were contacted and briefed on the purpose and procedures of research. That was followed by the distribution of questionnaires. The questionnaire for students was distributed through the counselors to students who had used counseling services before. All 156 questionnaires for students were filled out and returned. Questionnaire for counselors, teachers, and administrators were administered by the researcher. Two of the administrators (out of the 15) were unavailable at the time of data collection; the remaining 13 filled out the questionnaire. Questionnaires for counselors and teachers were all completed and returned. In addition to the questionnaire, qualitative data was collected using interviews. 10 students, 5 counselors, 10 teachers, 5 administrators, and 5 parents were interviewed.

Interviews were conducted in each school. Students and teachers were interviewed during their lunch break. Parents, administrators, and counselors were interviewed at places and times arranged at their convenience. Information was collected by taking notes.

3.6. Method of Data Analysis

To analyze quantitative data collected through questionnaire items, Percentages and frequencies were calculated. The study sought to assess the usefulness and

effectiveness of school guidance and counseling services in government-run secondary schools of Addis Ababa as viewed by student clients and other stakeholders. The reliability coefficient of items posed to students was also established. Cronbach alpha for student's response for usefulness and effectiveness was .76.

Information from qualitative data collected through interview questions to explore all the research questions was grouped to identify statements that agree or disagree with qualitative information obtained through questionnaire items and analyzed comparatively in order to highlight and explain similarities or divergence of views between participants/respondents.

CHAPTER FOUR

Findings

This chapter presents demographic data on the participants and the findings of the study. Demographic data highlights information that helps to provide context for the information provided by the participants. The findings are organized under each of the five research questions.

4.1. Demographic Data on Participants

Demographic data on counselors consist of gender, age, educational level, period of time since the last degree, scholastic achievement (GPA), prior experience in the area of education, and length of experience as counselor. Data on student participants was broken down by age, sex, grade level, and family condition. Participant teachers are classified according to age, grade level they taught and length of experience as teachers. Finally, demographic data on school administrators take their current position and length of experience into account.

Table 3: Demographic Data on Counselors (N=8)

Variable	Variable Description	N
Gender	Male	6
	Female	2
	Total	8
Age	26-30	4
	31-35	3
	36-40	1
	Total	8
Highest Degree Completed	Bachelors	5
	Masters	3
	Total	8
College/University graduating degree	AAU	5
	Adama U	1
	DMU	1
	Jima U	1
	Total	8
Year of Graduation	1999 – 2005 E.C	4
	Later than 2005 E.C	4
	Total	8
Area of Specialization	Psychology	6
	Sociology	1
	Others	1
	Total	8
Cumulative GPA at Graduation	2.00 - 2.50	0
	2.51- 3.00	4
	Above 3.00	4
	Total	8
Experience as educator* prior to becoming counselor	Yes	5
	No	1
	No answer	2
Years of service as educator*	Total	8
	2	1
	4	1
	5	1
	6	1
	7	1
	No answer	3
	Total	8
Years worked as School counselor	Less than 4 years	3
	Above 4 years	4
	No answer	1
Total	8	

*Educator: a teacher or an administrator

Table 3 shows that most of the school counselors 6 out of 8 were male. The table also indicated that 4 of the school counselors were between the ages of 26-30. The table further indicated that only 3 of the counselors hold a Masters Degree. Six out of 8 counselors were psychology graduates. The counselors GPAs at graduation ranged from 2.53-4.00. Five of the counselors were educators before they became counselors. Counselors' years of experience as counselors ranged from 1 to 7 years.

In summary, based on data obtained, most counselors in government-run secondary schools are young males under the age of 35; they are BA graduates in psychology from Addis Ababa University, and had prior experience as educators. In terms of their academic preparation, all of them were good students during their university studies.

Table 4: Demographic Data on Students (N=156)

Variable	Variable Description	N	%
Gender	Male	77	49
	Female	79	51
	Total	156	100
Grade level	9th grade	33	21.2
	10th grade	37	23.7
	11the grade	39	25
	12the grade	44	28.2
	Missing	3	1.9
	Total	156	100
Age	<16 (youngest being 14)	13	8.3
	16-17	65	41.7
	> 17	74	47.4
	Missing	4	2.6
	Total	156	100
Family Condition	W/both Parents	84	53.8
	W/one parent	38	24.4
	W/relatives or guardians	24	15.4
	By themselves	4	2.6
	Others	3	1.9
	Missing	3	2.0
	Total	156	100

*Students interviewed (5males and 5 females) are not included in the demographic data.

Table 4 shows that there is little difference in terms of numbers between male and female respondents. The table also indicates that the highest number of students who got counseling services were 12th grade students (28.2%) followed by the 11th grade students (25%). The largest numbers of students who have received the services were 17year-olds (28.8%) and 18year-olds (29.5%). The table further indicates that only 53.8% of the students live with both of their parents.

Table 5: Demographic Data on Teachers (N=32)

Variable	Variable Description	N	%
Gender	Male	30	71.42
	Female	12	28.58
	Total	42	100
Grade level Taught	9 only	3	7.14
	10 only	6	14.28
	10 and11	4	9.52
	9 and10	3	7.14
	9 and11	1	2.38
	9 -12	1	2.38
	11and 12	9	21.42
	11 only	10	23.80
	12 only	5	11.90
	Total	42	100
Teaching experience	Less than 5 years	6	14.28
	5-9 years	24	57.14
	10-14 years	9	21.42
	15 and Above	3	7.14
	Total	42	100

Table 5 indicates that most (71.42) teachers who participated in the study were male. More than half (57.14%) of the teachers have 5 years or more of teaching experience. The grade level they taught was spread out from 9th grade to 12 grades. Ten teachers out of 32 (23.80%) were 11th grade teachers.

Table 6: Demographic Data on School Administrators Directors/Vice Directors

(N=13)

Variable	Variable Description	N	%
Current Position in the School	Director	4	30.8
	Vice Director	9	69.2
	Total	13	100
Years of Experience in current position	2	1	7.7
	3	1	7.7
	4	6	46.2
	5	1	7.7
	11	1	7.7
	12	1	7.7
	24	1	7.7
	No answer	1	7.7
	Total	13	100

Table 6 indicates that 9 out of the 13 of the administrators (69.2%) were vice directors. It also indicates that nearly half of the administrators (46.2%) had 4 years of experience in their current positions.

4.2. Research findings

The following section reveals the findings of the study obtained through multiple response questionnaire items as well as interview questions. The questionnaire items generated quantitative data while the interviews produced qualitative data for questions that could not have been answered or answered fully through the multiple response questionnaires.

4.2.1. The Organization and Operation of SGC in the School System and its Effect on Practices

Information on the organization and operation of SGC in the school system is provided below. In the first section, the response of administrators and counselors to the organizational and administrative components of this research question is presented. The reason behind selecting administrators and counselors is that organizational and administrative matters regarding guidance and counseling directly concern these two groups. Even then, some questions were directed only to administrators and some others to counselors. In the second section, responses to questions about the relationship of SGC to other stakeholders in the school system (teachers, students and parents) are presented.

Questionnaire items were made up of statements that, according to international standards, were believed to reflect organizational and operational quality. Interview questions, on the other hand, were made up of open-ended questions that gave respondents wider room for expressing their views and address specific points.

4.2.1.1. The Organization of Operation of SGC and Effect on Practices

In this section the response of administrators and counselors to questions regarding the setup and operation of SGC in the school system is presented.

Table 7: The Organization and operation of SGC as reported by Administrators

(N=13)

Item	Administrators endorsing the item*	
	N	%
School guidance and counseling service is organized in such a way that all students are well served and have access to them.	10	76.92
Annual review is conducted to get information for improving next year's program.	9	69.23
Our school guidance and counseling program has interventions design to improve the school's ability to educate all students to high standards.	8	61.54
The guidance and counseling program has a clear, measurable student learning objectives and goals.	8	61.54
A written mission statement exists and is used as a foundation by all school counselors regarding school guidance and counseling practice.	7	53.85
The number of counselors is proportional to the number of students.	1	7.7

* "Strongly agree" and "agree" responses

According to Table 7 above, a good majority of administrators (77%) agreed with the statement that guidance and counseling service was organized to serve all students. The Table also reveals that 9 of the administrators (69.23%) agreed that annual review was conducted for program improvement. The Table further indicates that most administrators (61.54%) agreed to the statement that the program had clear and measurable student learning objectives and goals.

A slight majority (53.85%) of administrators agreed with the statement about the existence of mission statement and its use as a foundation for guidance and counseling work. However, in their response to the interview questions some school administrators were uncertain about the same issue. Some school administrators were not sure if such a document existed or if there is a need for it.

In the interviews, administrators who were asked to clarify what they understood by "student learning objectives and goals" stated that they understood it to mean the goal of helping students finish school in good standing, without failing or dropping out.

From the interviews, it was found out that most of the administrators do not know exactly what school counselors are supposed to be doing. There is some lack of clarity on their part as to whether counselors are in the category of teaching or support staff. One school director interviewed said that "they work with students and sometimes teach but they cannot be called teachers because they are not evaluated by students like the other teachers". None of the school administrators were able to produce a document stating the mission of their guidance and counseling program.

Administrators were also asked in the interview if counselors have adequate material provisions such as office space, stationery, and computers. Most of them answered that there is separate office space for counselors with one computer in each office. In one school, two counselors share one office while in another school three counselors share an office. Regarding stationery, they all answered that it was not a problem. In response to the interview question about budgetary allocations for the counseling units, all administrators said that there were no separate budgetary allocations for counseling as such.

Table 8: Organization and Administration of SGC as reported by Counselors (N=8)

Item	Counselors endorsing the item*	
	N	%
A written mission statement exists and is used as a foundation by all school counselors regarding school guidance and counseling practice.	7	87.5
My job description matches my actual duties.	7	87.5
Needs assessments are completed regularly by counselors and guide program planning.	6	75
The program has a set of clear measurable student learning objectives and goals are established for academic, social/personal skills, and career development.	6	75
The school counseling program has an effective referral and follow-up system for handling student crises.	6	75
Attending professional development trainings and workshops organized by the school helped me understand student's needs better.	5	62.5
The number of counselors is proportional to the number of students.	0	0

* "Strongly agree" and "agree" responses

According to the Table above, 7 out of the 8 counselors (87.50%) agreed to the statement that a mission statement existed and that it was used as a foundation for their guidance and counseling work. However, in the interviews it was found out that counselors did not have a clear idea about the meaning of mission statement. In one of the schools, the counselors produced a tabulated document prepared by the Education Bureau of Addis Ababa containing job description and educational levels of staff when asked about a mission statement. Counselors were also asked if their job description matched their actual duties; 87.5% of them agreed.

In the interview, however, none of the counselors said that they have a written job description given to them by the administrators. Three out of the five counselors interviewed stated that administrators and the supervisors assigned by the Education Bureau of the Sub- City (*kifle ketema*) to evaluate counselors' work did not have clear understanding of what school counselors are there to do. Some even said that they were asked to show some sort of a lesson plan like any other subject teachers.

Table 8 further reveals most (75%) of the counselors agreed that the program has a set of clear and measurable student learning objectives and goals are established for academic, social/personal skills, and career development of students. Six (75%) of the counselors agreed to the statement that they conducted needs assessment and planned their activities accordingly. Table 8 shows that most (75%) of counselors reported that the counseling program in their schools had effective referral and follow-up system.

In the interviews, however, it was revealed that the referral system that counselors referred to was the referral of students to them by teachers or other members of the

school community. They were not referring to referral of students outside of the school to health centers or other bodies and institutions that could provide further support.

The Table above further shows that most (62.5%) of the counselors agreed that they benefited from the professional development trainings and workshops organized by the schools. In the interviews regarding students' needs assessment, however, all counselors said that they plan what they wanted to do on their own and try to implement it accordingly.

In the interviews, counselors were asked if they had individual offices. It was found out that in all schools counselors have offices but in those schools where there is more than one counselor they share offices. There is a school in which up to three counselors currently share an office.

Counselors were asked if they have adequate materials that support their work. Almost all of them said that they have nothing beyond shelves, file folders, and desks and a computer per office. In one school, counselors complained that they did not have reference materials that will support their counseling work. They also said that they did not have the benefits of the internet.

All interviewed counselors reported that the counseling lessons that they give in classrooms are not regular scheduled activities. They said that sometimes they were called in to the classrooms to teach when the regular teachers are absent or when some serious disciplinary matter arises in class and is deemed to be beyond the power of the

teacher to control. Some counselors said that on this account they sometimes feel like they are fill-in or part-time teachers.

All the 8 counselors (100%) very strongly disagreed with the statement about the proportionality of student and counselors' numbers. Indeed, this is the point that was made very strongly by all counselors. All counselors said that they felt overwhelmed by the number of students and cannot plan or do big things that involve large numbers of students.

In general, both quantitative and qualitative data reveal that the organization of the SGC in the school system as well as the ways it operates has forced its operations to be limited in scope and reactive in nature. This owes itself to the absence of clear statement of mission, shortage of properly trained counselors, the overwhelmingly large number of counseling seekers compared to providers, the severely limited material resources, and inconvenient working conditions.

4.2.1.2 Cooperation between Counselors and the other Stakeholders and Influence on Practices

The following section presents findings on the situation regarding cooperation between counselors on the one hand and other stakeholders (administrators, teachers, students, and parents) on the other. It presents data on responses to questionnaire items as well as answers to interview questions by the parties. The observations of the researcher are also included.

4.2.1.3. Cooperation between Counselors and Administrators

The questionnaire items about the level of cooperation between counselors and administrators asked about the level of collaborative work among them, the degree of awareness by administrators of the importance of SGC for their work, the degree to which administrators facilitate or arrange for the provision of resources necessary for counseling work, whether or not administrators facilitate the relationship between counselors and parents and the efforts administrators make to strengthen the professional capacity of counselors. In the interviews, counselors were asked about how they felt about their relationship to the school administration in general.

Table 9: Cooperation between Counselors and Administrators as viewed by Administrators (N=13)

Items	Administrators endorsing the item*	
	N	%
The school administration works with counselors collaboratively.	12	92.31
The school administration provides all necessary resources to counselors as needed.	11	84.61
The school counselor(s) have administrative support to contact and work with parents regarding individual students' cases.	11	84.61
The school administration organizes different trainings and workshops for counselors' professional developments.	5	38.46

* "Strongly agree" and "agree" responses

The response on Table 9 reveals that all administrators except one agreed that they work with the counselors collaboratively. Regarding the provision of necessary resources for counseling by administrators, (84.61%) responded positively with only one disagreement. Administrators also responded positively (84.7%) regarding their support for counselors working with parents. Only (38.46%) of the administrators agreed that their school organizes trainings and workshops for counselors' professional development.

Administrators of three schools reported that they support counseling work by, among other things, arranging for their school counselors to attend workshops on such issues as HIV/AIDS, life skills, leadership skills, and gender. In addition to this the school administrators also arrange for their counselors' to go to other schools for experience sharing.

In most schools the counselors reported that they have very good collaboration with the administrators. Six out of 8 counselors (75%) expressed satisfaction in the way administrators provide them with information and assistance.

According to counselors who were interviewed there are two areas of administrative activity in which they feel uneasy. One has to do with the use of physical punishment in disciplining students. This is in fact a very common practice in all the schools. In most of them there is an officer (called Unit Leader in the past but re-named teaching-learning coordinator recently) whose principal task seems to be the imposition of discipline through physical punishment either directly by himself or in collaboration with others. In some of the schools teachers take turns to assume the office or are directly appointed by the school principal. The relationship between these officers and

students is highly violent in nature and very frequently deteriorates to outright physical fights. On two separate instances the researcher was able to witness what amounted to collaborative beating of students by teachers wielding huge sticks!! Nowhere do counselors endorse or participate in this phenomenon, but it is one area in which they feel rather powerless and unable to bring about change. Their attempt to bring about change in this area is not only unwelcome but also criticized as interference.

There other area in which counselors expressed uneasiness in their relationship with administrators is in that of awareness creation among the school community at large about guidance and counseling. In almost all schools it appears that one of the parties expects that this task is the responsibility of the other. Not only administrators, but also teachers and students also believe that it is counselors' responsibility to enlighten the community about guidance and counseling. Counselors on the other hand argue that it is the administrators who should take responsibility to facilitate and create conditions by working in collaboration with counselors to create the awareness.

4.2.1.4. Cooperation between Counselors and Teachers

The areas of cooperation between counselors and teachers that the questionnaire items and the interviews focused on referral of students for counseling and on the degree to which teachers understand the role of counselors and are willing to work with them.

Cooperation between Counselors and Teachers as viewed by Teachers

Most of participating teachers surveyed (68.75%) agreed to the statement that they refer students to counselors. Just under half (46.87%) of the teachers thought they were working with counselors closely enough.

In the interviews also, almost all teachers confirmed that it is important to work closely with the school counselors. It was found out that three of the schools out of five have referral forms by means of which they refer students to the counselors. Most teachers interviewed said that they try to resolve students' problems on their own, including cases that may involve parents, and referred students to counselors only when the problems require the counselor's attention.

Half of the counselors surveyed said that they work with teachers closely, expressing satisfaction in their relationship with them. However, some counselors said that teachers would sometimes send students to them even for minor behavioral issues. In some other cases, they said, teachers tend to take things into their own hands. In one school, where cooperation and collaboration between teachers and counselors is reported to be weak, teachers sometimes resort to physical punishment of the students. In that same school a counselor mentioned a situation in which a student was dismissed from the school without consultation or involvement of the counselors.

4.2.1.5. Cooperation between counselors and students

In almost all the schools that have been studied, guidance and counseling operates on the assumption that students are recipients of services rather than collaborators or co-providers. However, there are two areas where there are cooperative activities.

One is in the formation and operation of student clubs. In all the schools there are several student-clubs that coordinate student participation and contributions and serve at the same time as platforms for guidance and counseling work by peers. Particularly important are four clubs that take very similar names in all the schools: Charity Club, Gender and Anti-HIV/AIDs Club and Mini-Media and Literature Club. The charity clubs raise funds and collect resources to help support needy students. By so doing, they help needy students stay focused on their studies and help prevent many others from dropping out of school. Gender and HIV/AIDS Clubs attend to the needs of young female students and help create awareness among them and the student body as a whole on gender and health-related issues including HIV/AIDS. Mini-Media and Literature clubs mobilize student talent to dramatize issues and problems in the school to create awareness and contribute to solutions through such activities as drama, poetry, etc.

Cooperation and collaboration between these clubs and guidance and counseling officers varies from school to school. The only exception to this is the relationship between counselors and charity clubs which is very strong in all schools. These clubs, whose task is to mobilize funds and resources for destitute students, are in fact principally organized and coordinated by the guidance and counseling officers.

The other area of student organized activity which, according to some counselors, will be of use for their work is the study group. These groups organize students into groups of five by bringing together strong students with those who need help. They are a fairly recent phenomenon and different views exist as to what its purpose is, but already guidance work is beginning to tap into them to help weak students improve their academic standing.

4.2.1.6. Cooperation between Counselors and Parents

It was found out that each of the five schools that participated in the study have a committee that includes parent representatives. It is called parent student teacher union (PSTU). The aim of this union is to help the teaching learning process in every way possible, and that includes working with school counselors. However, it was found out that only in one school was the PSTU working closely with the schools counselor. In this school, there is always one parent representative at school every school day to work with the administrators, counselors, and teachers. This school's PSTU acts as an authority of last resort for student's behavioral cases deemed to be extreme and beyond the capacity of counselors and administrators to handle. In this capacity, the PSTU goes beyond cooperation with counselors to actually take over from them and do some remedial work itself.

However, it is clear from the findings that parental cooperation in the organization and conduct of guidance and counseling in most schools is not strong. With the exception of the parent representative in one of the schools, all interviewed parent

representatives said that their knowledge of the role of SGC is very limited; they all said that their focus in the union is on such issues as the evaluation of teachers and administrative matters that relate to the normal conduct of the teaching-learning processes.

The issues on which the responses of counselors were sought regarding their working relationship with other members of the school community focused on whether or not they receive adequate information and assistance from them and whether or not they communicate with them effectively.

Table 10: Cooperation between Counselors and other Stakeholders (administrators, teachers, students, and parents) as viewed by Counselors (N=8)

Items	Counselors endorsing the item*	
	N	%
I try to make myself available to work with students and other members of the school community whenever they need my help.	7	87
Administrators, teachers, and parents provide information and assistance to counselors	6	75
Classroom teachers work closely with counselors	4	50

* "Strongly agree" and "agree" responses

Table 10 reveals that all counselors except one reported that they make time to work with students and other members of the school community when needed. Most (75%) of the counselors do get information and assistance from others. Only (50%) of the counselors reported that they work closely with teachers.

4.2.2. The Main Features of SGC in Secondary Schools

To collect data for the first research question, information on the major features SGC was collected through questionnaire items that asked if certain kinds of services are given in the schools as well as through interviews that asked what kinds of services were given.

The data were broken down according to respondents because the questionnaire items and interview questions were different both in number and area of focus for each category of respondents. In fact, some questions were posed only to the category of respondents believed to be more appropriate or best positioned to answer them. In some cases, the data were broken down further under schools for comparison.

4.2.2.1. Main Features of SGC as viewed by Students

The following five tables (tables 11-16) provide comparative data differentiated by schools on students' response regarding the kinds of guidance and counseling services that counselors provide to them. The questionnaire items consist of those elements which a balanced or well- developed school guidance and counseling program is expected to have.

**Table 11: SGC Services at Ayer Tena Secondary School as reported by Students
(N=13)**

Items	Students endorsing the item*	
	N	%
Disciplining students with behavior issues is the task of the counselor(s) in my school.	5	38.46
Our school counselor (s) give us group counseling by grade level on academic related issues.	4	30.77
Counselor(s) give orientation to new students.	4	30.77
The school counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	3	23.07
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	2	15.38

* "Strongly agree" and "agree" responses

Table 11 reveals that most participating students at Ayer Tena Secondary School some (38.46%) reported that disciplining students with behavior issues was a task of the counselor.

Table 12: SGC Services at Balcha Abba-Nefso Secondary School as reported by Students (N=32)

Items	Students endorsing the item*	
	N	%
Our school counselor (s) give us group counseling by grade level on academic related issues.	14	43.75
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	12	37.5
Counselor(s) give orientation to new students	12	37.5
The school counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	11	34.37
Disciplining students with behavior issues is the task of the counselor(s) in my school.	10	31.25

* "Strongly agree" and "agree" responses

Table 12 shows that some (43.75%) of students agreed that get counseling on academic- related issues differentiated by grade level. The Table also reveals some (37.5%) of the students agreed their school counselor(s) give them group counseling regarding alcohol and substance abuse. The Table further reveals that some (37.5%) students agreed that counselor(s) give orientation to new students.

Table 13: SGC Services at Firehiwot No.2 Secondary School as reported by Students (N=53)

Items	Students endorsing the item*	
	N	%
Disciplining students with behavior issues is the task of the counselor(s) in my school.	29	54.71
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	24	45.28
The school counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	21	39.62
Our school counselor (s) give us group counseling by grade level on academic related issues.	9	16.98

* "Strongly agree" and "agree" responses

Information on Table 13 reveals that the majority (54.71%) of participating students at Firehiwot No.2 School agreed that the disciplining of students is the task of the school counselor in their school. Another important point about the response of students in this school is that most (45.28%) students agreed that their counselors provide group counseling regarding alcohol and substance abuse.

**Table 14: SGC Services at Ginbot 20 Secondary School as reported by Students
(N=30)**

Items	Students endorsing the item*	
	N	%
Disciplining students with behavior issues is the task of the counselor(s) in my school	14	46.66
The school counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	11	36.67
Our school counselor (s) give us group counseling by grade level on academic related issues.	9	30
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	9	30
Counselor (s) give orientation to new students.	6	20

* "Strongly agree" and "agree" responses

As Table 14 shows, just under half of them (46.66%) agree that disciplining students is the counselor's task at their school. Some (36.67%) of students at Ginbot 20 secondary school agreed that their school's counselor focuses on gender and health related issues like unwanted pregnancy and HIV/AIDS.

Table 15: SGC Services at Kokebe Tsibah Secondary School as reported by Students (N=28)

Items	Students endorsing the item*	
	N	%
Our school counselor (s) give us group counseling by grade level on academic related issues.	18	64.28
Disciplining students with behavior issues is the task of the counselor(s) in my school.	14	50
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	8	28.57
Counselor (s) give orientation to new students	8	28.57
The counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	7	25

* "Strongly agree" and "agree" responses

Table 15 reveals that a strong majority of participating students from Kokebe Tsebah Secondary School (64.28%) of students agreed that their school counselors give them group counseling by grade level on academic related issues. The Table further reveals that half (50%) of the students in this school agreed that disciplining students with behavior issues is the task of a counselor in their school.

Table 16: SGC Services at Government-run Secondary schools of Addis Ababa as reported by Students (N=156)

Items	Students endorsing the item*	
	N	%
Disciplining students with behavior issues is the task of the counselor(s) in my school.	67	42.9
Our school counselor(s) give group counseling regarding alcohol and substance abuse (smoking, consuming <i>khat</i> , and drinking alcoholic drinks).	65	41.7
The school counselor(s) focus on gender and health related issues like unwanted pregnancy and HIV/AIDS.	51	32.7
Our school counselor (s) give us group counseling by grade level on academic related issues.	46	29.5
Counselor (s) give orientation to new students	35	22.4

* "Strongly agree" and "agree" responses

Table 16 brings together the responses of students of all the five schools put together. The result shows that most (42.9%) students believe disciplining students is counselor's task at their schools. The above table also reveals that most (41.7%) students agreed that their counselors provide group counseling regarding alcohol and substance abuse.

In summary, according to data gathered from students at the above five schools, there are both similarities and differences between the schools in terms of what their SGC services focus on. The similarities are that in almost all of them counselors handle matters related to student discipline. Even if there are differences between the schools on

this matter, the differences are not significant. The points of difference are that there are schools which put a much greater focus on some areas of SGC than other schools. In one of the schools (Frehiwot No.2) there is focus on group counseling of students about alcohol and substance abuse. In another school (Kokebe Tsbah), there is much greater focus on academic related issues.

All counselors reported that they attend student's events to motivate and demonstrate genuine interest in the life of students. All but one of the counselors also reported that they provide orientation sessions for students new to the school.

Main Areas of Focus in SGC Services

Qualitative information obtained from counselors, students, teachers, school administrators, and parents, revealed that SGC services focused on a few selected areas of concern, as described below. Of course, the degree of importance or emphasis given to each area of concern varied from school to school.

Helping Destitute Students

All interviewed counselors, some students and administrators reported that one of the main activities of SGC was helping destitute students who face serious shortage or total lack of basic supplies such as food, school uniforms, or transportation money. The researcher was told that this problem manifests itself in the schools in a variety of ways. For instance, students who live at some distance from school, and are therefore forced to walk long distances, either arrive late or arrive tired and exhausted and sometimes fall asleep in class. Students also reported that students who get little or no food at home find

it hard to follow lessons in class, or even collapse sometimes. The researcher has witnessed several instances of students fainting or being carried out of class by their peers and was told that it was because they have not eaten for some time.

According to counselors, problems associated with student destitution are widespread. They manifest themselves in all schools. Again according to counselors and students, the problem of student destitution has forced schools to devise a means of dealing with it. This takes the form of Charity Clubs established by the schools and in which the counselors work in collaboration with interested students, teachers, administrators, and parent-student-teacher unions (PSTUs). These clubs collect money monthly from students, teachers, and other members of the school community. Some schools operate with a motto of “one birr for one student”! Some schools use their resources creatively by running small student stores to generate more income for their clubs. Students who face severe economic problems go to counselors to ask for assistance or they get referred to counselors by teachers. Sometimes they are even sent to them by their friends or peers.

The Charity Clubs, as reported by the school counselors, provide three kinds of assistance to students: they provide uniforms, transportation allowance, and one meal a day in the premises of the school. According to counselors, most of the schools under study provide school uniforms for needy students. Two schools, as reported by their counselors, have what they call “uniform bank” where other students donate their uniforms when they leave the school. The number of students who receive school

uniforms varies from school to school. On average, it ranges from 15 to 20 students per school.

The researcher also learnt that a few students in each school, not more than ten per school, receive between 100-400 *birr* per month for transportation or to cover some of their living expenses. Interestingly enough, the Charity Club in one of the schools continues to support three former students who are now in college in different parts of the country. In another school, even though the charity clubs are not as strong as the other schools, the counselor on her own helps five students out of the monthly donation she collects from someone who lives abroad. In two of the schools included in the study, some students get free lunch in the cafeteria of the schools during school days.

Helping students who face difficult domestic conditions

Another area of activity by counselors, as reported by them, was that of identifying and supporting students who had to work while going to school or face difficulties where they live. Counselors say that they engage in these activities because the difficulties are severe enough to hinder the regular attendance of the students at school and therefore of their academic performance. For instance, students who work as domestic servants or who live as dependents with non-parents would not be able to come to school or arrive on time due to the domestic chores that they have to do. Many students actually work part time to cover their living expenses and do so sometimes at night. These are students who live in residential quarters or houses in which their parents or guardians pursue a variety of income-generating activities. This situation makes it impossible for students to study, do homework, or have enough sleep. Many counselors

reported that female students are also exposed to various forms of maltreatment, including sexual abuse, where they live as dependents.

The most common manifestation of this problem at school is irregular attendance, which takes the form of late arrival or absenteeism. But it also manifests itself in failure to do home work or to study properly, leading to frequent conflict with teachers or bad academic performance or both. Sometimes students who have been overworked or did not have enough sleep cannot follow classes attentively or even stay awake in class.

All counselors reported that this problem manifests itself in their schools. They also reported similar mechanisms through which they identify students whose living or working conditions are affecting their studies. One of these mechanisms is gate-side monitoring during entry, a practice that has become part of the regular duty of counselors in all schools. On these occasions, they stop and talk to students who come late. In some schools, counselors identify students who have these kinds of problems when they call in and talk to students who had received poor grades in their exams.

Once students who face these problems are identified, counselors try to resolve their problems. If the student lives with a parent or guardian, counselors communicate with the latter to see what can be done to resolve the problem or improve the situation. But there are times that the problem cannot get resolved through negotiation. All of interviewed counselors said that in their schools there are a few students who would be allowed to come to school late once it has been established that the problem was dictated by conditions under which they live or work.

Work on Sexual Violence and HIV/AIDS

Counselors who were interviewed said that the other area in which they work is in trying to provide counseling services to female students who are victims of sexual violence and in the creation of awareness about HIV/AIDS among the students.

School counselors reported that they deal with these issues at two levels. One is individually, by providing counseling to female students who come to their offices to report sexual violence. Sometimes teachers detect signs of such violence in female students whose academic performance or attention to school work declines or who saw signs of withdrawal. In such cases, teachers refer the students to counselors.

The other level of engagement is collectively, in the form of creating awareness of the issues related to HIV so that students can protect themselves. In almost all cases, counselors said they do this through Gender and HIV clubs in which they play a role. Counselors acknowledged that they get several chances of participating in training or in workshops offered by NGOs to strengthen their hand in this effort.

Some counselors stated that their intervention to help victims of sexual violence is hampered by the fact that it is hidden. They say that it is not easy to detect and deal with sexual violence unless it is reported by the victims themselves or unless, as stated above, teachers detect some signs and refer the girls to the counselors.

Both sexual violence and HIV are acknowledged as problems in each school under study, but their tendency to be hidden had meant that not all schools address them even within the constraints under which they work. Among the major problems in this

regard is the fact that the students themselves would be hesitant to reveal the names of their attackers for fear of retaliation.

The interviews also established that even when cases of sexual violence are reported counselors can do little more than comfort the girls and giving them a few tips on how they can prevent or avoid future attacks. There is hardly any mechanism by which counselors refer the victims for medical or psychological help or help them seek legal solutions.

Work on Student Smoking and Substance Abuse

Some counselors reported that they also provide counseling to students who are exposed to substance abuse such as addiction to cigarette smoking, *Khat* consumption, and the consumption of illegal substances like marijuana. They also reported that smoking and substance abuse are fairly widespread practices in and around schools. Substance abuse according to counselors manifests itself at school in the form of student indiscipline such as disturbing and stealing or cutting class and failure to pursue academic work properly.

Interviewed counselors reported that they occasionally provide group counseling to all students against smoking and substance abuse. They also provide individual counseling when students are referred to them for indiscipline associated with the abuses.

4.2.3. Student Characteristics and their influence on SGC Practices

The following section reveals the findings regarding the third research question related to student characteristics. It deals with different student's variables such as age, gender, and type of families that students come from and their influences on the practices of school guidance and counseling as reported by counselors and students respectively.

Table 17: Students' Age, Gender, and Family Conditions and Counseling Practice as reported by Counselors (N=8)

Items	Counselors endorsing the item*	
	N	%
Student's family condition (students who come from single parent family, live with relatives or guardians, or live alone) is a major factor that brings students to counseling.	8	100
More girls come to the counseling office for help in their personal, social, and academic issues than boys.	7	87.5
Students who are new to the school seek counseling more than students stayed longer in the school.	4	50

* "Strongly agree" and "agree" responses

Table 17 reveals all counselors (100 %) agreed that student's family conditions were the major factor that brought students to counselors. The Table also reveals that all (87.5%) of the counselors except one agreed that female students come to the counseling services more than the male students. This was further conformed by the interview questions to counselors; all of them stated in the interview that the issues that most students raised to them were related to their economic and living conditions. The Table

further reveals half (50%) of counselors reported that students who are new to the school seek counseling more than students who have stayed longer in the school.

In almost all the schools studied, it was learnt that greater demand for counseling services came either from newly entering students (i.e. 9th graders) or from more senior students in the 11th and 12th grades. Tenth graders were distinctly less represented.

Interviewed counselors reported that the younger 9th graders, who would also be new entrants to the school, would often have anxiety issues related to joining high school in a new and unfamiliar environment. The older 11th and 12th graders would likewise be at the beginning and finishing points of preparatory education both of which would generate concerns specific to those situations. There are also some 11th graders who would join the schools as new preparatory students.

Counselors who were asked to comment on the meaning of this distribution of age and grade level for the counseling services that they provide reported that the service for 9th graders and some 11th graders tended to take the form of orientation to the new school environment whereas those provided to continuing 11th and 12th graders tended to focus on issues related either to relationships and adolescent sexuality or to study habits believed to be useful or proper for preparatory education.

Even though the statistical information kept by counselors in all schools indicate that the gender distribution of students who used the services were almost equal (49%/51%) counselors reported in the interviews that the students who called upon counseling services by themselves were disproportionately female students. What lends

additional strength to this finding is the fact that it is confirmed by counselors in almost all the schools. It was only in one of the schools that one of the counselors disputed the point that female students sought the services more than male students.

Counselors also reported that female students who lived in households headed by a single parent or a non-parent tended to have problems that brought them to the counselor's offices than other categories of students. These findings are also consistent across all the five schools.

There are also interesting connections between the two variables mentioned above, namely gender and family conditions of students, and counseling services. Interviews with counselors indicated that female students who sought the services frequently were also those who lived in households in which they are dependent. Counselors describe various kinds of difficulties that this living condition entails for female students. They range from labor services that compete with school and study time to sexual exploitation and violence. Sooner or later, these conditions would begin to interfere with normal attendance at school or normal progress with learning.

Interviewed counselors were asked if they find themselves capable and effective at providing the kinds of counseling and support services that these students require. Many of them readily admitted that in most cases there is not much that they can do beyond show of understanding and sympathy. In some cases, they said they negotiate with parents or guardians to resolve problems of students whose school attendance and academic performance is being affected by their living conditions. Many of them say

that their training in psychology enables them to go only so far in providing scientific counseling for these students.

4.2.4. Stakeholders' Views about Effectiveness of Counseling Services and of Counselors

In this section, quantitative and qualitative information on the views of stakeholders about the effectiveness of SGC will be presented. In the first part, quantified information on views of students will be presented in the form of proportion of participating students in each school who have rated effectiveness of SGC services positively or negatively as well as those who were undecided. In the second part, both quantitative and qualitative information on the effectiveness of counselors will be reported. Effectiveness in this second part is related both to the ways in which stakeholders rated the counselors as approachable, competent, and experienced and the ways in which the counselors themselves rated their effectiveness.

4.2.4.1. Views of Student Clients about effectiveness of services

Below, a tabulated response of students to a series of Likert type questions directly related to effectiveness of SGC is presented. For details on the questions, see appendix B).

Table 18: Proportion of Student Clients who found SGC Services Effective

Name of School	Percent Indicating Levels of Effectiveness		
	1-14*	15-22*	23-35*
Ayer Tena Secondary School	15.38	46.15	38.46
Balcha Abba-Nefso Secondary School	6.25	50	43.75
Firehiwot No 2 Secondary School	1.92	38.46	59.62
Ginbot 20 Secondary School	3.33	43.33	53.33
Kokebe Tsebah Secondary School	3.57	46.43	50

*1-14= Service Ineffective *15-22= Undecided * 23-35= Service Effective

The Table above reveals that a majority of students in two out of the five schools expressed positive views about effectiveness of the SGC services in their respective schools while half of those surveyed in the third school felt the same way. The views of students in the remaining two schools is remarkable because they were undecided, rating the services as neither effective nor ineffective; they were undecided.

Students who were interviewed regarding the effectiveness of SGC in their schools said that it has been effective in responding to their specific needs and problems but has not been that successful in making them know and make use of the range of other services available. Some of them said that its effectiveness is reduced due to the limited amount of time given to such activities as group counseling. Some of the female students who were interviewed identified the non-existence of female counselors in their schools as an important factor reducing the effectiveness of the services even though some of them said that the sex of the counselor did not matter to them.

4.2.4.2. Approachability and Effectiveness of Counselors

Below, the responses of all the stakeholders about the views of stakeholders on the approachability of counselors as a factor of their effectiveness are presented.

Approachability of Counselors as viewed by Administrators

Ten (76.92%) of the 13 administrators think their school counselors get along with everyone. This was further confirmed in the interviews with the administrators. More than half of the administrators interviewed said that their school counselors get along with everyone. The administrators added that their school counselors (particularly of two schools) go above and beyond the call of duty to help students. They take initiatives without being told by anyone.

Approachability of Counselors as viewed by Teachers

Most teachers surveyed (71.88%) view their school counselors to be approachable by the students as well as by other members of the school community. Majority (68.75%) also described their own relationship with counselors to be a smooth one.

In the interviews, some teachers described the features which in their opinion make counselors approachable. Some teachers said that they had little worry or problem sending students to them for counseling. Others said that they see counselors talking to students in responsible and friendly manner.

However, some teachers said that the counselor(s) in their school (s) are not so friendly towards them, principally because they think that they involve in disciplining students themselves rather than referring them for counseling.

Table 19: Approachability of Counselors as viewed by Students (N=156)

Items	Students endorsing the item*	
	N	%
I have a big respect for our school counselor(s) because he/she is like a father/ mother to me.	86	55.12
Our school counselor(s) respects students.	84	53.85
My school counselor maintains confidentiality.	81	51.90
I feel very comfortable talking to the school counselor(s) because he/she is very understanding and willing to help.	74	47.44
Our school counselor(s) always makes time to talk to students whenever there is a need.	74	47.44
Our counselor(s) cares for all students.	70	44.87

* "Strongly agree" and "agree" responses

Table 19 shows that the judgment of students about the approachability of counselors is about average. More than half (55.12%) of the students agreed that they have big respect for their school counselor. Most students (53.85%) also agreed that their counselors respect them. The table also shows that more than half (51.90%) of the students agreed that their school counselors maintain confidentiality. Almost half (47.4%) of the students said that counselors were understanding and willing to help, as well as easy

to talk to. Nearly half (47.5%) of the students agreed that their school counselors would make time for them whenever they need them.

Interestingly, students interviewed about how they feel about their school counselor(s) responded in a manner that divided them into two categories depending on which school they come from. Students in three schools stated that they were very happy with their counselors while students interviewed in two schools were not sure about how they feel about their school counselors.

4.2.4.3. Competence and Experience of Counselors and their Effectiveness

Below, the views of administrators, teachers, and counselors themselves about the competence and experience of counselors are reported as functions of their effectiveness as counselors.

Competence and Experience of Counselors as viewed by Administrators

Almost all (92.3%) of school administrators agreed to the statement that counselors in their school were competent in a variety of areas. A great majority of them (76.9%) of also agreed with the statement that their counselors are regarded as big assets for their schools.

In the interviews, administrators gave different explanations of this competence of counselors and the most important of these was experience. However, the experience which administrators cited as important is not just the length of their service as counselors,

but also their previous experience(s) as teachers. Only a few administrators said that competence was not necessarily related to experience; these administrators highlighted the point that counselors in their schools were active and competent even though they have been on the job only for a few years.

Competence of Counselors as viewed by Teachers

On the survey question, a great majority (71.88%) of teachers agreed that their school's counselors were competent in a wide range of interventions. Regarding the experiences of counselors, a significant majority (68.75%) of teachers showed agreement. However, only some of the teachers who were asked in the interviews to explain how they rated the experience and competence of counselors mentioned the years of service or the list of activities in which they witnessed counselors engaging. Most of them made these judgments on external impressions or on what they have heard their colleagues say about them.

Table: 20 Counselors views about their own effectiveness (N=8)

Items	Counselors endorsing the item*	
	N	%
I conduct annual review to get information that ensures next year's program improvement.	7	87.5
I can identify interventions that enhance student's academic achievement, career, development, and personal social development.	7	87.5
Many years of my experience as a school counselor has helped me deal with different problems students have effectively.	7	87.5
The counseling courses I have taken in college have helped me a great deal with my practices as a school counselor.	7	87.5
I communicate effectively with students, teachers, and parents.	3	37.5

* "Strongly agree" and "agree" responses

Table 20 above reveals that all but one counselor (87.5%) viewed positively to four of the items above that refereed about effectiveness. Only three (37.5%) counselors reported that they communicate effectively with students, teachers, and parents.

In the interview however, counselors' response with regard to their effectiveness does not match with the response they gave to most of the questionnaire items on Table 20.

In the interviews, most counselors said that the two or three courses of counseling that they took in college have provided them little more than the very basics of counseling; they stated that even though this basic knowledge has been very helpful, it is not enough for their work as school counselors. They all agreed that they are not sufficiently prepared in school counseling specifically. In one school where there is a case of two counselors who were academically better prepared, already holding graduate degrees, but who are regarded to be least effective by their colleagues, are deeply dissatisfied with the work, and are seriously considering quitting. Counselors' report on questionnaire regarding the identification of interventions that enhance students' development contradicts with what they said in the interview. They all said that their knowledge of diagnostic and intervention methods is very limited. Most of them said that when they deal with students who come to them with problems, such as female students who had been sexually abused, there is not much they could do other than showing sympathy to them and comforting them. Some counselors said also that they have not been able to improve their own skills as counselors because they did not have access to the internet or adequate reference materials to read. Some counselors said that

because of the repeated nature of students' problems and their experience they deal with student's issues to the best of their abilities.

In the interviews the researcher learnt that in one of the schools there is a highly active counselor who is enthusiastic about her work and makes many things happen, including several awareness creation exercises on counseling that benefit the community. She believes she is very effective in her job “in view of the situation”, rating herself 7-8 on a scale of 1 to 10. It so happens that this counselor holds just a BA degree with a modest GPA at graduation.

All others said that they were only “moderately” successful. The main reason they mentioned for negatively affecting their effectiveness was their small numbers in proportion to the size of the student population.

Under these circumstances, the counselors said, all they could do is try to make the best of a difficult situation. They focus more on group counseling than on individual student counseling. They make use of whatever means available to reach out to wider student population. For instance, they use available instruction time when subject teachers are absent; they also try to make use of the various student clubs to advance their work. More recently, they have started to use what is known as 1-5 grouping of students to facilitate formation of study groups.

4.2.5. Views of Stakeholders about the Usefulness of SGC Services

In this section, stakeholders' views regarding the usefulness of SGC are presented. Questionnaire items and interview questions on usefulness of guidance and counseling

services produced information from administrators, teachers, counselors, and students to whom they were addressed:

Table 21: Usefulness of SGC as reported by Administrators (N=13)

Item	Administrators endorsing the item*	
	N	%
Our school counselor(s) are big assets to our school because they help discipline students.	12	92.3
The work of the school administration is made easier because of guidance and counseling.	11	84.6
Our school guidance and counseling program has interventions designed to improve the schools ability to educate all students to high standards.	10	76.9

* "Strongly agree" and "agree" responses

Table 21 shows that nearly all participating school administrators (92.3%) agreed that school counselors are important assets for their schools. A great majority (84.6%) of administrators also agreed that, having guidance and counseling had made their work easier. Furthermore, the majority of administrators (76.9%) agreed that counseling services being given in their schools help in educating all students to high standards.

In the interviews, school administrators pointed out that the main value of school counseling was that it helps them deal with students who have problems. All the interviewed administrators stated that counseling is also a means of enforcing student discipline and order in the school.

Table 22: Usefulness of SGC as reported by Teachers (N=32)

Item	Teachers endorsing the item*	
	N	%
School guidance and counseling is helpful in identifying and working on issues that can benefit students.	25	78.2
School guidance and counseling unit helps all students by providing classroom guidance lessons designed to promote their academic, personal/social and career development.	22	68.8
School guidance and counseling helps students with personal/social problems.	20	62.5

* "Strongly agree" and "agree" responses

Table 22 reveals that a great majority (78.2%) of participating teachers agreed that guidance and counseling is helpful in identifying and working on issues that can benefit students. A large majority (68.8%) of teachers agreed that classroom guidance lessons designed to promote academic, personal, social, and career development as useful. The Table also reveals that most (62.5%) teachers agreed that guidance and counseling helps students in their personal/social problems.

Most teachers interviewed reported that guidance and counseling facilitates their work by dealing with students who face serious behavior related or personal problems. Some of the teachers said that SGC helps them focus on academic issues by reducing classroom interactions related to behavior or personal issues. Only a few teachers said that guidance and counseling helps by providing academic advice or guidance towards academic success.

Usefulness of SGC as reported by counselors

The majority of participating counselors (87.5%) see that guidance and counseling services as useful for the purpose of providing orientation to new students. However, only half of them agreed that guidance and counseling is more useful to new students than students stayed longer in the school.

In the interviews, counselors gave a long list reasons for which counseling is useful. Many of them said that it can help diminish or combat problems such as growing student delinquency, increasing dependency on substances, growing violence in and out of school, growing indiscipline and insubordination at school, lack of seriousness with school work, cheating, and tendency to find shortcuts, late-coming and absenteeism and sexual abuse. Almost all of them mentioned that their main role is in preventing and handling student-related problems such as poor discipline, tardiness, and absenteeism. Even though all of them said that they encourage students to study, only two of the counselors said that their main duty is to promote the academic excellence of the students.

Usefulness of SGC as reported by Students

A relatively small number of students (45.5%) responded positively that they had sufficient information about the usefulness of SGC to them. An even smaller number (24.4%) of them agreed that the usefulness of the SGC is appreciated and the services are used by other students whom they know.

Students who were interviewed about the usefulness of SGC repeatedly said that “it is important to solve many problems”. The problems that they mentioned, however, varied from student to student. Some said that counseling is useful because it enables them avoid getting into conflict with others; some said that it is useful because it provides advice on personal as well as on academic matters. Still others said that it helps them stay in school and do well in their academic work. The most frequent response students mentioned was that counseling is useful in helping them avoid getting into conflict with others.

CHAPTER FIVE

Discussion

The aim of the study was to assess how school guidance and counseling services are organized and delivered in government-run secondary schools of Addis Ababa and how they are evaluated for their effectiveness by those who provide the services as well as those who benefit from them. 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 first section will be discussion on findings regarding the relationship between the organization and operation of SGC in the school system and the kinds of services it provides. The second section will be a discussion of the main features of school guidance and counseling services. The third section will address findings about the relationship between student-related characteristics and the approaches to counseling services that they appear to have dictated. The fourth section will be a discussion on findings regarding the views of various stakeholders about effectiveness of the counseling services provided in their schools and as well as about the effectiveness of counselors in terms of their personal characteristics and abilities. That will be followed by findings about how stakeholders (administrators, counselors, students, and teachers) view the guidance and counseling services as useful.

5.1. Organization and Operation of SGC Units and their Effect on SGC Practices

The two major findings of the study under this research question are that the system of SGC operates without a clear statement of mission and that the system suffers from severe limitation of resources, both human and material.

According to international standards, a properly conceived and organized SGC would be governed by a clear statement of mission which defines the outcome of the counseling program, set clear and measurable learning objectives and goals, and identify the inputs and strategies that should come together to make the delivery of the program possible. In defining the final product of SGC, a mission statement describes the profile of the learner who had benefitted from a comprehensive program that takes care of his/her personal/social, career, as well as academic upbringing. By setting clear and measurable learning objectives, it provides the standards and the yardsticks for measuring attainment of those standards. By describing the instruments and strategies, it identifies the human and material resources that constitute the infrastructure of the program and the operation of SGC in the school system (Gaspers & Henderson, 2011; Missouri Comprehensive Guidance and Counseling Program, 2011). The present system of SGC in secondary schools of Addis Ababa does not benefit from such a mission statement.

The SGC policy domain is beyond the scope of this study. The researcher cannot, therefore, speculate about the ideas and principles that govern official thinking about SGC in Addis Ababa or in the country at large. This is a matter that calls for further

research and clarification. However, it can be stated that if a policy or a framework of operation exists, it certainly is not known to the schools or used as a foundation for SGC programs which they currently run. Despite their agreement to the statement that a mission statement exists and that it is used as a basis for operations, none of the school administrators or counselors could produce evidence of such a statement.

Because there is no mission statement, there is little by way of planned and student-centered activity. There is also little by way of needs assessment and interventions based on such an assessment. Activities seem to be reactive to problems or to crises. Even though school administrators and counselors responded positively about starting their work from needs assessment, it was established in the interviews that this is not something done systematically or methodically; it is made up essentially of what counselors and school administrators agree upon about gaps and problems that need attention or resolution.

Because there is no definition of the structural, human, and material components of SGC and how they should come together or work in the school system, SGCs that are run currently are poorly connected with other stakeholders and bodies both internally and externally. Internally, the place and role of guidance and counseling in the school system, its mode of operation, and means of service delivery are not clearly defined; Because there are no scheduled guidance and counseling classes, classroom counseling lessons are offered in a very irregular manner or do not take place at all. The internal system of referral likewise lacks regularity despite attempts in some schools to develop standard operations in this regard. An external referral and follow up is totally missing:

there is no mechanism or practice of referring students who need help to institutions or bodies outside of the school. Even though respondents reported that such a system of referral and follow up exists, they appear to be confusing it with the internal system of referral by which students are sent to counselors by classroom teachers and other members of the school community.

There is strong evidence that the demand for SGC services is beyond the capacity of the schools to provide. There is shortage of SGC staff as well as of budgetary resources. Schools covered by the study combine both cycles of secondary education. Their student populations are therefore larger than schools that operate only one of the cycles. Because of this the number of students is very much disproportional to the number of counselors. The most common ratio of counselors to students is 1:1500. Only in one of the schools where there are three counselors is the ratio down to 1:816. Even if one avoids comparison of this ratio to model SGC arrangements in which the ratio is 301-375 students per counselor (Missouri comprehensive guidance and counseling program, 2011), it is extremely disproportional and unbalanced. Counselors feel overwhelmed by the number of students and the problems that they face. Schools covered by the study combine both cycles of secondary education. Their student populations are therefore higher than schools that operate only one of the cycles. The problem of unbalanced student counselor ratio, also identified by another researcher over a decade ago (Hadji 2002), still persists. In fact, with increasing enrolment, the problem might

have worsened since. It is very unrealistic, therefore, to expect great outcomes out of this kind of arrangement.

The field and level of training of counselors are also not satisfactory. It has been found out that none of the schools has a professionally trained counselor at the Masters level or beyond. All but two of the counselors are trained in psychology while one has studied sociology and the other special needs education. Again, all but three hold the first degree while only one of the three MA holders is trained in developmental psychology. The counselors themselves are all too aware of their limitations as counselors and say that they are only doing their best under existing circumstances. International standards regarding counselor qualifications insist not only that counselors should have professional training in counseling, but also that they should have a higher level of training, the second degree being the minimum (Comprehensive Guidance and Counseling program, 2007).

In all schools, counselors work under difficult and inconvenient conditions. Material conditions in the schools are neither sufficient nor always appropriate for counseling work. For instance, in none of the schools are counselors' offices sufficient and appropriate for private consultation purposes. Nor is there sufficient IT infrastructure to access the internet or adequate supply of reading or reference materials to help counselors keep up with information or recent knowledge in their field.

Almost all counselors agreed to the questionnaire item asking them if their job description matches their actual duties. However in the interviews all counselors stated that they do not have a written job description. Their positive response to the

questionnaire item came probably from taking "job description" to mean a list of tasks they formulate for themselves and try to put into practice in their daily work. According to the ASCA model, however, counselors are expected to work on the basis of a formal job description that is comprehensive and encompasses all the four areas of counseling service: developmental, preventive, remedial, and responsive services. The purpose of job descriptions according to this model is to ensure that school counselors provide services to students in all three domains of development: academic, career, and personal/social (ASCA, 2005).

Findings reveal that in almost all the schools good cooperation is reported between counselors and other members of the school community. However, this cooperation is neither regular nor systemic. Cooperation appears to be on a purely voluntary and personal basis, so that individual counselors may work out an arrangement with a given teacher or administrator but not necessarily with all teachers or administrators. Thus, some teachers might refer students to counselors for advice but not all teachers feel that this is their responsibility. Some teachers, in fact, take the law into their own hands and engage in physically disciplining students. The reason for this might be that either the teachers do not know what counselors might be able to do to help students, or they think they can handle their student's problems better than the counselors because they think they know their students better than the counselor(s).

There is an area that makes the relationship between counselors and the school administrators uneasy if not necessarily conflicting. This is the use of physical punishment in disciplining students by officers referred to as unit leaders in the past but

renamed now as teaching-learning coordinators, assigned by the administrators. Based on the fact that these violent acts happen in all schools under study, the researcher strongly believes that most administrators do not have a clear understanding of how student's problems or issues could be handled and possibly resolved with the intervention of counselors. In one specific case, the school administrator has openly admitted that he has no clear idea about what exactly counselors are supposed to do. In that school, there is little or no cooperation between counselors and administrators to speak about.

It so happens that the school in question is also the one in which both counselors are holders of Masters degrees who express unhappiness with the nature of counseling work expected of them. From this we can conclude that the lack of cooperation arises from differing conceptions of counseling itself. From the interview held with these two counselors it appears that their training at higher levels might have actually diminished their chances for working cooperatively with others. In fact, these two counselors blame their colleagues for failing to understand the nature of their work and for failing to appreciate their knowledge and expertise. Others, on their part, describe these counselors as being uncooperative and unwilling to help. It appears that unless clarity is brought to the matter through systemic change, these kinds of frictions are bound to increase as more and more people trained at higher levels join the work force as school counselors.

The study has found that cooperation between counselors and students is indirect. It takes the form of such activities as charity work that students do and the infrequent promotion of counseling through the mini media etc. There is some direct cooperation between students and counselors as when students refer to counselors other students who

have problems (usually friends). Here too, however, there is nothing systemic. For instance, there is no mechanism by which students are engaged in peer counseling activity, as it is suggested by some teachers, and a practice widely advocated and practiced in developed international systems (Buck, 1977). The other area of student organized activity that can conceivably be of use to counselors is the study group. These groups organize students into groups of five by bringing together strong students with those who need help. Such study groups are a fairly recent phenomenon and different views exist as to what their purpose is, but already guidance work is beginning to use them to help weak students improve their academic standing. In each school there are several other clubs with which counselors have little or no working relationship. This might be either because the counselors consider some of these clubs irrelevant to their work or because counselors themselves or administrators are not doing enough to link guidance and counseling to these clubs.

The findings of the study also reveal that of all the stakeholders, school counselors get the least cooperation from parents. In general, parental involvement in school affairs is limited and uneven. Parent representation on PSTUs is formalistic and not active. Only in some cases do they engage themselves on a regular basis. It was found out that only in one school was a delegate of the PSTU active in the work of supporting student counseling, and this happens to be a school in which severe problems of student indiscipline are reported. According to ASCA model, parental involvement in school counseling is crucial and could take various forms. The most common form is involvement in school advisory councils. They can also participate in promoting the program, conducting needs assessment, identifying resources, promoting awareness of

the program, and taking part in program evaluation (ASCA, 2005, Gaspers and Henderson, 2012). Other writers have also underlined the ways in which counseling programs can achieve the goals of the counseling program via parent support and partnership (Fizler & Brown 2011). The researcher believes that limited cooperation of parents with counselors in the secondary schools of Addis Ababa is at least partly due to lack of knowledge and understanding of the counselors' role in the school, as most parent representatives mentioned in the interview. In the system currently operating in government-run secondary schools of Addis Ababa that run both cycles, there is neither awareness nor mechanism of this potential for involvement of parents in SGC.

5.2. The Main Features of SGC

A significant number student respondents agreed to the statement that school guidance and counseling provides them with services that help them better manage their relationships with others. Their response to the question of whether counselors discipline students with behavior problems is also positive and consistent across the board, with only minor differences. However, their responses to questions of whether SGC provides services that address their personal and academic concerns are uneven, varying from school to school as well as from question to question. In some cases, the differences are quite substantial, as in, for instance, the differences in responding to the statement that SGC addresses itself to the problem of alcohol and substance abuse. The similarities and differences in student answers are important to give us a picture of the major features of SGC in secondary schools of Addis Ababa. The similarities appear to reflect the areas on which SGC focuses in all the schools, while the differences seem to reflect differences in

school environments or in counselor's understanding of what kinds of SGC services are needed in his/her school.

From the findings, the researcher is persuaded to conclude that the most defining feature of SGC is its focus on interventions that are believed to ensure normal operational stability of the school system in general and the avoidance of disagreement and conflict among members of the school community in particular. The services are geared towards prevention of behaviors believed to disrupt normal academic work, not towards providing holistic support for all students or enhancement of the academic, career, and personal/social development of each student as it is recommended by the ASCA National Model (ASCA, 2005).

This conclusion will be valid and sound even if in most schools a substantial number of students agreed with the statement that they seek their counselors' advice when they face personal/social as well as academic problems. In the first place, the fact that they seek advice does not necessarily imply that they do indeed get services in all these areas. More importantly, however, the generally positive answer to that item in the questionnaire might be a reflection of the fact that the item combined the academic domain (in which not much is being done) with the personal/social domain (in which something is being done). Moreover, the respondents are all students who had actually sought some kind of support before; for that reason, they would tend to answer the question of whether they would seek counselors' services positively.

Equally important indicators of the major features of SGC are the responses to the interview questions addressed to the providers of service (i.e. counselors and school

administrators). These responses affirm that SGC services focus on activities that aim at encouraging regular attendance, reducing or minimizing student absenteeism, and school dropout rates, or at curbing violence, theft and other forms of student indiscipline. This finding goes in line with the research findings of (Yirgalem, 2013), that states how similar school guidance and counseling activities in Eastern Hararge zone. Even when they engage in what they describe as charitable activities, the objective of the providers appears to be one of ensuring that destitute students are not forced to drop out for lack of the basics. Identifying and helping students who live or work in difficult conditions is similarly meant to minimize irregular attendance or likelihoods of dropping out. Even when students are provided with collective counseling against violence, smoking or substance abuse, it is mainly meant to reduce incidences of unruliness or disruptive behavior at school.

Indeed, the findings reveal that SGC is almost everywhere regarded as an extension of school administration, not as a service that enhances the personal development of the individual student. It is not a system organized to serve the positive personal and intellectual development of each student, including the student who does not face or cause a problem. It deals with the individual student only when a problem arises. Likewise, its group counseling focuses on problems that are believed to be widespread or believed to represent real and immediate danger to the peaceful conduct of lessons in the classroom or to the school environment as a whole. SGC therefore tends to be corrective or preventive, not stimulating or developmental.

5.3. Student-related Factors and their Influence on SGC Practices

There are two levels in which the relationship between student factors and the form and effectiveness of SGC manifests itself. One is with regard to overall student numbers in proportion to available counseling resources. The other is in the ways in which counseling addresses or fails to address the specific needs of different categories of students.

With regard to the first level, it has already been mentioned that there is big discrepancy between the numbers of students who need guidance and counseling services and the resources, including the number of counselors necessary to provide those services. This situation would make it impossible to consider services that come under the category of guidance simply because guidance requires capacity to reach each student and enhance chances for success through graduated and developmental interventions. But even for counseling, which lends itself to selective interventions than guidance, the large number of students makes the task beyond the capacity of the system to handle. Under these circumstances, it is inevitable that counselors would choose strategies or approaches to counseling that cut on the time they would devote to individual cases and maximize their chances of reaching the wider student population. The findings of the study reveal that this is precisely what is happening. There is virtually no guidance activity going on, with the possible exception of a few orientation sessions for new students and a recent attempt in one of the schools (incidentally the same school where the MA holding counselors insist that guidance should be the focus) to organize students into groups of five for study purposes. Counseling, too, is rather selectively done and

whatever opportunity is found, group counseling is preferred over individual counseling. Even that is not done regularly or continuously. It is only when the need arises or when opportunities exist for class room instruction that it is done. Findings of the present study regarding the above issues, confirm an earlier findings by another researcher (Yirgalem, 2013)

International standards for counseling require that counseling be provided to students regularly and that it should be built into the curriculum and delivered through scheduled classroom instruction (ASCA, 2005). The current practice in government-run secondary schools of Addis Ababa is very far from this recommended approach. The researcher believes that this will change only if and when SGC is streamlined in the school system and the necessary human and material resources that it requires are made available. Given the current set up, however, there is no alternative to these selective and irregular interventions.

With regard to counseling individual students, the study found that demand for counseling often came from specific cohorts of students who tended to have problems related to gender, age, grade-level and family conditions. Quantitative and qualitative data reveal that more female students seek counseling than male students in most schools, even though the overall number of students who had received counseling services did not seem to show much variation on the basis of gender. It appears that female students seek counseling services because they face sexual violence and other more personal family related issues than male students. The latter tend to receive counseling mostly on behavior related issues and are often handled in groups. The finding also revealed that

there are also interesting connections between gender and family conditions of students and counseling services. Most female students who sought counseling reported by all counselors are students who lived in households headed by a single parent or a non-parent where they are dependent.

With regard to the age and grade level of students, in almost all the schools studied, it was learnt that greater demand for counseling services came either from newly entering students (i.e. 9th graders) or from more senior students in the 11th and 12th grades. 10th graders were distinctly less represented. The age range of most of those who sought the services is between 17 and 21 years of age while there were also many younger than that. Partly because grade-level and age tend to be related, the data on the age mix of those who demanded services generally (though not perfectly) accords with that of grade level. The fact that 9th graders or in most cases younger students seek more counseling could be because they are new to the school and would tend to have anxiety issues related to joining secondary school in new and unfamiliar environment. The older 11th and 12th graders would likewise be at the beginning and ending points of preparatory education for college both of which would generate concerns specific to those situations. School transitions are stressful life phases for many adolescents and success in dealing with new educational and social challenges can influence the developmental trajectory of students (Bronfenbrenner, 1979; Eccles, 2004; Magys, Schulenberg & Hurvelman, 1997; Simons & Blyth, 1987 cited in Kiuru, 2008).

However, school counselors find themselves poorly prepared to provide the counseling services that these cohorts of students need. Interestingly, the counselors

themselves acknowledge that what they try to do with the little knowledge they have of professional counseling is inadequate. International standards in this regard require adequate preparation of counselors not just in professional counseling but in school counseling in particular. What is currently taking place in government-run secondary schools of Addis Ababa that run both cycles may be the best that can be done with existing knowledge and resources to help students stay in school. But it is a very poor substitute for counseling.

5.4. Stakeholders' Views regarding the Effectiveness of SGC Services and of Counselors

Findings about the views of student clients about the effectiveness of SGC services reveal that they vary somewhat from school to school. In two of the schools the services are regarded as effective by a good majority of the students, while in one of them this opinion is shared by 50% the students. In two schools a significant number of the participating students were undecided. There is no sufficient evidence to fully explain these variations. However, it is possible to point at some of the factors that might help explain them. The school whose SGC obtained the highest rating for effectiveness is also the school that is distinctive for the strong participation of parents in the SGC activities. The school counselor is also widely praised for his approachability, outgoing character capacity to work cooperatively with the school community as a whole. It is highly likely, therefore, that the effectiveness of the services in that school arose from the combination of community participation and personal strength of the counselor.

In the other school that has the next highest rating of SGC effectiveness, it appears that the SGC services benefit from a relatively better school environment. Relatively speaking there is much less problem of student indiscipline associated with such problems as substance abuse and violence. It is also a school where the SGC is involved in organizing support for destitute students including a daily meal program for such students. As in the first school, the counselor is also praised for her strength.

In the three schools where opinion about effectiveness of SGC divided, the most likely factors at play might be the large number of students in relation to number of counselors, the limitation of resources (in one of the schools three counselors share an office), and the lack of motivation of counselors.

Findings regarding the effectiveness of counselors reveal that in most schools counselors are evaluated as easily approachable and competent by all respondents. However, approachability and competence appear to be measured in view of personal virtues of sociability and hard work rather than of professional expectations or skills possessed or deployed in professional work. This is at variance with advanced systems elsewhere in which both approachability and competence of counselors are measured on the basis of their success in deploying their social skills and knowhow to advance the cause of students and succeed in their professional practice.

Interestingly, there are some interesting differences between the way counselors are evaluated by others and the way they evaluate their own effectiveness. There are two different ways of self evaluation on the part of the counselors which appear to reflect their educational attainment and experience. The predominant majority of counselors

believe that they are doing their best in the area of prevention but find themselves severely handicapped and therefore not much effective in providing counseling to students who come to them for actual personal counseling. These are generally counselors who hold only the first degree working in circumstances that constrain their professional development. The other somewhat smaller number of counselors is made up of those with graduate degrees in Psychology and related fields, they feel that they are not allowed to do what they believe they ought to do because others misunderstand their mission as well as what they do. This group of counselors feels that their duty is to provide both guidance and counseling support to students, not to engage in administrative activities that focus on disciplining students. Accordingly, they are critical of the system that is not ready for that kind of approach. This explains also why these counselors feel underutilized and unhappy with their assignments.

The relationship between field of training and GPA at graduation is hard to establish. One is the fact that almost all school counselors had a psychology or psychology related background. There is only one person who had a different field of training (sociology) at the BA level and one other at the MA level (Special Needs Education). Each of these individuals works along with a Psychology graduate who holds a BA or an MA degree. This means that there is too little variation in the fields of training to do a contrastive analysis.

The one element of academic background that produced a striking result is the level of training. It appears that a higher training (i.e. above BA) did not result in job satisfaction or effectiveness. In other words, counselors who hold MA degrees happen to

be the most dissatisfied at work and also the least effective according to their colleagues and themselves. The researcher has attempted to get to the bottom of this rather strange phenomenon. From what the counselors say, there is a discrepancy between what they believe to be the focus of counseling work and what others think counselors ought to do. They say that counseling is primarily about guiding students towards success and about supporting students who need help individually and privately, whereas the counseling that is regarded as proper in their school is something that focuses on disciplining and maintenance of order. Based on the findings, it can be concluded that higher training might have instilled in these counselors a broader and more development-oriented sense of counseling and that their frustration arises from the discrepancy between their expectations and the reality.

5.5. Views of Stakeholders about the Usefulness of SGC Services

The findings regarding the features of SGC are further confirmed by the findings regarding the usefulness of the services, as reported by both the providers and the beneficiaries. These findings reveal that both providers and beneficiaries see the value of SGC in its corrective interventions to deal with “problems”. Even though both groups of stakeholders responded positively to questionnaire items that asked whether SGC provides support that enhances the academic and career development of the student through such exercises as grade-specific academic advice, these responses probably resulted from a misunderstanding of the questions. It appears that they thought the question was about what SGC *could be* useful for rather than what it *actually is* useful for. Moreover, at least in some instances, the questionnaire items (for instance those

addressed to teachers usefulness of SGC) contained more than one area in which SGC could be useful whereas respondents could only choose to agree or disagree with the item as a whole.

It is in the qualitative information that came out of the interviews that explicit statements are made about what respondents believed SGC is effective and useful for. The providers stress its usefulness in helping students with their problems, helping students who have difficulties of one kind or another pursue their studies, and limiting or containing disruptive tendencies or problems that threaten to disrupt the school system. Beneficiaries focus on the importance of SGC for helping them get along with others and helping them resolve their personal problems.

Needless to say, this correction or prevention oriented school counseling arrangement falls short of international standards for a balanced and comprehensive program. As stated in the ASCA model for instance, a counseling program needs to be primarily developmental in its approach and should reach out to each student and serve in ways that would help him or her realize his/her full potential (ASCA,2005).

It is however, quite understandable why the features of SGC in secondary schools of Addis Ababa tend to be defined by problems that school communities in general and students in particular face currently. In the opinion of this researcher, the current SGC provides services believed to be beneficial and necessary by various members of the school community, primarily administrators and counselors, but also students. Of course, it does not always do even these fully effectively. But it is not something that should be dismissed as unnecessary or wasteful. It should also be noted also that international

practice or standards do not exclude guidance and counseling services that focus on corrective and preventive interventions (PSCA, 2011).

Overall, the SGC currently practiced in secondary schools of Addis Ababa operates under a number of constraints ranging from lack of organizing policy framework to shortages of properly trained staff and material resources. This explains why it is not doing the kind of work that SGC programs in the developed parts of the world are doing. Above all, it is not addressing itself to the developmental needs of students, an area that has become a focal point in international practice lately (Gaspers & Henderson, 2012). However, given the situation, what is being done is still necessary and important. As a system that seeks to respond to concrete problems, it feels a gap that otherwise would have made the teaching learning process a lot more difficult than it already is.

CHAPTER SIX

Summary, Conclusion, and Recommendations

6.1. Summary

This study explored the main features of guidance and counseling practices in selected secondary schools of Addis Ababa and the views of the stakeholders about its effectiveness and usefulness. It sought answers for the following five research questions:

1. How is the practice of guidance and counseling affected by the organization and operation of guidance and counseling in the school system?
2. What are the main features of guidance and counseling services in the schools?
3. How is the practice of guidance and counseling influenced by student characteristics (i.e. number, age, gender, grade level, and family conditions of students requiring services)?
4. What are the views of student clients and other stakeholders about the effectiveness of counselors and counseling services?
5. What are the views of stakeholders about the usefulness of guidance and counseling services?

All five government-run secondary schools in Addis Ababa that run both cycles participated in the study. Both quantitative and qualitative data were collected through questionnaire items and interviews. The total number of participants in the study was 234 (166 students, 8 counselors, 42 teachers, 13 administrators, and 5 parents). To analyze

quantitative data frequencies and percentages were calculated. Information for qualitative data collected through interview questions to explore all the research questions were grouped to identify statements that agree or disagree with quantitative information obtained through questionnaire items and analyzed comparatively in order to highlight and explain similarities or divergence of views between participants/respondents

The following are the major findings of the study:

1. Guidance and counseling services in government-run secondary schools of Addis Ababa that run both cycles are organized and delivered to deal with problems that school administrators and counselors believe have negative consequences for the normal conduct of teaching and learning, not to provide holistic support for the personal and intellectual development of students.
2. Mainly because of the similar nature of the problems that schools face, guidance and counseling services that they offer display a remarkable degree of similarity across the secondary schools that participated in the study. Among the problems or crisis situations which schools face are irregular attendance, physical and sexual violence, student delinquency and indiscipline and substance abuse.
3. Within this limited framework, guidance and counseling services that are offered are judged to be useful and necessary by most members of school communities that participated in the study, including students.
4. There is no mission statement or policy guideline that defines the role and place of guidance and counseling in the school system. There is neither a definition of

the qualities it aims to create in students nor a set of procedures or methods by means of which those qualities may be brought about. Counseling is therefore still far from being planned intervention to enhance the learning potential and the life chances of students.

5. As a result, in many places guidance and counseling is rather poorly articulated with the remainder of the school structure and poorly endowed in terms of human and material resources: Counseling units are severely undersupplied in terms of professional personnel (both number and level of training) office space, communication infrastructure and supplies. The discrepancy between resources and the size of the student populations they have to serve is very wide.
6. SGC is also poorly articulated with external bodies and institutions. There is virtually no system of referral and follow up of students with counseling or remedial help to external bodies.
7. Lack of clear mission and inadequacy of human and material resources has dictated that SGC focus on preventive and corrective counseling rather than on developmental guidance of students that would have stimulated their progress at school and later in life; it has also distorted understanding of its role as an institution created to enforce student discipline.
8. The major weaknesses of the system lie in the small numbers and inadequate training of counselors and the limited knowledge and awareness of what SGC can

and should do on the part of the various stakeholders. This has a negative impact on the effectiveness of counselors and the services that they give.

9. Due to the poor understanding of the role of SGC, cooperation between counselors and other members of the school community is limited and tends to depend on personal rather than professional considerations. Above all, there is very little or no participation of parents in the organization and practice of SGC.
10. In spite of these weaknesses, the current system of SGC attempts to fill an existing gap in reducing the negative impact of social problems such as poverty, youth delinquency, substance abuse, and violence on the teaching learning processes.

Limitations of the Study

Due to the nature of the questions and the population size of respondents (particularly the counselors), the predominant proportion of information used in this research was qualitative. The researcher recognizes the fact that qualitative information carries with it an inherent tendency to be more subjective than quantitative information; but in such study contexts, it provides very basic, detailed and useful information. In addition, the researcher has attempted to minimize the subjectivity by comparing and contrasting views and checking it against quantitative information wherever possible.

6.2. Conclusion

On the basis of the findings summarized above, the study has reached the following conclusions:

- There is a great need for rethinking the purpose and set up of SGC in the school system of Addis Ababa. Key elements of the rethinking should be the development of a clear mission statement, definition of role of SGC in the school system, and provision of job description for school counselors.
- There is a need for a shift of focus from preventive and corrective interventions to programs and services that aim at enriching the personal/social, career, and academic development of the student.
- There is a need for improving the training and professional development of counselors. The present approach which is limited to the assignment of BA graduates who have only very limited knowledge of guidance counseling is inadequate and ineffective. School guidance and counseling as an area of specialty needs to be added in the system of training guidance and counselors.
- The current level of knowledge and awareness about SGC on the part of administrators and other stakeholders in the school system is highly inadequate. There is a need to improve this through coordinated, targeted, and continuous awareness creation exercises.

6.3. Recommendations

Based on the conclusions above, the researcher makes the following recommendations both to improve the present arrangement in the short-term and change and transform it in the long-term:

In the short term, efforts should be made to bring about change in the following areas where the system has weaknesses:

1. Awareness creation: Conditions should be created by which administrators, parents, students and teachers would gain better awareness of what guidance and counseling is really about and what its role is in the school system
2. Focused and deliberate work should be done to reduce the use of violence as a mechanism of enforcing school discipline. Counseling should be dis-associated with violent mechanisms in ways that dispel widespread perception among students that it is job is to enforce discipline. More efforts should be made to strengthen peer counseling so that students embrace discipline through example and advice of peers.
3. The City's educational leadership should find ways of linking school guidance and counseling to public, private, and Non-governmental institutions in order to bring in necessary resources and establish mechanisms for referral and follow up of cases.

4. There should be continuous professional development for counselors in the form of short-term awareness training and skill upgrading workshops.

In the long term, SGC should be systematized and transformed through the following measures:

1. Government and professional bodies at national and local levels should work together to develop policies, mission statements and guidelines that define the purpose and goal of counseling and its place in the educational system. While taking account of local socio-economic realities, these instruments should ensure that the services are geared towards enriching the educational experience of the student and aim at making guidance and counseling an integral part of the school system, not peripheral to it.
2. Government and Institutions of higher learning should begin to work together to change the system of training and developing the professional strength of counselors. The current practice of assigning graduates whose BA level training in Psychology gives them only very basic ideas about counseling should give way to more focused graduate-level training in Counseling Psychology, and even better in School Guidance and Counseling.
3. Disciplines such as Curriculum and Instruction, Educational Leadership and Management as well as basic teacher training programs should incorporate courses and/or materials on SGC. School counseling that would provide school administrators, curriculum experts, and teachers with adequate knowledge and awareness in the field.

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APPENDIX- A

QUESTIONNAIRE FOR SCHOOL COUNSELOR(S)

I am a graduate student of counseling at Addis Ababa. This questionnaire is prepared to collect information for a Master's thesis on the counseling practice of government- run high schools in Addis Ababa. Your direct participation and honest response to this questionnaire is greatly appreciated.

Part I Demographic Data

Directions: please complete the following general demographics survey by putting a check mark on the space provided.

(All responses are **anonymous**)

Gender: Female ----- Male-----

Age- 21-25 ----- 26-30 ----- 31-35 ----- 36-40 ----- 41 and above -----

Education: Highest Degree Completed:

Bachelors----- Masters-----

What College or University did you get your degrees from? -----

Year of Graduation -----

Area of specialization: Psychology----- Sociology----- Social Work ----- Others
(specify) -----

Your **Cumulative** Grade Point Average at Graduation: -----

Experience:

Where you an educator (teacher, administrator, school personnel) prior to working as a School Counselor? (**Please circle**) Yes or No

If yes, how many years did you work as an educator prior to working as a school counselor? -----

How many years have you been working as a school counselor? -----

Name of the school where you are currently working? -----

Part II

Please read each item below and put a check mark (✓) to the most appropriate response to each survey item.

1=Strongly Disagree

2= Disagree

3= No Opinion

4= Agree

5= Strongly Agree

No	Items	Response Category				
		1	2	3	4	5
1.	A written mission statement exists and is used as a foundation by counselor(s).					
2.	Needs assessment's are completed regularly and guide program planning.					
3.	The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development.					
4	The number of counselors in the school is proportional to the number of students.					
5	The school counseling program has an effective referral and follow-up system for handling student crises.					
6	My job description matches my actual duties.					

7	Attending professional development trainings and workshops organized by the school helped me understated student's needs better.					
8.	School counselor(s) provide orientation sessions for students new to the school.					
9.	School counselor(s) attend student events to motivate and demonstrate genuine interest in the life of students.					
10	I conduct annual review to get information that ensures next year's program improvement.					
11	I can identify interventions that enhance students' academic achievement, career, development and personal/ social development.					
12	Many years of my experience as a school counselor has helped me deal with different problems students have effectively.					
13	I communicate effectively with students, teachers, and parents.					
14	The counseling courses I have taken in college have helped me a great deal with my practice as a school counselor.					
15	Administrators, teachers, and parents provide information and assistance to the counselor(s) where needed for the ultimate benefit of students.					
16	I try to make myself available to work with students and other members of the school community whenever they need my help.					

17	Classroom teachers work closely with counselor(s) regarding individual student needs					
18	More girls come to the counseling office for help in their personal, social, and academic issues than boys.					
19	School counseling is more useful to new students than students stayed longer in the school.					
20	Student's family conditions, students who came from single parent family, live with relatives or guardians, live alone) is a major factor that brings students to counseling office.					

QUESTIONNAIRE FOR STUDENTS

Part I

I am graduate student of counseling at Addis Ababa University. This questionnaire is prepared to collect information for a master's thesis on the counseling practice of government-run high schools in Addis Ababa. I very much appreciate your participation in the research by filling this questionnaire to best of your knowledge. The information your provide will remain confidential.

Thank you.

Grade: _____

Age: _____

Sex: Female _____ Male _____

Which of the following correctly describes your living condition? Please check one:

- () With both parents
- () With only one parent
- () With a relative or guardian
- () With a non- relative on whom you are dependent
- () By yourself
- () Other Specify _____

PLEASE DO NOT WRITE YOUR NAME ON THE PAPER

Part II

Direction: Please choose one of the options based on your knowledge on the matter and put a check mark (✓) in the appropriate column.

1=Strongly Disagree

2= Disagree

3=No Opinion

4= Agree

5=Strongly Agree

No.	Items	Response category				
		1	2	3	4	5
1	School counselor(s) give orientation to new students					
2	Our school counselor(s) give us group counseling by grade level on academic related issues					
3	The school counselor(s) focus on more important gender and health related issues like unwanted pregnancy and HIV/AIDS					
4	Our school counselor(s) give us group counseling regarding alcohol and substance abuse (smoking, Khat consumption, and drinking alcoholic drinks)					
5	Disciplining students with behavior issues is a counselor's job in our school					

6	I am encouraged to turn to counseling when I face personal/ social or academic problems					
7	My school counselor(s) are always there to listen and help me with my personal (family) problems					
8	Our school counselor(s) always have solutions to all my personal/social and academics problems					
9	My school counselor (s) taught me about good study habits					
10	Our school counselor(s) have helped us make the right vocational choices					
11	Because of school counseling services, I have been able to get along better with my friends, family, teachers, and others					
12	I believe having guidance and counseling program in our school is an important resource					
13	I feel very comfortable talking to the school counselor(s) because he/she is very understanding and willing to help					
14	My counselor(s) care for all students					
15	My school counselor(s) respect students whenever there is a need					

16	Our school counselor(s) always make time to talk to students wherever there is a need					
17	I have a big respect for our school counselor (s) because he/she is like a father (mother) to me					
18	My school counselor(s) maintain confidentiality					
19	I have been made sufficiently familiar with the guidance and counseling services provided in our school					
20	I know other students have benefitted from counseling regarding personal/social and academic issues					

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

(School Directors, School Principals)

Part I

I am a graduate student of counseling at Addis Ababa University. This questionnaire is prepared to collect information for a Master's thesis on the counseling practice of government- run high schools in Addis Ababa. Your participation in this survey is very important for future improvement and is greatly appreciated.

Name of the school

Your current position in the school

Years of experience at your current position

Number of students _____ Male _____ Female_____

Part II

Instruction: Please put a check mark (✓) in one of the five columns provided that you think is appropriate for each survey item.

1= Strongly Disagree

2=Disagree

3=No Opinion

4= Agree

5= Strongly Agree

No	Items	Category of Response				
		1	2	3	4	5
1.	A written mission statement exists and is used as a foundation by all school counselors regarding school guidance and counseling practice.					
2.	School guidance and counseling service is organized in such a way that all students are well served and have access to them.					
3.	The guidance and counseling program has a clear measurable student learning objectives and goals.					
4.	Annual review is conducted to get information for improving next year's programs.					
5.	The number of counselors in the school is proportional to the number of students we have.					

6.	Our school guidance and counseling program has interventions designed to improve the schools ability to educate all students to high standards.					
7.	Needs assessments are completed regularly by counselors and guide program planning.					
8	All students receive classroom guidance lessons designed to promote academic, social/personal, and career development.					
9	The work of the school administration is made easier because of support from guidance and counseling.					
10.	Our school counselor(s) are big assets to our school because they help discipline students.					
11	Our school counselor(s) are competent in a wide range of interventions.					
12.	Our school counselors (s) get along with everyone.					
13.	The school administration works with school counselor(s) collaboratively.					
14.	The school administration provides all the necessary resources to counselors as needed					
15.	The school counselor(s) have administrative support to contact and work with parents regarding individual students' cases.					
16.	The school administration organizes different trainings and workshops for counselors' professional developments.					

QUESTIONNAIRE FOR TEACHERS

Part I

I am a graduate student of counseling at Addis Ababa University. This questionnaire is prepared to collect information for a Master's thesis on the counseling practice of government- run high schools in Addis Ababa. Your participation in this survey is very important and it is greatly appreciated.

Gender: Female_____ Male _____

Name of the school where you are currently working

Grade levels that you are teaching _____

Years of experience as a teacher _____

Part II

Please put a check mark (✓) in one of the five columns provided that you think is appropriate for each item

1=Strongly Disagree

2=Disagree

3=No Opinion

4= Agree

5= Strongly Agree

No	Items	Response Category				
		1	2	3	4	5
1	All students receive classroom guidance lessons designed to promote their academic, personal/social and career development.					
2	I believe school counselor(s) help students with personal/social issues better than the classroom teacher.					
3	School guidance and counseling is helpful in identifying and working on issues that can benefit students.					
4.	School guidance and counseling has helped students with personal/social problems.					
5.	Our school counselor(s) are competent in a wide range of interventions.					
6.	Our school counselor(s) are well experienced					
7.	I have a very good relationship with our school counselor(s).					
8.	Our school counselor(s) are approachable by students and by other members of the school community.					
9.	I work with the counseling office very closely.					
10.	I refer students who are having different personal/social and academic issues to the school counselor(s).					

APPENDIX- E

Interview Questions for School Counselors

1. Could you describe the focus areas of counseling services in your school and what purpose they serve?
2. As you reflect on your counseling practice, on a scale from 1-10, 1 ineffective and 10 being absolutely effective, how could you rate the effectiveness of counseling in your school?
3. If you say your counseling service is effective, specifically what are the factors contributed to that?
4. If you think your service is ineffective, what are the factors for the ineffectiveness?
5. Do you think you had enough training as a school counselor before you become a school counselor?
6. Do you have a written form of job description that you need to follow?
7. What do you think should be done to improve the counseling practice in your school?

APPENDIX-F

Interview Questions for School Administrators

(Directors and Principals)

1. Could you describe what school counseling does in your school what purpose it serves?
2. Do you believe the guidance and counseling service provided in your school is effective? If not, what are the reasons?
3. How is the school counseling program organized in your school?
4. Do you think the counselor(s) you have in your school are competent?
5. How does the school administration help school counselors facilitate the service (by providing resources, providing different professional development trainings, workshops etc)?
6. Does the school have a budget for the guidance and counseling unit?
7. Do you believe students are benefiting from the service? Can you explain? If not, why not?
8. What do you think should be done to improve the guidance and counseling service so that students can benefit more?

APPENDIX-G

Interview Questions for Students

1. Could you describe what kinds of guidance and counseling services are provided in your school?
2. How do you feel about the counseling service provided in your school? Do you think it is useful? If yes in what ways is it useful?
3. Do you think your problems (issues) get resolved because of the counselor? (his understanding, and non judgmental approaches)?
4. Is there anything you would like the counseling office do for you and other students? Areas you think the counselors should focus?
5. What are the things you would like to see improved in the guidance and counseling service?

APPENDIX-H

Interview Questions for Teachers

1. How closely do you work with the school counselor(s)? Can you tell me specific situations that will require you to work with the school counselor(s)?
2. What is your knowledge and understanding about the service provided to students by the counselors in your school?
3. Do you think students are benefiting from counseling service provided in the school?
4. Do you refer students to counselors? If yes, when and how do you do that? Is there a prepared format for it?
5. What do you think should be done in order to improve the guidance and counseling service?

APPENDIX -I

Interview Questions for Parent Representatives

1. What is your knowledge and understanding about the counseling service provided in the school?
2. If you know about the service, do you work with the counseling office? If not, why not?
3. What do you think the counselor should focus on to help students better?
4. Do you have any suggestions on how to improve the guidance and counseling service?

በተማሪዎች የሚሞላ መጠይቅ

እኔ በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ተማሪ ነኝ። ይህን መጠይቅ የማስሞላው በአዲስ አበባ ውስጥ ባሉ የመንግስት 2ኛ ደረጃ ት/ቤቶች ውስጥ ለተማሪዎች የሚሰጠው የምክርና የምክክር አገልግሎት ምን እንደሚመስል ለማሳየት ለማዘጋጀው የማስትሬት ዲግሪ የመመረቂያ ጽሁፍ ጥናት መረጃ ለመሰብሰብ ነው።

መጠይቁን በጥንቃቄ ትሞላ/ትሞይ ዘንድ እየጠየቅኩ ጥናቱ እንዲሳካ በአንተ/በአንቺ በኩል ለሚደረግልኝ ትብብር በጣም አመሰግናለሁ። በመጠይቁ ላይ የሚሞላ ማንኛውም መረጃ በሚስጥር የሚጠበቅ መሆኑን አረጋግጣለሁ።

በመጠይቁ ላይ ስም መጻፍ አያስፈልግም

ክፍል አንድ - ግላዊ መጠይቅ

በተሰጠው ባዶ ቦታ ላይ ተገቢውን መልስ ስጥ/ስጪ

ክፍል

እድሜ

ፆታ ወንድ

ሴት

ከዚህ በታች ከተዘረዘሩት ዉስጥ የትኛው የአንተን/ የአንቺን የአኗኗር ሁኔታ ይገልጻል? መልሱን በተሰጠው ቦታ የ (✓) ምልክት በማድረግ አመልክት/አመልክች

ከሁለቱም ወላጆች ጋር

ከአንዱ ወላጅ ጋር ብቻ

ከዘመድ ወይም ከአሳዳጊ ጋር

ዘመድ ካልሆኑ ሰዎች ጋር በጥገኝነት

በራስ አስተዳዳሪነት

ከሌሎች ጋር (ይጠቀስ) _____

ክፍል ሁለት

ከተሰጡት ምርጫዎች ውስጥ ትክክለኛ መልስ ይሆናል የምትለውን /የምትይውን ለመግለፅ ከተሰጠው ቁጥር ስር የ(✓) ምልክት አስቀምጥ/ አስቀምጪ

1=በፍፁም አልስማማም

2=አልስማማም

3=እርግጠኛ አይደለሁም

4=እስማማለሁ

5=በጣም እስማማለሁ

ተ.ቁ	መጠይቅ	አማራጭ መልሶች				
		1	2	3	4	5
1	በትምህርት ቤታችን ካውንስለር/ሮች ለአዳዲስ ተማሪዎች የማስተዋወቂያ ገለፃ ያደርጋሉ።					
2	የትምህርት ቤታችን ካውንስለር/ሮች በጋራ በየክፍል ደረጃችን የምክር አገልግሎት ይሰጡናል።					
3	የትምህርት ቤቱ ካውንስለር/ሮች በጣም ጠቃሚ በሆኑ ምረቃዎች ጤና ነክ ጉዳዮች ለምሳሌ ስላልተፈለገ እርግዝና እንዲሁም ኤች አይ ቪ ኤድስ ላይ ትኩረት ያደርጋሉ።					
4	የትምህርት ቤታችን ካውንስለር/ሮች አጉል ሱሶችን በተመለከተ (ለምሳሌ ማጨስ፣ ጫት መቃም እንዲሁም የአልኮል መጠጥ መጠጣት) በቡድን የምክር አገልግሎት ይሰጡናል።					

5	በእኛ ትምህርት ቤት የስነ ምግባር ጉድለት ያላቸውን ተማሪዎች መቅጣት (ማረም) የካውንስለር ስራ ነው።					
6	የግል ወይም ማህበራዊ እንዲሁም የትምህርቱን የሚመለከት ችግር ሲያጋጥኝ ወደ ምክክር አገልግሎት ለመሄድ እበረታታለሁ።					
7	የትምህርት ቤታችን ካውንስለር/ሮች የግል ወይም የቤተሰብ ነክ ችግራን ሊያዳምጡኝና ሊረዱኝ ዝግጁ ናቸው።					
8	የትምህርት ቤታችን ካውንስለር/ሮች ሁልጊዜም ለሚኖረኝ የግል ችግር፣ የማህበራዊና፣ ትምህርት ነክ ችግሮች መፍትሄ ያገኛሉ።					
9	የትምህርት ቤታችን ካውንስለር/ሮች ስለ ጥሩ የአጠናን ስልት አስተምረውኛል።					
10	የትምህርት ቤታችን ካውንስለር/ሮች ትክክለኛ የሙያ መስክ ምርጫ እንድናደርግ ረድተውናል።					
11	በትምህርት ቤታችን የምክርና የምክክር አገልግሎት ምክንያት ከጓደኞቼ፣ ከቤተሰቤ፣ ከመምህራናቼ እና ሌሎች ጋር ተግባብቼ ለመኖር ለመኖር ችያለሁ።					
12	በትምህርት ቤታችን የምክርና የምክክር አገልግሎት መኖር ጠቃሚ እንደሆነ አምናለሁ።					
13	የትምህርት ቤታችን ካውንስለር/ሮች ችግሮችን የሚረዱና ለመርዳትም ዝግጁ ስለሆኑ ለማነጋገር ይመቻኛል።					

14	የትምህርት ቤታችን ካውንስለር/ሮች ለሁሉም ተማሪ ያስባሉ።					
15	የትምህርት ቤታችን ካውንስለር/ሮች ተማሪዎችን ያከብራሉ።					
16	የትምህርት ቤታችን ካውንስለር/ሮች ተማሪዎች ሊያናግሩላቸው በፈለጉ ጊዜ ሁሉ ይገኛሉ።					
17	ለትምህርት ቤታችን ካውንስለር/ሮች ትልቅ አክብሮት አለኝ እንደ እናት ወይም እንደ አባት ነው የማያቸው።					
18	በትምህርት ቤታችን ካውንስለር/ሮች ዘንድ ማንኛውም ሚስጢር የተጠበቀ ነው።					
19	በትምህርት ቤታችን ስለሚሰጠው የምክርና የምክክር አገልግሎት በሚገባ እንዳውቅ ተደርጓል።					
20	ሌሎች ተማሪዎች በተለያዩ የግል፣ ማህበራዊ እንዲሁም ትምህርት ነክ ጉዳዮች ላይ ከምክርና የምክክር አገልግሎት ተጠቃሚ እንደሆኑ አውቃለሁ።					