

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Career Counseling Service Needs, Implementation and Barriers among
Secondary School Students in Addis Ababa

By

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Addis Ababa, Ethiopia

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Declaration

I, the undersigned, hereby affirm that the research titled "Career Counseling Service Needs, Implementation and Barriers among Secondary School Students in Addis Ababa" is my independent work, conducted under the guidance of Abera Getachew, Assistant Professor. The research did not incorporate any previously published materials from other authors except for those appropriately cited and acknowledged. Additionally, I affirm that this thesis has not been presented or submitted as part of the criteria for any other academic qualification.

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Acronyms

AAU: Addis Ababa University

ANOVA: Analysis of Variance

ASCA: American School Counselors Association

BA: Bachelors of Art

CCS: Career counseling services

GCS: Guidance and Counseling services

KII: Key-Informant Interview

I-SQ: Individually Structured Questionnaire

MA: Masters of Art

MoE: Minister of Education

SPSS: Statistical Package for Social Science

UNESCO- United Nations Educational, Scientific and Cultural Organization

Table of Contents

	Page
Declaration.....	I
Acknowledgements.....	II
Acronyms.....	III
List of Tables	VII
<i>Abstract</i>	VIII
Chapter One	1
Introduction.....	1
1.1. Background.....	1
1.2. Statement of the Problem.....	6
1.3. Research Questions.....	8
1.4. Objective of the Study	9
1.4.1. General objective	9
1.4.2. Specific objective.....	9
1.5. Significance of the Study	9
1.6. Delimitation of the Study.....	10
1.7. Operational Definitions of Terms	10
1.8. Organization of the Study	10
Chapter Two.....	12
Review of Related Literature	12
2.1. The Concept of Career Counseling.....	12
2.2. Major components of career counseling.....	13
2.3. History of career counseling: six stages of career counseling	14
2.4. Theoretical Approaches of Career Counseling	15
2.4.1. Social–Cognitive Career Theory (SCCT).....	15
2.4.2. Trait-and-Factor Theory.....	16
2.4.3. Constructivist Career Theory	16
2.4.4. Theory of Career Anchors	17
2.5. Scope of school counseling.....	17
2.6. Structure of Career Counseling.....	18
2.7. Contribution and effectiveness of career counseling services provision in secondary schools.....	19

2.8. Obstacles in delivering career counseling services in secondary schools	20
2.8.1. Counselor to student ratio	20
2.8.2. Heavy workload and administrative duties.....	21
2.8.3. Training to Counselors.....	22
2.8.4. Shortage Resources and Materials	22
2.8.5. Negative attitudes towards provision of career counseling services in secondary schools.....	23
Chapter Three.....	24
Research Methods	24
3.1. Research Design.....	24
3.2. Population and Sampling	25
3.2.1. Population	25
3.2.2. Sampling	25
3.3. Data Gathering Instruments	28
3.4. Pilot-test.....	29
3.5. Data collection procedures.....	30
3.6. Data Analysis	30
3.7. Ethical consideration.....	31
Chapter Four	33
Results.....	33
4.1. Demographic Background of Respondents (N=397).....	33
4.2 Career Counseling needs of secondary school students	35
4.2.1 Findings regarding the difference among students' needs for career counseling and gender.....	36
4.2.2 Findings regarding the difference among students' needs for career counseling and grade levels	37
4.3. Career Counseling services	38
4.4 School career counseling service <i>Barriers</i>	40
4.5. Findings of the Key Informant Interview:	41
4.5.1. Demographic data of interview respondent's	41
4.5.2 KII results.....	41
Chapter Five.....	44
Discussion	44
5.1. Career Counseling needs among secondary school students.....	44

5.1.1. Findings regarding the difference among students' needs for career Counseling and gender.....	45
5.1.2. Findings regarding the difference among students' needs for career Counseling and grade levels.....	46
5.2. Career Counseling service implementation among secondary schools	46
5.3. Career counseling services barriers among secondary schools	47
5.4. View of school counselors and vice principals on CCS	48
5.4.1. Needs and availability of CCS	48
5.4.2. How CCS are implemented in the secondary schools	48
5.4.3. Challenges on provision of CCS in secondary schools	49
Chapter six	51
Summery, Conclusion and recommendation	51
6.1. Summery.....	51
6.2. Conclusion	53
6.3. Recommendations.....	54
Reference	56
Appendices.....	66
Appendix A: Survey Questionnaires	66
Appendix B: Interviews Questions for School Counselor.....	70
Appendix C: Interviews Questions for School Vice principal.....	72
Appendix D: Amharic Survey Questionnaire	74
Appendix E: Ethical Clearance	81
Appendix F: Plagiarism Index	82

List of Tables

Table 1 Procedure for Sampling of Data Sources for Quantitative Data.....	26
Table 2. Demographic Background of Respondents (N=397)	33
Table 3. Career Counseling Needs of Students (N=397).....	35
Table 4. T-Test results of students' career counseling needs according to their gender (N=397).....	36
Table5. One-way ANOVA results of students' career counseling needs according to their grade level (N=397)	37
Table 6. Career Counseling Services (N=397)	38
Table 7. Career Counseling Services Challenges (N=397)	40
Table 8. Demographic Data of Interview Respondent's (N=4).....	41

Abstract

The primary objective of this research was to identify and evaluate the needs, implementation, and challenges of career counseling service among selected secondary school in Addis Ababa. The study employed descriptive survey design using both quantitative and qualitative approaches. The data was obtained using individually structured questionnaire (I-SQ) and Key informants' Semi-structured Interview. A stratified random sampling and simple random sampling was used to obtain 397 students from Minilik II and Kokebe tsiba secondary schools to collect quantitative data while, purposive sampling technique were employed to select the two school counselors and two vice principals for the qualitative data collection. To analyze the quantitative data descriptive and inferential statistics were employed while, the collected semi-structured interviews for the qualitative data analyzed by using content analysis. Findings of this study revealed career Counseling need of students are high. T-test result show female students need career counseling services are more than male ($t = -3.487, p = 0.001$). And the one-way ANOVA results shows that the needs of students for CCS differ according to their grade levels ($F=3.105, p=0.027$). In general, this study results show career Counseling services in schools is not well established and provided to accommodate the needs of the students. The services are limited due to a lot of reasons such as student knowledge and awareness about services, there is shortage human resource of counsellors, Lack of clear guideline and role of counsellors, lack of training to advance the quality of the services provider and inadequate material resources. This study suggests that national-level guideline and job description to implement career counseling service and train school counselor to enhance career counseling service in secondary schools.

Key Words: Career; Career counseling service; Needs; Secondary School Student

Chapter One

Introduction

1.1. Background

Educational systems around the world have increasingly prioritized counseling services in secondary schools to meet the diverse and evolving needs of students, as these challenges have been recognized (Mtemeri, 2020). According to Ntuli, Mokgatle, and Madiba (2020), secondary education represents a critical phase in the educational journey where students experience significant personal and academic development. Globally, educational systems aim to prepare students for future challenges, making the provision of counseling services essential to help students manage the complexities of adolescence (Mughal, 2020).

Career counseling is a professional service that helps individuals understand their strengths, interests, and abilities in relation to career opportunities. It involves guidance on educational and career choices, development of career goals, and planning steps to achieve those goals. It helps clients to develop the skills, passions, beliefs, values, work habits, and character traits needed for a fulfilling life in an ever-changing workplace (Savickas, 2019).

According to the Kalchik and Oertle (2010), career development encompasses a combination of psychological, sociological, educational, physical, economic, and chance factors that influence the nature and importance of work throughout an individual's life. This process involves selecting a profession or career path, progressing in it over time, and making significant career changes as personal needs and interests evolve.

Career counseling, guidance, and support related to academic and career decisions are provided to help students make well-informed choices about their futures. This focus aids

students in exploring career options, setting goals, and creating plans for academic and professional development (Crooks et al., 2019). According to Naidoo and Cartwright (2020), schools place greater emphasis on academic counseling to enhance students' academic achievements. School counselors concentrate on addressing academic challenges, improving study skills, managing time effectively, and setting goals. The objective is to boost academic performance, resolve learning difficulties, and enhance study habits.

According to Letlape (2020), define career development as the interplay of psychological, sociological, economic, physical, and chance factors influencing the sequence of jobs, occupations, or careers an individual may pursue over their lifetime. Gysbers (2008), also define as career development is a lifelong process that begins in early childhood and continues through adulthood. It encompasses both formal and informal experiences that shape an individual's skills, interests, values, and understanding of the work world. This process extends into adulthood, involving career behaviors such as entering and adapting to the workforce.

Various factors, including gender, ethnicity, spirituality, race, gender, and socioeconomic status, can influence one's career development by affecting life roles, situations, and events. Career development also includes professional interventions that support age-appropriate career behaviors throughout a person's life (Herr, 2008).

School counseling emerged in the early 1900s, initially focusing on career guidance for students, preparing them for post-school employment and discussing potential career paths. Frank Parsons, often hailed as the "Father of Vocational Guidance," pioneered the incorporation of career guidance in elementary schools, aiming to establish dedicated counselor roles within schools to offer vocational advice (Schmidt, 2003). Offering students career services is how school counseling came to be. Academic counseling was increasingly

woven into the duties of the vocational counselor as the 20th century went on (Gysbers, 2001).

According to ASCA (2019), school counselors provide programs in three main areas that influence students' growth: career development, academic development, and social/emotional development. School counselors recognize that students must improve in all these areas to succeed, as they are interconnected and impact each other (Schenck, Anctil, & Smith, 2010). Professional school counselors recognize that each student possesses individual interests, abilities, and aspirations that will shape their future opportunities. They work in partnership with students, families, educators, and the community to guarantee that every student develops an academic and career roadmap tailored to their interests, skills, and objectives. This plan incorporates rigorous and relevant coursework and experiences suitable for each student (ASCA, 2013, p. 1).

According to UNESCO (2002:4), career counseling consists of four main components: first, helping individuals enhance their self-awareness regarding their interests, values, abilities, and personality type; second, providing students with access to resources to learn more about different careers; third, engaging students in the decision-making process to choose a career path that aligns with their personal interests, abilities, values, and personality type; and fourth, guiding individuals to actively manage their career paths, including handling career transitions and balancing various life roles, while also encouraging lifelong learning and professional development throughout their lives.

Students require guidance services in personal-social, educational, and career development areas (Gybers & Henderson, 2012; Kaya & Divitçi, 2002). These needs vary based on their developmental stages and environmental conditions (Kaya, 2002). For school

guidance services to be effective, activities should be tailored to the students' specific needs (Chireshe, 2012).

Research on student needs analysis indicates a positive relationship between the features of the guidance and counseling services provided and the extent to which students' specific needs are identified (Astramovich, 2011). Thus, it is crucial to determine if there are differences in students' guidance and counseling needs based on their grade levels and gender, and to design guidance programs that address these varied needs (Drefs, 2003; Barrell 2009). Such programs should be adapted in terms of content, process, outcomes, and class guidance services (Akos et al., 2019), as well as group size and students' demographic characteristics (Astramovich, 2011).

A lack of career counseling services in secondary schools caused children to grow up in a complicated and rapidly changing society where they frequently had no idea what was going on or what to do about it. Because they did not receive counseling services during their early years of schooling, they frequently did not have control over their surroundings (Savickas, 2019).

Some middle and low-income countries have established policy goals for career counseling and orientation services to link high school graduates with technical and vocational education, colleges, and universities, addressing job choice challenges (Nong, 2016; Egbo, 2017). For example, Nigeria integrated occupational counseling into high school curricula to assist students in making informed career decisions (Egbo, 2017).

The challenges in providing counseling services in both developed and developing countries seem similar, often involving students' and school administrators' attitudes toward career counseling, a lack of resources and materials, and shortages of counselors. Inadequate

guidance and a lack of accurate career information were significant obstacles to effective career counseling for secondary students (Bojuwoye and Manjwa, 2006)

In the UK, career counseling has grown to be a vital tool used by counselors and other professionals to direct and assist people, especially students, in meeting a variety of everyday needs. For young people who were prepared to make important life decisions, career counseling services in secondary schools were statutory (legal) in the United Kingdom (Sampson, Shy, Offer, & Dozier 2010). According to Langley, Hooley and Bertuchi (2014), the career counseling policy, which detailed specific topics or declarations to make its development and implementation in schools easier to accomplish, legalized the provision of career counseling services.

Career counseling services in numerous African nations appeared to be insufficient since they were still being provided on a trial-and-error basis (Kano, 2012). Despite the growing awareness of stakeholders about the need for career services in schools, Rosenberg et al. (2009) found that few African countries provide career counseling services. However, there has been little focus on job preparation and development in terms of students' understanding of potential employers, connections, and associated difficulties (Hezron, 2008). Due to this, there were insufficiently specialized offices or centers for offering students career services, as well as inadequately qualified counselors (Watts, 2006). For instance, Prinsloo (2007) said that instructors in South Africa lacked formal training in job counseling and had inadequate knowledge of the subject. Poor career counseling services for schoolchildren made their future uncertain and occasionally made them less able to decide what to do.

Secondary school counselors in Kenya had considered offering career counseling services as a means to enhance students' educational experiences in terms of both satisfaction

and value (Okech & Kimemia, 2012). For instance, Osoro et al. (2010) stated that career counseling had a crucial and necessary function to play in Kenya's secondary school curriculum, where teachers frequently encourage their pupils to pursue a variety of jobs in line with their skills. According to Wambu and Fisher, (2015) assessment, the majority of Kenya secondary school teachers lacked the necessary education. However, only a small number of them had taken workshops and quick courses on offering job guidance. As a result, Kenyans, particularly secondary school pupils, did not receive enough career guidance.

According to the Ethiopian Ministry of Education's school management guidelines (MoE 1994), every secondary school (both first and second cycle) in Ethiopia is required to have a guidance counselor. While each secondary school does have a counselor, the counselors are expected to help students set life goals, connect their academics to real-world scenarios, and improve their overall wellness to increase productivity (MoE 1980). However, guidance and counseling services in these schools are often poorly organized and underutilized (Seyoum 2011, Wako 2016). Previous qualitative studies have attributed the inadequate guidance and counseling services to a lack of clear job descriptions and performance indicators, insufficiently trained counselors, poor coordination between the school community and counselors (Deneke 2014, Wako 2016), and a shortage of private counseling rooms. As a result, students face difficulties in making career and occupational decisions (Kassu 2018, Alemu 2013).

1.2. Statement of the Problem

As highlighted in the study background, There is a general consensus that completing high school is essential for students to prepare for the transition to work or college (Amoah, Kwofie & Kwofie, 2015). It is widely recognized that career counseling is an effective

strategy for bridging the gap between education and the working world (Ibrahim, Wambiya, Olaka & Raburu, 2014). Given the critical transition from secondary school to the workplace or higher education, it is essential to provide career intervention activities in schools. These activities aim to support students with information and counseling regarding personal, academic, and career options (Rosenbaum & Person, 2003).

The challenge facing the delivery of counseling services in both developed and developing nations appeared to be similar because they frequently included: students' and school administrators' attitudes toward career counseling services; a lack of resources and materials for career counseling; and shortages of counselors (Hilling, (2017, Healey, 1982). Tesera, (2022) states that the lack of delegation of pertinent job descriptions to counselors, monitoring, instructions for incentive, and evaluation, as well as a lack of refresher training for counselors, are identified as some of the major administrative challenges in Ethiopia related to school counseling service. Additionally, counselors are mostly responsible for correcting misbehaving kids who are: "jumping fence, unpunctual, and having unfamiliar hair style, having disagreement within family, and substance users". Furthermore, they oversee exams, coordinate during exams, and take part in other administrative tasks.

Wood and Kaszubowski (2008) emphasize the importance of identifying areas where young children require assistance with career development, given the limited interventions in K-12 schools and the scarcity of research on the subject in secondary education.

In Ethiopia, Abera and Gobena (2016) highlighted deficiencies in career counseling services within higher education and recommended that career guidance and counseling services be well-established to benefit all students. Additionally, several studies (Meron, 2018; Selam, 2014) have examined guidance and counseling practices in secondary schools in Addis Ababa, revealing significant challenges in school counseling services. However, this

study differs because it focuses specifically on career counseling aspect, it address secondary schools in Addis Ababa, and it concentrates on the needs and challenges of implementing career counseling services in secondary schools. As it was noted in the background, secondary school students encounter challenges when it comes to selecting a career. This study stands out by focusing on the underlying causes of these challenges, particularly those related to career counseling services. Consequently, it holds significance in identify the obstacles associated with delivering career counseling services and also identifying the needs of CCS of secondary school students in Addis Ababa.

This study offer the data to identify resources for enhancing service delivery, set priorities for development areas, and highlight challenges in service provision. Furthermore, the insights gained from this research will benefit similar secondary schools across the country. In consideration of this, three research questions have been formulated to investigate both qualitative and quantitative findings throughout the study. To achieve this, a variety of relevant data sources were used, such as school counselor, the students themselves, and school vice principals. And the data were collected through questionnaires and interview methods.

1.3. Research Questions

The research aims to investigate three main questions utilizing both qualitative and quantitative data gathered through various methods:

1. What are the career Counseling needs of secondary school students in Addis Ababa?
2. How is the career Counseling services are implemented in AA secondary school?
3. What are the barriers associated with career Counseling services in Addis Ababa secondary schools?

1.4. Objective of the Study

1.4.1. General objective

The general objective of this study is to identify and evaluate the career counseling service needs, implementation and barriers among secondary school students in Addis Ababa.

1.4.2. Specific objective

- To identify the career Counseling needs of AA secondary school students
- To measure the implementation of career counseling services in Addis Ababa secondary schools
- To identify the barriers linked with career counseling services in Addis Ababa secondary schools

1.5. Significance of the Study

The study's findings will benefit school counselors, students, and school administration by enhancing the provision of career counseling services. The significance lies in publicly revealing the challenges of effectively implementing career counseling in schools and providing data on students' needs to improve service delivery and prioritize development areas. Communicating the implementation process and encountered challenges to relevant stakeholders allows for corrective measures. Additionally, this study serves as a valuable resource for other secondary schools seeking to improve their career counseling services. By identifying challenges and addressing unmet student needs, schools can use the procedures outlined in this study as a model for improvement tailored to their specific contexts.

This study also provide insights for national curriculum planners, as well as organizations like MoE, EPA, and ECA, in developing a school counseling manual. Furthermore, it could serve as a foundational study to inspire other researchers to conduct similar investigations in different regions of Ethiopia and other African nations.

1.6. Delimitation of the Study

This research is limited to the career counseling service's needs, implementation and challenges of Addis Ababa secondary school students. Furthermore, this research is limited to career development counseling. And also, this study is only concerned with secondary school.

1.7. Operational Definitions of Terms

Barriers: Obstacles or challenges that hinder the effective delivery of career counseling services in secondary school.

Career: a job or profession for which one is trained and in which one intends to be involved through life.

Career counseling services: refers to the professional help provided to students to deal with their career concerns, to facilitate their career development, and plan their educational and career paths.

Needs: students need to be addressed to improve their career readiness and overall Information about career options, guidance on educational pathways and skill development.

Secondary school students: are students enrolled in the country's secondary education system, which is divided into two cycles: high school (grades 9-10) and preparatory school (grades 11-12).

1.8. Organization of the Study

This research is structured into six main chapters. The first chapter cover the study's background, problem statement, research questions, significance, and delimitation of the

study. The second chapter delve into the literature review, encompassing definitions, theory, history, components and challenges of career counseling services (CCS).

The third chapter focus on the methodology, outlining the research design employed, detailing the study area, population, sampling techniques, sample size, data collection tools, data analysis methods, and ethical considerations. Chapter four is present a data analysis and chapter five address a discussion of the findings and their implications. Finally, chapter six were address summery, conclusions, and offer recommendations.

Chapter Two

Review of Related Literature

The purposes of the study are to examining the career counseling need, barriers and implementation among secondary school students in Addis Ababa. The literature review chapter begins with introducing the general concept of career counseling. After this, major components of career counseling and theories of career counseling was discussed in detail with their practical implications then literatures related to career counseling needs, barriers and implementation was discussed in detail. Finally, conceptual framework of the study was presented.

2.1. The Concept of Career Counseling

What does career counseling involve? It is important to distinguish a few terms here that are often used interchangeably with career. Career is a broader term than vocation; it indicates a career path over the life span of the individual, and thus takes into account one's work as well as leisure and other life roles. Whereas job is a specific task one does to earn moey. Occupation is broader than job, indicating a group of similar jobs (Gysbers, 2011).

At a basic level, career counseling involves three things: knowing about the world of work, developing awareness about oneself, and then matching the two and accordingly decide on a career. However, career counseling involves going beyond this simplistic matching and views career as a central factor affecting all other aspects and roles in life. Hence it considers career counseling as a process of developing a life-career and takes into account the life as a whole (Gysbers, 2011).

Career Counseling Services is one of the major components of guidance and counseling programs in Secondary Schools. The services assist students in planning for their

future career, choosing their subject combinations and getting information on available career opportunities. They also help them in understanding the world of work and assist them in becoming aware of their personal abilities, skills and interests. They also contribute in informing them of training courses and employment opportunities (Lubawa, Ngirwa & Shavega, 2021). Furthermore, Career GCS assist students in understanding the procedures of choosing a career and the possible significant outcomes of their choices. They also assist students in carrying their assessment, aptitude testing and career interest inventories, motivating them to honor and respect their educational pursuit (Zunker, 2002)

The career counselor's role over the past 100 years or so has evolved from being a placement tool in the industrial revolution to that of providing a more holistic approach to meeting both the career and personal concerns of individuals. More and more counselors are beginning to focus on the person as a whole, including values, interests, abilities, skills, and work-life experiences, as they counsel on career-related issues (Zunker, 2006). As a focus on human development and the whole person enters the counseling field, school counselors are faced with developing comprehensive school guidance systems that meet the needs of students throughout elementary and high school. These programs focus on the importance of career development throughout the lifespan rather than during only one period.

2.2. Major components of career counseling

According to UNESCO (2002:4), career counseling consists of four main components:

1. **Self-awareness and self-assessment:** Helping individuals understand their own interests, values, strengths, weaknesses, and personality traits. This component involves various assessment tools and activities aimed at increasing self-awareness and helping individuals recognize their preferences and aptitudes.

2. **Educational and occupational exploration:** Providing information and resources to help individuals explore different educational and career pathways. This component involves exposing individuals to a wide range of educational and occupational options, as well as helping them understand the requirements and opportunities associated with each option.
3. **Decision-making skills:** Equipping individuals with the skills and strategies needed to make informed decisions about their educational and career paths. This component focuses on helping individuals evaluate their options, weigh the pros and cons, consider their personal preferences and goals, and ultimately make decisions that align with their interests and values.
4. **Career planning and goal-setting:** Assisting individuals in developing concrete plans to achieve their educational and career goals. This component involves setting short-term and long-term goals, identifying the steps needed to reach those goals, and creating action plans to move forward. It also includes helping individuals overcome obstacles and adapt their plans as needed to achieve success in their chosen paths.

2.3. History of career counseling: six stages of career counseling

Mark Pope (2000) identifies six distinct stages in the history of career counseling, reflecting its evolution from the late 19th century to the present. The first stage (1890-1919) was characterized by "Job Placement Services," initiated by Frank Parsons, which focused on providing vocational guidance and psychological testing to cater to an industrializing society. The second stage (1920-1939) saw vocational guidance becoming integral to educational institutions, as marked by the National Career Development Association's publication of vocational guidance principles. The third stage (1940-1959) highlighted the expansion of counselor training programs in colleges and universities during and after World War II.

The fourth stage (1960-1979) emphasized "Meaningful Work and Organizational Career Development," reflecting the societal idealism of the 1960s and the integration of career counseling in organizational contexts. The fifth stage (1980-1989) saw the rise of independent practice and outplacement counseling, driven by the transition from the industrial age to the information and technology age, with a growing need for tech-skilled workers. The sixth and current stage (1990-present) focuses on the school-to-job transition, internationalization, multicultural counseling, and technological advancements, demonstrating career counseling's expanding scope and increasing sophistication in the use of technology.

2.4. Theoretical Approaches of Career Counseling

2.4.1. Social–Cognitive Career Theory (SCCT)

Social-Cognitive Career theory is based on Albert Bandura's general Social cognitive theory. The theory developed by Lent, Brown and Hackett (1994) suggests that there is an interaction between the social-environmental aspects including one's age, gender, health conditions etc. and the individual cognitive characteristics. The three important aspects of the SCCT are self-efficacy beliefs, outcome expectations and goals. Self-efficacy, i.e., one's belief in oneself to be able to perform a particular task or activity. Outcome expectation is beliefs about the outcome or consequence of performing the activity. Thus your belief about your ability to do a task and the outcome you expect out of doing it will influence your effort and persistence in doing it and your experience of success in it. Goals refers to setting a target of acquiring a certain level of achievement (performance goals) or accomplishing something, like completing a degree (choice goals). Goals set by an individual are influenced by beliefs of self-efficacy and outcome expectation. There is a dynamic interaction among these three

components which ultimately influence the development of career interests, career selection, career adjustment and success.

2.4.2. Trait-and-Factor Theory

As the name suggests the theory talks about assessing the traits of the individual and matching these with the factors or characteristics of various occupations. A proper fit between the two will lead to career satisfaction in the individual. Holland (1997) has emphasized the interrelation between career requirements and personal qualities and accordingly came up with six categories of personality and associated occupations. These are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). The theory emphasizes the uniqueness of the individual in the way these personalities interact in an individual. The counselor gets a profile of the client indicated by a three-letter code on administering the test to the client based on this model. It may be, e.g., IES, that is, the person is most similar to Investigative type of personality, then enterprising type and then social type. These three interact and determine the personality make-up of the individual to influence their career selection and adjustment. Career counselors help the client in analyzing their personality types in relation to the suitable occupations related to these in the context of other factors such as developmental stage, socio-economic conditions etc.

2.4.3. Constructivist Career Theory

Constructivist career theory focuses mainly on deriving 'meaning' in one's career. Career counselor helps the client in understanding and interpreting the life themes of the client, that is, the meaning and purpose in client's life, values the client lives by and the self-concept they have. The choice of career evolves out of understanding of their own self-concept, based on their own learnings, experiences and behavior. Career counseling based on the constructivist theory attempts to assign meaning to one's vocational behavior and

experiences. It tries to understand and give meaning and direction to what one has done or engaged in and arriving at the 'why' of a career. Thus the theory is subjective in nature as it involves imposing personal meaning on past memories, present experiences, and future aspirations by weaving them into a pattern that portrays a life theme (Savickas, 2005).

2.4.4. Theory of Career Anchors

Edgar H. Schein (1978) introduced the concept of career anchors to assist individuals in making career decisions and developing within organizations. This theory highlights that people have distinct values and desires regarding their work at different life stages, encompassing their work-related values, life values, skills, and abilities.

Schein (1978) initially identified five career anchors: technical competence, managerial competence, security and stability, autonomy and independence, and entrepreneurial creativity. He later added three more anchors: service and dedication, pure challenge, and lifestyle (Schein, 1990). Each career anchor reflects an individual's expectations and the competencies linked to their job, influencing their career choices. For instance, individuals with a security and stability anchor prioritize employment security and benefits in their career decisions, while those who value autonomy and independence focus on job roles that offer them freedom and minimal organizational constraints (Schein, 1978).

2.5. Scope of school counseling

School counseling mainly focuses on offering a comprehensive program for all school students. It needs to follow a strengths based approach highlighting the strengths of each child rather than focusing on the deficits. The major areas of work of school counselors relate to academic, career, and personal-social functioning Jain, et.al (2019). The American School Counselor Association (ASCA) also conceptualizes academic achievement, career planning, and personal and social development as the three main functions of school counselors. Since

school counseling caters to all students, the scope can include counseling at the elementary level, secondary and senior secondary level. The National Curriculum Framework (NCF, 2005) advocates specific activities related to guidance and counseling at each of these three stages. Children at each stage have unique characteristics, developmental tasks and skills to learn. School counselors need to address these specifically at each stage of education to facilitate healthy growth and development, necessary cognitive skills, effective coping skills, better adjustment, and a resilient attitude.

2.6. Structure of Career Counseling

As in any counseling situation, the relationship between the career counselor and the client is important which needs to be characterized by warmth, genuineness, empathy and unconditional positive regard. Establishing the rapport is the first crucial step in career counseling. The next task is to consider a way to organize the working sessions of clients and counselors in career counseling. According to Chhatrani, Kaur, and Jain (2022) the structure of career counseling can be described in two major phases:

- a) *Problem Identification, Clarification, and Specification:* The first task is to establish a rapport between the client and the counselor. The client-counselor relationship is defined. The roles and responsibilities of each are clarified. Informed consent is taken and other ethical guidelines are adhered to. The counselor listens to the presenting problems of the client, their internal thoughts, feelings, concerns and anxieties. Psychological tests are also used to get additional data about the client's attitude, behavior and personality. The counselors attempts to understand the clients' ways of making sense out of their life roles, preferred decision-making styles, interpretation of events in their life so that a mutual understanding can be developed. This facilitates further process of goal setting and intervention.

b) **Client Goal or Problem Resolution:** Using theoretical paradigms and research-based interventions, the client is assisted to achieve their goals or respond to their problems. A working alliance is formed and various strategies are employed to achieve the mutually decided goals. The environmental factors are also considered in this process as facilitating or hindering the intervention process. The outcomes are thus evaluated and intervention strategies are relooked into. Finally once the goals are attained, the counselor-client relationship is terminated.

2.7. Contribution and effectiveness of career counseling services provision in secondary schools

Schools play a crucial role in helping individuals explore various career opportunities. To ensure future career success for students, schools must provide a diverse curriculum and a range of educational options (Curry & Milsom, 2013). As the global economy, industries, and technology evolve, student preparation must adapt accordingly. Researchers, educators, and policymakers agree that college and career readiness are vital components of a P-12 education, though a clear definition of these terms remains elusive (Curry, 2013).

Lee (1993) argued that, secondary students which provided with occupational, educational, personal, social information and all types of information needed by all students for planning and self-adjustment. American schools viewed themselves more positively and began to predict their own success in life regarding their career choice. Armcost (1990) argued that many students in America preferred to talk with school counselors about their interests, talents and needs.

Besley (2002) states that the provision of career counseling services in Scottish schools removed some of the barriers affected learning to students making teachers concentrated on their major task of teaching. Related to this Carnevale and Derochers (2003)

view that Scotland schools counselors helped students to maintain their career that will allow them to meet job requirements in future.

Jones (1993) argued that in South Africa students who received career counseling services reported that they learnt about careers, developed a clearer idea about possible careers for themselves and being encouraged to learn more about their careers. Banda (1998) supports the argument held by Jones (1987) stating that Malawian school counselors helped students understand their own interests, abilities and potentialities. Students are also helped to identify their educational and vocational opportunities.

Hartman (1999) states that effective provision of career counseling services in Canadian enabled students to develop decision making skills to the point of being capable of making realistic choices from short term to long term. Students were assisted in assessing their aspirations, values, interests and aptitudes when making career decisions.

Taylor (1971) argued that British school career counseling services helped students throughout their secondary education to plan their vocational and educational progress. The school counselors helped students to learn possible futures educational and vocational opportunities.

2.8. Obstacles in delivering career counseling services in secondary schools

2.8.1. Counselor to student ratio

School counselors struggle to assist students with career and college readiness partly due to the high counselor-to-student ratio, leaving them feeling overwhelmed. The American School Counselor Association (2017) recommends a ratio of 1:250, but the national average for the 2013-2014 school year was 1:491, nearly double the recommended ratio. Research shows that frequent meetings with school counselors increase students' chances of enrolling

in a four-year college, as collaboration among students, counselors, and parents significantly boosts enrollment rates (McDonough, 2006). However, with such high caseloads, frequent individual meetings are unrealistic. A 2013 College Board research brief found that adding each additional counselor at a high school increases four-year college enrollment by 10 percent (Indiana Business Journal, 2016). According to Patricia McDonough (2006), increasing the number of counselors and the time they can devote to college counseling is a key reform for improving college access. Currently, due to the high student-to-counselor ratios, students in public schools can expect less than an hour of postsecondary education counseling per school year (McDonough, 2006). Overall, more time spent with counselors correlates with higher likelihood of enrolling in a four-year college, but high student-to-counselor ratios often prevent significant one-on-one time.

2.8.2. Heavy workload and administrative duties

In addition to the high student-to-counselor ratio, heavy workloads and administrative tasks limit the time counselors can spend with students. Consequently, counselors often provide career information in large group settings instead of meeting individually with students (“Counseling”, 2008). According to the Indiana Chamber of Commerce Foundation, over half of school counselors in Indiana dedicate only 25 percent or less of their time to assisting students with college and career readiness due to their extensive administrative responsibilities. Most counselors expressed a desire to allocate more time to college and career readiness during their workday (Indiana Business Journal, 2016). Overall, counselors face challenges in supporting students with college and career readiness due to their substantial workloads and administrative duties.

2.8.3. Training to Counselors

Training is considered as the key factor for the provision of career counseling in secondary schools. Makinde (1985) contended that inadequate training in counseling services hindered its development and success. Lack of trained counselor made it difficult from delivery of services and it had been left under the hands of untrained personnel who had difficulty in explaining and helping students choosing a career of their own interests (Nwoye, 1990).

Most of secondary school counselors were not well trained enough to offer counseling services to students that lead them into wrong direction of their career choice as well as their life (Jenkins, 2004). Therefore students had to struggle compete into the world market fit into it, it was due to the fact that they were not well prepared during their study course. In America, lack of training on the part of school counselors negatively affects the provision of career counseling services in secondary schools; also they lacked effective organizational and counseling skills (Coker & Schrader, 2004).

2.8.4. Shortage Resources and Materials

A lack of enough resources significantly undermines the quality of career counseling services provided in secondary schools. This issue has been particularly problematic for students who miss out on career counseling during their secondary school years (Prinsloo, 2007). For instance, Kenyan schools often have limited reference materials for career counseling, insufficient funding to effectively run the programs, and some school counselors who shirk their responsibilities (Okola, 2005). It is notable that career advisors rarely collaborate with librarians in their roles.

In Nigeria, secondary schools lack career counseling centers, and the absence of resources further diminishes the quality of services students receive (Adejimola and

Olufunmilayo, 2009). Ochola (2010) discovered that the lack of counseling facilities and relevant information complicates service delivery. Mutie and Ndambuki (1999) suggested that an ideal counseling center should be a spacious room equipped with display racks, bulletin boards, and tables to organize and present materials.

In South Africa, UNESCO (2002) reported that school counselors' inability to utilize psychological tests in secondary schools reflects the poor quality of services. Despite potential cultural irrelevance, these tests are valuable for aligning students' interests and personalities with suitable jobs and occupations.

2.8.5. Negative attitudes towards provision of career counseling services in secondary schools

Attitudes significantly impact the implementation and effectiveness of career counseling in secondary schools. Many students in Africa face challenges related to their school counselors' personality-based perceptions regarding career choices (Hui, 2002). A prevalent belief among students is that any job can suit anyone, leading them to see little value in career counseling services. In the United States, negative attitudes among some school administrators, counselors, and students have affected the efficacy of school counseling services (Reynolds and Cheek, 2002). These services are often undervalued and given low priority. Similarly, in India, policy makers have gradually deprioritized the introduction of career counseling services in schools, despite efforts to improve the overall education system (Unnithan, 1997). Kombos (1998) discovered that students often hold negative attitudes towards career counseling services, with some harboring misconceptions due to the perceived harshness of certain counselors.

Chapter Three

Research Methods

This chapter provides a detailed description of the methodology used in this study. It covers the research design, population, sampling techniques, measurement tools, pilot study, data collection procedures, data analysis methods, and ethical considerations.

3.1. Research Design

The purpose of the study is to assess the implementation and challenges of school career counseling service and to identify existing needs of students, in order to achieve this objective the study use descriptive survey design using both quantitative and qualitative approaches. This research design is selected, because it allows us to use both qualitative and quantitative data from a relatively a large number of population in which it would be helpful to give answer to the basic research questions. The intention of this research is to identify the current status and major problems of career counseling service as well as the counseling needs of students.

The data for the study were obtain from primary sources. Concerning primary sources, relevant data was collected from respondents (students, school administrations and school counselors). The overall data collection method were involve two approaches:

1. *Quantitative survey*: A structured data collection tool (structured questionnaire) are used as a main research to examine implementation and challenges of school career Counseling services and to identify existing needs of students, the researcher was prepare individual structured questionnaire based on the existing literature. The questionnaire were Likert type with three point scale. Therefore, in the process of

using this instrument, representative sample would be drawn from students to generalize the findings of the study to the total population.

2. *Qualitative survey*: On the other hand, qualitative tools like semi-structured interview were employed, to gather adequate information about the career Counseling services of the study area from school administration and school counsellors. In the present study qualitative tools would be employed extensively to authenticate the results from the quantitative surveys.

3.2. Population and Sampling

3.2.1. Population

The participants of the study were from Minilik II and Kokebe tsiba Secondary School students, school administrators and school counselors. Specifically, vice principals, and counselors of school are the basic sources of qualitative data. While grade 9-12 students of school are the source of quantitative data. According to the information that the researcher gets from the schools since 2023 G.C, the total student number of students are 5334 and the total number of counsellors are four which is 2 counselor for each school.

3.2.2. Sampling

As indicated above, students are the target data sources for the quantitative data. For the purpose of gathering quantitative data from students, this study was follow three steps, namely: Area sampling, Data source sampling and Respondents' Sampling.

1. Area sampling

This study were conducted in two secondary schools from two sub-cities of Addis Ababa, which is the capital city of Ethiopia. There are 152 government secondary schools on this study site. This study area was conducted by purposively selected two secondary schools.

The study site is specifically located in Arada and yeka sub cities at Minilik II and Kokebe Tsiba Secondary School, respectively. Minilik II secondary school it was the first modern school in Ethiopia and one of the government schools in Arada sub-city, which is located around 4Killo Addis Ababa. And also, Kokebe tsiba Secondary School is one of the government schools in Yeka sub-city, located around Russia embassy. The researcher chose this two-secondary school because previous communication during the practicum and school visitation in the inspired on the research title, and having a prior relationship with counselors and teachers' staffs at the school led the researcher to believe that the data collection process would be simple and supported by the school's teachers and staff members.

2. *Data source Sampling*

As explained earlier, the goal of the study is to conduct assessment towards the career counseling service at secondary school. Thus, the data sources for the quantitative data are basically students. However, to capture the variation across the different segments of the student, students of the selected grade units were further grouped using stratified random sampling across two variables; namely, grade level (9,10,11 & 12), and gender (Male & Female). This procedure is summarized below in a table.

Table 1

Procedure for Sampling of Data Sources for Quantitative Data

School	Grade 9		Grade 10		Grade 11		Grade 12		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Minilik	25	25	25	25	26	26	26	27	205
Kokebe Tsiba	25	25	25	25	26	26	26	26	204
Total	50	50	50	50	52	52	52	53	409

3. Respondent Sampling

The third stage involves selection of the actual respondents for the quantitative data. This procedure were conduct using simple random sampling method. Consequently, after strata are made based on grade level and gender in each selected schools, simple random sampling method were employed to select participants of the study from each stratum.

The sample size determined by using Yemane (1967) formula by considering the following assumptions; 95% confidence level, the margin of error of 5%, and however, by considering the non-response rate, 10% of the sample is added. The total number of students are 5334 in both school according to 2023 G.C. data from the school. Regarding to this formula, the sample size of participants are 372 and the 10% for non-response is 37. The summation of all participants final sample size is 409.

$$n = \frac{N}{1 + N(e)^2}$$

$$1 + N(e)^2$$

$$n = \frac{(5334)}{1 + 5334(0.05)^2}$$

$$1 + 5334(0.05)^2$$

$$n = \frac{5334}{14.33} = 372$$

$$14.33$$

Two sources were selected for the qualitative data, such as: school vice principals and school counselors. The type of data sources and the sampling procedure for each is presented as below.

1. School Administration

The sampling of respondents from school administration were selected by using a purposive sampling method where the criteria are (i) access to information, and (ii) appropriateness to the target study question. Based on this, the vice principal unit of school administration are purposely selected. Because, according to administration of school, a guidance and Counseling unit are directly supervised and administered by vice principal.

2. School Counsellors

The sampling of respondents from school counsellors were selected by using a purposive sampling method where the criteria are whether they have access to information and have an interest to the interview.

3.3. Data Gathering Instruments

The study were employed with two types of instruments; namely, individually structured questionnaire and Key informants' semi-structured Interview.

1. Individual structured questionnaire for students (I-SQ)

The first data collection instrument for this study was a structured individual questionnaire for students. An Individually Structured Questionnaire (I-SQ) is a survey tool designed to collect detailed information from respondents based on their unique characteristics, experiences, or contexts.

The questionnaire was developed by the researcher to address key objectives of the study. The development of questionnaires were guided by a review of existing literature and aligned with the study's objectives. This approach ensured that the questions were relevant, comprehensive, and capable of eliciting accurate and meaningful data by integrating insights from previous studies and focusing on the specific goals of the research. This instrument

mainly used to examine the implementation and challenges of school career counseling service and to identify existing needs of students on CCS.

2. Key informants' semi-structured interview

In order to examine the implementation and challenges of school career counseling service and to identify existing needs of students on CCS a key informant semi-structured Interview was developed. Key Informants' semi-structured Interviews are a qualitative research approach designed to collect detailed information from individuals possessing specific knowledge, expertise, or insights regarding a particular subject or community (Better Evaluation, 2021; Ann Murray Brown, 2021). This instrument used to collect data from school vice principals and counselors.

3.4. Pilot-test

The primary objective of the pilot test was to evaluate the reliability of the instruments used for the main data collection. The pilot study was conducted at Karalo Secondary School, involving students who share similar characteristics with the target population. To ensure the protection of participants' rights and welfare, the researcher received oral approval from the school principals, as it posed no risk to the participants.

In the pilot study, 37 students from grades 9 to 12 were selected using stratified sampling and simple random sampling methods. The data collection procedure for the pilot test was administered in the same manner as the main data collection process. Participants provided verbal informed consent and then completed the Amharic versions of the questionnaires. Following the pilot study, the reliability of all 38 items were assessed using Cronbach's alpha, which resulted in a reliability coefficient of 0.78. This show that the questionnaire has acceptable internal consistency, meaning that the items within the questionnaire reliably measure the same underlying construct.

3.5. Data collection procedures

After getting an official letter from school of Psychology, AAU, the researcher discuss about the purpose of the research with the school administration. It is believed that this help the researcher to establish a rapport with the school principal and vice principal. After having a formal letter and oral permission, the researcher were collected the data of students, vice principal, and counselors. Using this information, sample respondents was selected. Then, to facilitate the administration of the questionnaire the researcher contact the school administration and ask them which date and time are suitable for students to fill the questionnaire.

Based on that, the selected date, time and venue to fill the questionnaire was announced for the selected students and provide clear orientations and obtain informed consent to participants. Finally, the questionnaire was distributed to the participants of the study by the researcher and school teacher. This was increased the response and return rate of the questionnaire in a great extent.

In conducting the Key Informant Interview, first participants were purposively selected. After description of the purpose of the study and procedure of interview they obtain informed consent. Then date, time and venue are arranged. Finally, the interview was administered by the researcher.

3.6. Data Analysis

The researcher were used both descriptive and inferential statistics to analyze the quantitative data collected from participants. After data collection, first the questionnaires were coded, and the data entered into the Statistical Package for the Social Sciences (SPSS) version 20 (SPSS 20). Data cleaning was conducted to ensure accuracy, consistency, and the absence of missing values. Any inaccuracies were corrected, and missing or inappropriate

responses screened and computed using SPSS 20. The analysis was begin with descriptive statistics to examine the implementation and challenges of school career counseling services (CCS) and to identify students' existing needs for CCS. This was included computing frequencies and percentages for categorical data, as well as mean. And inferential statistical was used for the quantitative data. **Independent Sample t-Test** was applied to determine if there is a significant difference between male and female students in their need for CCS. The mean, standard deviation, and number of observations for each group was used to calculate the significance level. This test was investigate gender differences in the need for CCS.

- **One-Way ANOVA:** This method was used to measure if there is a significant difference in the need for CCS across different grade levels of students. This technique compares the means of three or more groups to determine if there are statistically significant differences among them.

A significance level of $p < 0.05$ was used to assess the statistical significance of the results, ensuring a rigorous and reliable analysis of the data.

On the other hand, qualitative data collected through semi-structured interviews was analyzed using qualitative methods. Content analysis of the interview transcripts was performed to identify key concepts, themes, and patterns. Triangulation of various information sources were employed as needed to enhance the reliability and validity of the findings.

3.7. Ethical consideration

Prior to data collection, the schools were asked the permission in written formal letter from AAU school of Psychology. Then, written and oral permission was granted from school administration. For each study subject verbal informed consent was provided with an explanation of their participation in the study. Furthermore, all information collected from

each study participants were treated as confidential and kept private throughout the research process. Personal privacy and cultural norms are respected. Finally, the results will disseminated to the place where the study was conducted and to the School of psychology in Addis Ababa University.

Chapter Four

Results

The purpose of this study was to investigate the existing needs, implementation and challenges of school career counseling service among secondary school students of Addis Ababa. This chapter presents the analysis of the data collected through questionnaire and interview questions.

Response Rate: Hence, according to Yamane (1967) sample size of 409 was a representative of 5334 populations with a confidence interval level of 95% and considering 37 (10%) of non-response rate. However, out of the total of 409 samples only 397 of them filled and returned the questionnaire. Which means, 12(2.93%) are void. Therefore, only 397(97%) of questionnaires were used for the main data analysis in this study.

4.1. Demographic Background of Respondents (N=397)

Table 2.

Demographic Background of Respondents (N=397)

Demographic Variables	Categories	Frequency(n)	Percent (%)
Gender	Male	190	47.9
	Female	207	52.1
Grade Level	9 th	94	23.7
	10 th	102	25.7
	11 th	101	25.4
	12 th	100	25.2
Age	13-16	110	27.7
	17-20	278	70.0
	21-25	8	2.0
	>26	1	0.3

Noted, the table show a total of 397 respondents participated in the study. From all participants the 52.1% (207) were female and 47.9% (190) were male. In terms of grade level, 10th, 11th and 12th grades were proportionally allocated 25.7% (102), 25.4% (102) and 25.2% (199) respectively whereas grade 9th were 23.7% (94). The age categories of the respondents constitute the majority 70% (278) of ages between 17-20 years. The age category above 26 years is only one which is 0.3%. For details of the socio-demographic characteristics, please see the table 2 above.

4.2 Career Counseling needs of secondary school students

Table 3.

Career Counseling Needs of Students (N=397)

Career Counseling needs	Agree		Undecided		Disagree		Mean
	F(n)	%	F(n)	%	F(n)	%	
I need to learn jobs in which I will be successful mostly	381	96.0	7	1.8	9	2.3	2.94
I need to learn the features of several vocations	340	85.6	37	9.3	20	5.0	2.81
I need to know how what I learn in school will help me in my vocation in future	355	89.4	19	4.8	23	5.8	2.84
I need to know about the necessary information for several vocations	369	92.9	13	3.3	15	3.8	2.89
I need assistance/Counseling to decide about my future education and career	249	62.7	55	13.9	93	23.4	2.39
I need to know about my personality, interest and ability	361	90.9	17	4.3	19	4.8	2.86
I need to learn the relationship between my interest and aptitudes with my vocation in future	361	90.9	21	5.3	15	3.8	2.87
I need to learn which activities people do in various vocations	228	57.4	76	19.1	93	23.4	2.34
I need to learn which career will make me happy	320	80.6	43	10.8	34	8.6	2.72
I need Career Awareness Information	358	90.2	27	6.8	12	3.0	2.87
I need College/University Admissions Information	361	90.9	19	4.8	17	4.3	2.87
I need career and vocational training	346	87.2	36	9.1	15	3.8	2.83
Have you ever faced any challenges in your life due to absence of career counseling	159	40.1	107	27.0	131	33	2.07

services in school

Grand Mean

2.72

The students asked about the needs for career Counseling. Majority 96% (381) participants needs to learn jobs in which they will be successful, 85.6% (340) and 92.9% (369) of students has a need to know features and necessary information of several vocations respectively. 89.4% (355) have a need to know how what they learn in school help them in vocation future. 62.7(249) needs counseling for career decision-making. 90.9% (361) want to know about their personality, interest, ability and the relation with their future career. 57.4% (228) and 80.6% (320) needs to learn which activities people do in various vocations and which career will make me happy respectively. 90.9% (361) and 87.2% (346) needs College/University Admissions Information and vocational training respectively. 40.1% (159) of them are faced challenges due to absence of career counseling services in school.

Generally the Grand Mean of career counseling need show 2.72 this indicate majority of students unarguably agreed that they possess career Counseling needs. For details of the career Counseling needs, please refer the table 3 above.

4.2.1 Findings regarding the difference among students' needs for career counseling and gender

Table 4.

T-Test results of students' career counseling needs according to their gender (N=397)

Sex of respondents	N	Mean	SD	Df	t value	Sgi. (2-
Male	190	2.6668	.29096	395	-3.487	.001
Female	207	2.7599	.24052			

As can be seen in the above table, the Independent sample t-test was computed to examine whether there was gender difference in Students' career counseling Needs. The results indicated a statistically significant difference in the need for career counseling services between male and female students. Female students had a higher mean score (M = 2.7599, SD = 0.24052) compared to male students (M = 2.6668, SD = 0.29096), suggesting that female students require career counseling services more than male ($t = -3.487, p = 0.001$).

4.2.2 Findings regarding the difference among students' needs for career counseling and grade levels

Table 5.

One-way ANOVA results of students' career counseling needs according to their grade level (N=397)

Groups	Mean		Sum of	Df	Mean	F	Sig.
			Squares		Square		
Grade 9 th	2.6653	Between	.666	3	.222	3.105	.027
Grade 10 th	2.6919	Groups					
Grade 11 th	2.7266	Within	28.111	393	.072		
Grade 12 th	2.7754	Groups					
		Total	28.777	396			

The results of one-way ANOVA performed to identify whether the career counseling needs of students differ according to their grade levels reveals that the needs of students for career counseling differ according to their grade levels ($F=3.105, p=0.027$). As a result of the one-way ANOVA performed, the mean scores across grade levels show a slight increase from grade 9 to grade 12, suggesting a potential trend of increasing need for career counseling as students' progress through higher grades.

4.3. Career Counseling services

Table 6.

Career Counseling Services (N=397)

Career Counseling services	Agree		Undecided		Disagree		Mean
	F(n)	%	F(n)	%	F(n)	%	
Career counseling services are available in our school	53	13.4	83	20.9	261	65.7	1.48
I received career information and education in my school	44	11.1	53	13.4	300	75.6	1.36
When I face decision making problem regarding to career, I consult school counselor	36	9.1	51	12.8	310	78.1	1.31
Our school counselor gives orientation to students on academic and vocational issues	53	13.4	79	19.9	265	66.8	1.47
The school counselors guide you to take your responsibility to meet your education objectives/plan	67	16.9	63	15.9	267	67.3	1.50
The counselor of the school helps me to learn according to my own interests, aptitudes and ability	75	18.9	55	13.9	267	67.3	1.52
When selection of department the school counselor assists you in decision making process	44	11.1	53	13.4	300	75.6	1.36
The school counselors guide you to understand the relationship between school performance and future career choices	50	12.6	70	17.6	277	69.8	1.43
The school counselors enable me to develop a positive attitude toward work	60	15.1	81	20.4	256	64.5	1.51
The school counselors assist me in aware of personal characteristics, interests, aptitudes and skills	69	17.4	64	16.1	264	66.5	1.51
GM							1.44

Table 6 describes about the CCS. Among respondents Majority 65.7% (261) of respondents are not know availability of Career counseling services in school, 75.6% (300) are never received career information and education in school, and 78% of students have never counseled when they faced decision making problems, 66.8% of students do not gate orientation on academic and vocational issues. On the other only 16.9% and 18.9% of students get counseling to meet their education plan and to learn according to their interests, aptitudes and ability. Only 11.1% of them are get career counseling regarding to career decision-making (department selection).

Generally the Grand Mean of career counseling service availability show 1.44, this indicate majority of students are disagreed to the service availability and accessibility. For details of the career Counseling service, please refer the table 6 above.

4.4 School career counseling service *Barriers*

Table 7.

Career Counseling Services Barriers (N=397)

Career Counseling challenges	Agree		Undecided		Disagree	
	F(n)	%	F(n)	%	F(n)	%
You are happy and satisfied with the services that are provided by your school counseling services	56	14.1	106	26.7	235	59.2
There are trained counselors for the provision of career counseling at your school	80	20.2	112	28.2	205	51.6
The counselors of our school always accepts students warmly	56	14.1	122	30.7	219	55.2
I did not get the opportunity to discuss on personal and educational problems with counselor of our school	191	48.1	73	18.4	133	33.5
I'm dissatisfied with the career counseling services of the school	169	42.6	114	28.7	114	28.7
I observed that students who received the school counseling services are not happy by the services.	115	29.0	172	43.3	110	27.7
There is confidentiality problem in our school counseling office so I have not trust on the service	90	22.7	182	45.8	125	31.5
There are no differences between the advice given by my parents and career counselors of the school	93	23.4	132	33.2	172	43.3
There are no adequate facilities for giving career counselor service like office, chair, bulletin-board, computer, etc.	192	48.4	101	25.4	104	26.2

Table 7 describes about the CCS barriers. According to this finding 59.2 % of students are not satisfied to the service, 51.6% said there in no trained counselor in the school, 22.7% and 55.2% have said confidentiality problem and not satisfied to the way of counselor’s dealing the student respectively. On the other side 48.4% of student responded as there are no adequate facilities for giving the service. For details of the career Counseling service challenges, please refer the table 7 above.

4.5. Findings of the Key Informant Interview:

4.5.1. Demographic data of interview respondent’s

Table 8.

Demographic Data of Interview Respondent’s (N=4)

S/N	Job title	Sex	Experience	Educational background	School
1	School counselor	Female	3 years	BA in psychology	Kokebetsiba
2	School counselor	Male	6 years	MA in counseling psychology	Minilik II
3	School vice principal	Male	9 Years	MA in Leadership	Kokebetsiba
4	School vice principal	Male	7 Years	MA in Leadership	Minilik II

4.5.2 KII results

The researcher conducted interviews with two school counselors and two vice principals to explore the needs, challenges and implementation of school career counseling services.

1. Implementation of career Counseling services

a. Availability of career Counseling services

Both school counselors reported the existence of a general counseling service but noted that career counseling is not specifically emphasized. One counselor stated, "There is a counseling service, but we don’t focus specifically on career counseling as much as the

importance it deserves. However, sometimes grade 10 and 12 students come to get information regarding career decisions or department selection. The second counselor echoed this statement, indicating that career counseling is addressed only when students actively seek it out.

The vice principals provided similar feedback. One vice principal mentioned, "There is a counseling service, but it focuses more on discipline issues and special needs students. I am not sure about the availability of career counseling services. The second vice principal also highlighted the focus on discipline and special needs, showing uncertainty about the provision of career counseling.

b. Provision of career Counseling services

When asked about the resources available for providing career counseling, the responses varied. The school counselors reported a lack of structured guidelines and job descriptions specific to career counseling. One counselor stated, "There is no guideline at all, and we don't have a specific job description like other staff. We use session record formats and consent forms but do not use assessment tools for career counseling because we have forgotten how to use them and haven't received training on different tools.

On the other hand, the vice principals had mixed responses. One vice principal reported, "There is a guideline for the counseling service, and we also have a job description." Conversely, the other vice principal said, "There is no guideline for providing career counseling, but there is a job description designed by the school administration."

2. Career counseling needs of students

When asked about the counseling needs among secondary school students, both counselors highlighted that students, particularly those in grades 10 and 12, occasionally seek career information and assistance with the department selection process. One counselor noted, "Sometimes grade 10 and 12 students ask for career information and need assistance in

the department selection process."

3. Challenges in providing career Counseling services

Both counselors and vice principals identified several major challenges in the provision of career counseling services. These challenges can be categorized into issues reported by counselors and those reported by vice principals.

I. Challenges reported by counsellors

- a. **Minimal Interest and Awareness:** Counselors observed that there is minimal interest and awareness among students regarding the counseling services available to them.
- b. **Lack of Understanding from School Community:** The broader school community, including teachers and administrators, often do not understand the importance of school counseling. "The other school community does not understand the importance of school counseling," noted a counselor.
- c. **Insufficient Resources:** There is a lack of adequate counseling rooms and essential accessories such as computers, internet access, and other facilities.
- d. **Inadequate Guidelines and Job Descriptions:** Due to the absence of clear guidelines and job descriptions, counselors are often required to engage in extracurricular activities such as managing latecomers, controlling mobile phone usage, administering punishments, and handling other disciplinary issues.
- e. **Focus on Discipline Issues:** Counselors are frequently occupied with students who have disciplinary issues, which takes time away from providing career counseling.
- f. **Limited Number of Counselors:** The number of counselors is insufficient to meet the needs of the student population.

II. Challenges reported by vice principals: are student awareness about the service and counsellor's commitment and interest to do their job appropriately.

Chapter Five

Discussion

In this chapter, the study's key findings are explored in connection to earlier empirical investigations in pertaining to each of the research inquiries. The discussion is informed by both quantitative and qualitative data analyses. The study was conducted to identify and evaluate the existing need, implementation and challenges of career counseling services among secondary schools in Addis Ababa.

5.1. Career Counseling needs among secondary school students

Results in this study shows that career counseling needs of secondary school students is meaningfully high in terms of all component of career counseling. As a pervious literature reviews, that it is clear the need for career guidance and Counseling in elementary and secondary schools has been greater (Savickas, Van Esbroeck, & Herr, 2005).

According to UNESCO (2002:4) there are four major components in career counseling such as: Self-awareness and self-assessment, Educational and occupational exploration, Decision-making skills, Career planning and goal-setting. Regarding to self-awareness and self-assessment this study result shows, that there are high need to know about their personality, interest and ability among student. Additionally, there is highest interest to learn the relationship between their interest and aptitudes with their future vocation. This component involves various assessment tools and activities aimed at increasing self-awareness and helping individuals recognize their preferences and aptitudes. When it comes to educational and occupational exploration components, this study result shows that the student's high needs of major activities under this component are exposing students to information about different occupations, job responsibilities, educational requirements, and future trends in the labor market.

This study result also shows the highest needs of student on decision making skill component of career counseling. This components are help to Equipping students with the skills and strategies necessary to make informed decisions on their educational and career paths. This components involve helping the students to evaluate their options, weigh the pros and cons, consider their personal interests and values, and ultimately make decisions aligned with their goals. There are a lot of study results regarding to challenges of students face on decision-making problem among secondary school in Ethiopia. And this study also supports the gap and existing need of students to get career counseling regarding to decision-making.

At last the study result shows exiting need of career planning component this includes identifying the steps needed to reach goals, and creating action plans to move forward. It also includes helping individuals overcome obstacles and adapt their plans as needed to achieve success in their chosen paths.

5.1.1. Findings regarding the difference among students' needs for career

Counseling and gender

The result of this study reveals that the needs of students for counseling differ significantly according to their gender. In general, female students need career counseling services more than male students. In gender, previous study shows that there is difference psychological Counseling and guidance needs of girls and boys as well as their physical, social and psychological aspects (Duffey & Haberstroh, 2014). Other studies also conducted and it supports this finding (Nyutu, 2007; Valentina & Singh, 2014). Moreover, it was concluded that female students need guidance services more than male students. This can be interpreted as a consequence in light of the decrease in gender differentiation when compared to past. Female students' need for guidance services more can be explained by their concern about their careers, fears of failing their education, greater pressure to receive better academic

grades, as it requires them to make more complex decisions with reduced gender differentiation (Bishop et al., 1998).

5.1.2. Findings regarding the difference among students' needs for career

Counseling and grade levels

As a result of the one-way ANOVA performed, the mean scores across grade levels show a slight increase from grade 9 to grade 12, suggesting a potential trend of increasing need for career counseling as students' progress through higher grades. Research indicates that the need for career counseling services increases as students' progress through secondary school, particularly in the upper grades, as they prepare for post-secondary education and the workforce (Gysbers & Henderson, 2012)

5.2. Career Counseling service implementation among secondary schools

Career counseling services in numerous African nations appeared to be insufficient since they were still being provided on a trial-and-error basis (Kano, 2012). Results in this study also shows that among secondary school students majority of students don't know the availability of career counseling services in school and also never received career information, orientation on academic and vocational issues. This disclose the awareness gap on CCS among secondary schools.

Under major component of career counseling services, the respondents were asked about availability of the services. But the results shows majority of students have never been counseled on major career counseling components. In this study 78.1% of students never received the service when they faced decision making problems, 66.8% never get orientation on academic and vocational issues, and 67.3% were never being assisted in their education objectives/plan and learning according to their own interests, aptitudes and ability. Additionally, majority of students were not counseled on their school performance and future

choices, to develop a positive attitude toward work, and to aware of their personal characteristics, interests, aptitudes and skills.

In general, despite its availability under all components of CCS, it faces a challenge with low user engagement. Regardless of its significance, the number of users remains scarce, indicating underlying issues. This discrepancy suggests that while the CCS is accessible, various factors contribute to its limited utilization by users.

5.3. Career counseling services barriers among secondary schools

Results show majority of students are not satisfied in CCS that provided in the school and also they report as there is no trained counselor in the school. According to this study results there are trained counselors in the school. This shows the students awareness about the service and counselors have a barriers. According to Reynolds and Cheek (2002) in America negative attitudes to some school administrators, counselors and students affected the effectiveness of school counseling services.

In this study some students express dissatisfaction with counseling services, citing a lack of trust and reluctance to disclose their problems. This hesitance stems from concerns about confidentiality within the service, which they perceive as a significant barrier to seeking help. They also report as not having an opportunity to discuss on personal and educational problems with counselor of the school, this shows challenges to accesses the services. Hezron, (2016) claims that in the context of career counseling services in secondary schools, maintaining confidentiality is essential to create a safe and supportive environment for students to express their concerns, explore their needs, interests, capacities, and seek guidance on educational and vocational choices.

In terms of counseling settings students reported that there is lack of appropriate settings like office, chair, bulletin-board, computer and etc. Inadequacy of counseling settings

that may violate confidentiality or comfort of the students in counseling as by passers may overhear whatever they share. (Mushaandja, Haihambo, Vergnani, Frank, I 2013)

5.4. View of school counselors and vice principals on CCS

5.4.1. Needs and availability of CCS

The findings from the interviews align quite closely with the quantitative data gathered from students regarding the availability and need of Career Counseling Services (CCS). According to the reports from school counselors, while counseling services are indeed available, they don't receive adequate focus specifically on career counseling, despite its importance. Additionally, both schools exhibit a similar trend in terms of student needs, wherein the majority of students don't seek counseling services independently but rather are referred by teachers or other school staff. However, there's a notable exception with some tenth and twelfth-grade students actively seeking guidance on career-related matters and departmental decisions. This underscores a significant gap in service accessibility within the school, as the quantitative data indicates a high demand for CCS, yet many students aren't even aware of its availability. On other side, vice principals are reported as, there is counseling service but it focus more on discipline issues and special need students but not sure about availability of career counseling service for students. This show there is no mechanisms to follow up the services that provided under CCS. This may lead to low the service quality.

5.4.2. How CCS are implemented in the secondary schools

The evaluation of how Career Counseling Services (CCS) are implemented in schools, including the utilization of guidelines, assessment tools, session record formats, and consent forms, indicates that counselors often do not adhere to guidelines due to a lack of prepared or provided of guidelines by the education bureau or school administration.

Furthermore, counselors do not have job descriptions similar to other staff members, leading to a lack of clear directives for their work. Even though there is no prepared guideline, they do admit that they utilize session record formats and consent forms, they denied from using assessment tools for CCS and other services due to a perceived lack of proficiency in psychological testing. Consequently, there is a clear need for training to enhance their competency in administering and interpreting psychological tests, as highlighted in Akinade study (2009), where the absence of such training and interpretation hindered the effectiveness of counseling processes.

On another note, one vice principal stated the existence of guidelines for counseling services and confirmed the presence of job descriptions, whereas another vice principal mentioned the absence of counseling service guidelines but acknowledged the availability of a job description designed by the school administration for school counselors. However, in both schools, vice principals lack information about the availability of assessment tools, consent forms, and session record formats. This indicates a low level of attention given to the implementation of counseling services, as both schools structure their counseling services under the supervision of vice principals, suggesting a lack of focus on the oversight and management of these services.

5.4.3. Challenges on provision of CCS in secondary schools

The interview highlights various challenges in providing CCS at schools, as reported by counselors and vice principals. Key issues include low student interest and awareness about counseling services. Additionally, many members of the school community do not recognize the importance of these services, sometimes deeming them irrelevant and insignificant. School counselors face several logistical challenges, such as inadequate space, lack of proper furniture for both individual and group counseling, and insufficient technological resources like computers, printers, and internet access.

Another significant issue identified is, the absence of clear guidelines and job descriptions for school counselors. This lack of clarity often results in counselors being tasked with non-counseling duties, such as managing late arrivals, controlling mobile phone usage, and handling disciplinary matters. Consequently, counselors are frequently preoccupied with student discipline and punishment rather than providing counseling services. Despite counselors' repeated requests for guidelines and job descriptions have gone unanswered. The insufficient number of counselors to meet the needs of all students is another major obstacle to effectively providing these services. Challenges raised by vice principals are student awareness about the service and counsellor's commitment and interest to do their job appropriately.

Chapter six

Summery, Conclusion and recommendation

6.1. Summery

The main objective of the study was to examine the needs, implementation and challenges of career counseling service among selected secondary school in Addis Ababa, Ethiopia. The study was based on a comprehensive and developmental school counseling approach, which considers guidance and counseling services as essential components of the school process. These services aim to meet all students' personal/social, academic, and career needs. To address the research problem, the study sought to answer the following questions.

1. What are the career Counseling needs of secondary school students in Addis Ababa?
2. How is the career Counseling services are implemented in AA secondary school?
3. What are the barriers associated with career Counseling services in Addis Ababa secondary schools?

The study employed descriptive survey design using both quantitative and qualitative approaches. Simple random sampling, probability proportional to size sampling (PPS) and purposive sampling methods were used to select samples. Data was gathered using questionnaire and interviews. The total number of participants in the study was 401 (397 students, 2 counselors, and 2 vice principals). Interviews were held 2 school counselors and 2 vice principals. Quantitative data was gathered using questionnaire. Descriptive and inferential statistical analysis was used for the quantitative data and data from the interview was analyzed by using content analysis.

The summary of the study findings shows career Counseling needs among secondary school students are meaningfully high. As the students' grade levels rise, students' needs for career Counseling also rise in secondary school. Needs of students for career Counseling differ significantly according to their sex, which means female students need career Counseling services more than male students.

Provision of Counseling services in secondary schools under the major components of career Counseling is very low. This means that essential aspects of career Counseling, such as career assessment, career planning, and job search skills, are not adequately addressed in these schools. Consequently, students are not receiving the necessary support to make informed decisions about their future careers. Additionally, student awareness about the availability of career Counseling services (CCS) in schools is also low. Many students are unaware that such services exist, which results in only a small number of students knowing about the availability of the service and actually utilizing it. This lack of awareness further exacerbates the problem, as even the limited services that are available are not being fully utilized by the students who need them.

Students' satisfaction and trust in CCS are low. Findings revealed that school counsellors are challenged by the absence of Counseling instructional materials such as guidelines and job descriptions. The counsellors are forced to engage in non-Counseling activities by school administration because there are no standards that define and govern what school counsellors should do or which services they should provide in the school. Additionally, findings revealed that school counsellors are challenged to provide the service effectively due to a shortage of professional personnel, lack of training and material resources, which compromises the quality of the services provided. Furthermore, school administrators and students have varying perceptions about the importance of these services, further hindering their effectiveness.

6.2. Conclusion

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

1. The research concludes that secondary school students have a significant need for career Counseling, reflecting their desire to understand the job market and become aware of their personal abilities, skills, and interests. Moreover, these needs vary based on their gender and grade level.
2. The study's findings revealed a significant demand for career Counseling among students, yet these needs remain largely unmet. This is primarily because career Counseling services in secondary schools are not well-established or adequately implemented to cater to student needs.
3. Additionally, the CCS has not received the necessary attention from students, vice principals, counsellors, and other stakeholders at various levels, ranging from the school to the national level. Consequently, the implementation of these services in schools is limited, failing to sufficiently assist learners in making informed decisions about their careers and future paths.
4. As indicated in the study, the availability of services is constrained by several factors. These include inadequate student knowledge and awareness about career Counseling services, a shortage of qualified counsellors, a lack of clear missions and roles for counsellors, insufficient training to enhance service quality, and inadequate material resources.

6.3. Recommendations

Following the findings of this research, the study found inadequate career services provision in AA secondary schools, the following recommendations were made in order to improve the provision of career counseling services in schools.

1. Recommendations to Secondary Schools

- The provision of career Counseling services in secondary schools should well planned, structured and systematically implemented.
- It's essential for school administrators to grasp the appropriate allocation of school counsellors' time and ensure they engage in relevant activities, particularly guidance and Counseling duties.
- Secondary school counsellors should initiate Counseling clubs within their schools, collaborating with counsellors to address career-related issues. This initiative would raise awareness among students and the broader school community about the significance and role of career Counseling within the educational system. Based on students career needs, there should be the establishment of career centres at secondary school in order to provide occupational information, such as employment opportunities and procedures, contact information of organizations, the current employment situation or needs and self-employment strategies.
- Secondary school counsellors should receive training in psychological testing to enhance the effectiveness of their programs. Additionally, there should be ongoing professional development opportunities for counsellors, including short-term awareness training sessions and workshops to upgrade their skills.

- The study suggests that the Ministry of Education (MoE) should enhance the career Counseling units within secondary schools to facilitate the efficient implementation of programs in these institutions.

2. Recommendations to school guideline developer

The study suggests the establishment of a national-level guideline to facilitate the implementation of career guidance and counseling practices in secondary schools across the country. This policy could be overseen by the Ministry of Education (MoE). These standards should align with the goals of guidance and counseling services in schools, which include addressing students' personal/social, academic, and career development needs.

3. Recommendations for Further Studies

This study was conducted in two Addis Ababa secondary schools. A comparative research would be needed to investigate career counseling services in other parts of AA region and other regions in the country in order to explore the effectiveness of the provision of career counseling services in secondary schools in Ethiopia comprehensively.

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Appendices

Appendix A: Survey Questionnaires

Addis Ababa University

College of Education and Behavioral Studies School of Psychology

Questionnaire to be filled by secondary school students

Dear respondents, I am a postgraduate student at Addis Ababa University, college of education and behavioral studies school of psychology. I am doing a master thesis on the title entitled: **Career Counseling Service Needs, Barriers and Implementation among Secondary School Students in Addis Ababa**. This research is being done for the fulfillment of the Master of Arts Degree in Counseling Psychology at Addis Ababa University. Therefore, you are kindly requested to give genuine responses to the questionnaire. Your responses have a pivotal role in the success of this study. The researcher will keep the confidentiality of the responses of the participants.

Thank you in advance for your cooperation!

General Directions:

- ✚ Please do not write your name on any part of the questionnaire.
- ✚ For all multiple choice questions, indicate your options by writing "X" on the appropriate space provided

Part One: General information and personal data

Direction: The following items require you to provide information about you. Please provide the information requested by putting (x) mark for those items, which are followed by a list of options.

1. Sex: male female
2. Grade level: 9th 10th 11th 12th

3. Age: 13 -16 years 17-20 Years 21-25 above 26 years
4. Your mother education level: Uneducated Elementary school Secondary school
 College and above Undecided
5. Your father education level: Uneducated Elementary school Secondary school
 College and above Undecided

Part one: Career counseling needs

Direction: In this section, there are 13 statements that help to examine your Career counseling needs. After reading each statement mark (x) in the box that best represents your needs.

N	Statements	Agree	Undecided	Disagree
1	I need to learn jobs which I will be successful mostly			
2	I need to learn features of several vocations			
3	I need to know how what I learn in school will help me for my vocation in future			
4	I need to know about necessary information for several vocations			
5	I need assistance/counseling to decide about my future education and career			
6	I need to know about my personality, interest and ability			
7	I need to learn relation of my interest and aptitudes with my vocation in future			
8	I need to learn which activities people do in various vocations			
9	I need to learn which career will make me happy			
10	I need Career Awareness Information			
11	I need College/University Admissions Information			
12	I need career and vocational training			
13	Have you ever faced any challenges in your education due to absence of career counseling services in school			

Part Two: School Career counseling Service

Direction: In this section, there are 10 statements that help to examine your school career counseling Service. After reading each statement mark (x) in the box that best represents your school career counseling service practice

X	Statements	Agree	Undecided	Disagree
1	Career counseling services are available in our school			
2	I received career information and education in my school			
3	When I face decision making problem regarding to career, I consult school counselor			
4	Our school counselor gives orientation to students on academic and vocational issues			
5	The school counselors guide you to take your responsibility to meet your education objectives/plan			
6	The counselor of the school helps me to learn according to my own interests, aptitudes and ability			
7	when selection of department the school counselor assist you in decision making process			
8	The school counselors guide you to understand the relationship between school performance and future career choices			
9	The school counselors enable me to develop a positive attitude toward work			
10	The school counselors assist me in aware of personal characteristics, interests, aptitudes and skills			

Part Three: School Career counseling Service Challenges

Direction: In this section, there are 9 statements that help to examine your school career counseling Service challenges. After reading each statement mark (x) in the box that best represents your school career counseling service practices.

X	Statements	Agree	Undecided	Disagree
1	You are happy and satisfied with the services that are provided by your school counseling services			
2	There are trained counselors for the provision of career counseling at your school			
3	The counselors of our school always accepts students warmly			
4	I did not get the opportunity to discuss on personal and educational problems with counselor of our school			
5	I'm dissatisfied with the career counseling services of the school			
6	I observed that students who received the school counseling services are not happy by the services			
7	There is confidentiality problem in our school counseling office so I have not trust on the service			
8	There are no differences between the advice given by my parents and career counselors of the school			
9	There are no adequate facilities for giving career counselor service like office, chair, bulletin-board, computer, etc.			

Thank you for your participation

END

Appendix B: Interviews Questions for School Counselor

Addis Ababa University

College of Education and Behavioral Studies School of Psychology

Questionnaire to be filled by high school counselor

Dear respondents, I am a postgraduate student at Addis Ababa University, college of education and behavioral studies school of psychology. I am doing a master thesis on the title entitled: **Career Counseling Service Needs, Barriers and Implementation among Secondary School Students in Addis Ababa**. This research is being done for the fulfillment of the Master of Arts Degree in Counseling Psychology at Addis Ababa University. Therefore, you are kindly requested to give genuine responses to the questionnaire. Your responses have a pivotal role in the success of this study. The researcher will keep the confidentiality of the responses of the participants.

Thank you in advance for your cooperation!

Part One: General information and personal data

Direction: The following items require you to provide information about you. Please provide the information requested by putting (x) mark for those items, which are followed by a list of options.

1. Sex: male female
2. Age: 20-30 years 30-40 Years
 40-50 years above 60 years
3. Educational background.....
4. Your responsibility.....
5. Name of the institution

Part Two: Semi-structured Interview

1. Are career counseling services available at your school?
2. How the career counseling services provided at your school? There is guideline, job description, assessment tools, consent form and session record format in your school to provide career counseling
3. What kind of “Career Guidance and Counseling Needs” are there among students of secondary school? (Self-awareness, job information, Decision making & job search strategy)
4. What are the challenges in the process of provision of career counseling services at your school?

Thank you for your participation

END

Appendix C: Interviews Questions for School Vice principal

Addis Ababa University

College of Education and Behavioral Studies School of Psychology

Questionnaire to be filled by high school vice principal

Dear respondents, I am a postgraduate student at Addis Ababa University, college of education and behavioral studies school of psychology. I am doing a master thesis on the title entitled: **Career Counseling Service Needs, Barriers and Implementation among Secondary School Students in Addis Ababa**. This research is being done for the fulfillment of the Master of Arts Degree in Counseling Psychology at Addis Ababa University. Therefore, you are kindly requested to give genuine responses to the questionnaire. Your responses have a pivotal role in the success of this study. The researcher will keep the confidentiality of the responses of the participants.

Part One: General information and personal data

Direction: The following items require you to provide information about you. Please provide the information requested by putting (x) mark for those items, which are followed by a list of options.

- 6. Sex: male female
- 7. Age: 20-30 years 30-40 Years
 40-50 years above 60 years
- 8. Educational background.....
- 9. Your responsibility.....
- 10. Name of the institution

Part Two: Semi-structured Interview

1. Are career counseling services available at your school?
2. There is guideline, job description, assessment tools, consent form and session record format in your school to provide career counseling
3. What are the challenges face in the process of provision of Career counseling services at your school?

Appendix D: Amharic Survey Questionnaire

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ባሕሪ ጥናት ኮሌጅ

የሥነ-ልቦና ትምህርት ክፍል

በሁለተኛ ደረጃ ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች! እኔ በአዲስ አበባ ዩኒቨርሲቲ በሥነ-ልቦና ትምህርት ክፍል የድህረምረቃ ተማሪ ስሆን “የሁለተኛ ደረጃ ተማሪዎች የሙያ የማማከር አገልግሎት ፍላጎት፣ ተግዳሮቶች እና የአገልግሎት አሰጣጥን” በማጥናት ላይ እገኛለሁ። ይህ የፅሁፍ መጠይቅ የሚያገለግለው በአዲስ አበባ ዩኒቨርሲቲ በ “Counseling Psychology” ትምህርት ክፍል ለድህረ-ምረቃ ጥናት የመመረቂያ ፅሁፌ ማሟያ ነው። ይህንን አጠቃላይ ዓላማ ግንዛቤ ውስጥ በማስገባት ለቀረቡት ጥያቄዎች የየራሳችሁን ቅን እና ሐቀኛ መልሶች ትሰጡ ዘንድ በትህትና እጠይቃለሁ። የአንተ/ቺ ቅን እና ትክክለኛ መልሶች ለዚህ ጥናት መሳካት ትልቅ አስተዋፅኦ አላቸው። በመጠይቁ ውስጥ ትክክል ወይም ትክክል ያልሆነ መልስ የለም ስለዚህ ከእናንተ የሚጠበቀው መልስ ነው ያላቸትን ከመጠይቁ ካሉት አማራጮች በምትስማሙበት ቦታ ላይ የ(x) ምልክት ማድረግ ብቻ ነው። ስማችሁንና ሌሎች ዝርዝር መረጃዎችን መግለጽ አይጠበቅባችሁም። የምትመልሱት መልስ ሚስጥራዊነቱ የተጠበቀ ነው።

ስለ ትብብራችሁ አስቀድሜ አመሰግናለሁ!!!

አጠቃላይ መመሪያ:

- እባክህ/ሽ ስምህን/ሽን በማንኛውም ገፅ ላይ አይጻፉ።
- ምርጫ ላላቸው ጥያቄዎች ካሉት አማራጮች ውስጥ በተሰጠው ክፍት ቦታ ላይ የ(x) ምልክት አድርግ/ጊ።

ክፍል ሁለት፡-ሙያዊ የማማክር አገልግሎት ፍላጎት

መመሪያ፡ - የሚከተሉት 13 ጥያቄዎች በትምህት በትዊስጥ የምሰጠዎን የሙያዊ የማማክር አገልግሎት ፍላጎት ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች ውስጥ ያነተን/ያንችን ሀሳብ በጣም ይገለጽኛል ከምትሉት ቦታ ላይ የ(x) ምልክት በማድረግ መልሱ፡፡

ተ.ቁ	መጠይቅ	ስማማለሁ	መወሰን ይከበደኛ	አልስማማም
6.	የበለጠ ስኬታማ የምሆንባቸውን የስራ/ሙያ ዘረፍ መማር እና ማወቅ እፈልጋለሁ			
7.	የበርካታ ሙያዎችን መለያ ባህሪያትን መማር እፈልጋለሁ			
8.	በትምህርት ቤት የምማረው ትምህርት ለወደፊት ሙያዬ/ስራዬ እንዴት እንደሚረዳኝ ማወቅ እፈልጋለሁም			
9.	ለተለያዩ ሙያዎች አስፈላጊ የሆነ መረጃ ማወቅ እፈልጋለሁ			
10.	ስለወደፊቱ ትምህርቴ እና ስራዬ ለመወሰን እርዳታ/አማካሪ እፈልጋለሁ			
11.	ስለ እራሴ ስብዕና፣ ፍላጎት እና ችሎታ ማወቅ እፈልጋለሁ			
12.	ፍላጎቴ እና ችሎታዬ ከወደፊት ሙያዬ ጋር ያላቸውን ግንኙነቶች መማር/ማወቅ እፈልጋለሁ			

13.	ሰዎች በተለያዩ ሙያዎች ውስጥ የትኞቹን ተግባራት እንደሚሠሩ ማወቅ እፈልጋለሁ			
14.	የትኞቹ ሙያዎች ደስተኛ እንደሚያደርጉኝ ማወቅ እፈልጋለሁ			
15.	የሙያ/የስራ ዘርፍ ግንዛቤ መረጃ እፈልጋለሁ			
16.	የኮሌጅ/ዩኒቨርሲቲ የምዝገባ ሁኔታ/መረጃ ማወቅ እፈልጋለሁ			
17.	የሙያ/የስራ ዘሪፍ ስልጠና እና መረጃ እፈልጋለሁ			
18.	በትምህርት ቤት/ህ/ሽ የሙያ(የስራ ዘርፍ) የምክር አገልግሎት ባለመኖሩ በትምህርት/ህ/ሽ ላይ ፈተና/ተግዳሮት አጋጥሞሽ/ክ ያውቃል?			

ክፍል ሦለት:-ሙያዊ የማማክር አገልግሎት አሰጣጥ

መመሪያ: የሚከተሉት 10 ጥያቄዎች በትምህት ቤት ውስጥ የምሰጠውን የሙያዊ

የማማክር አገልግሎት አሰጣጥን ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት

አማራጮች ውስጥ ያነተን/ያንችን ሀሳብ በጣም ይገለጻኛል ከምትሉት ቦታ ላይ የ(x)

ምልክት በማድረግ መልሱ

ተ.ቁ	መጠይቅ	እስማማለሁ	መወሰን ይከበደኛል	አልስማማም
19.	በትምህርት ቤታችን ውስጥ ሙያዊ/የስራ ዘሪፍ የማማክር (Career counseling) አገልግሎት ይሰጣል			

20.	በትምህርት ቤት ውስጥ የሙያ/የስራ ዘርፍ መረጃ እና ትምህርት አግኝቻለሁ			
21.	ሙያ/የስራ ዘርፍ ውሳኔ ለመወሰን ስቸገር የትምህርት ቤታችንን አማካሪን(counselor) አማክራለሁ			
22.	የት/ቤቱ የማማከር ክፍል(School Counseling) ለተማሪዎች በትምህርት እና ሙያ/ስራ ነክ ጉዳዮች ላይ ገለጻ ይሰጣል			
23.	የት/ቤቱ የማማከር ክፍል(School Counseling) የትምህርት አላማህን/ሽን ለማሳካት ሀላፊነት እንድትወስድ/ጂ አግዞላል/ሻል			
24.	የትምህርት ቤቱ የማማከር ክፍል እንደራሴ ፍላጎት፣ ዝንባሌ እና ችሎታ እንድማር ረድቶኛል			
25.	የትምህርት ክፍል ለመምርጥ በምታደርገው/ገው የውሳኔ አሰጣጥ ሂደት ላይ በ ት/ቤቱ የማማከር ክፍል(School Counseling) የተደረገልህ/ሽ እገዛ አለ			
26.	የትምህርት ቤቱ አማካሪዎች(counselors) በትምህርት ቤት ያለህ/ሽ አፈጻጸም እና በወደፊት			

	የሙያ ምርጫዎች/ሽ መካከል ያለውን ግንኙነት እንድትረዳ/ጁ ያግዙሃል/ሻል			
27.	የትምህርት ቤቱ የማማከር ክፍል ለስራ አዎንታዊ አመለካከትን እንዳዳበር አግዞኛል			
28.	የትምህርት ቤቱ የማማከር ክፍል የግል ባህሪዬን፣ ፍላጎቴን፣ ችሎታዬን እና ክህሎቴን እንዳውቅ አግዞኛል።			

ክፍል አራት:- የሙያዊ የማማከር አገልግሎት አሰጣጥ ተግዳሮቶችን

መመሪያ:- የሚከተሉት 9 ጥያቄዎች በትምህት በትዊስጥ የምስጢቱን የሙያዊ የማማከር አገልግሎት አሰጣጥ ጋር ተያይዞ ያሉ ተግዳሮቶችን ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች ውስጥ ያነተን/ያንችን ሀሳብ በጣም ይገለጽኛል ከምትሉት ቦታ ላይ የ(x) ምልክት በማድረግ መልሱ።

ተ.ቁ	መጠይቅ	እስማማለሁ	መወሰን ይከበደኛል	አልስማማም
2	የት/ቤቱ የማማከር ክፍል(School Counseling)			
9	በሚሰጠው የማማከር አገልግሎት የሚያስደስቱ እና የምያረኩ ናቸው			
30.	በትምህርት ቤትዎ ውስጥ የሙያ ምክር የሚሰጡ የሰለጠኑ አማካሪዎች እንዳሉ አስባለው			
31.	የት/ቤቱ የማማከር ክፍል(School Counseling) ሁል ጊዜ ተማሪዎችን በጥሩ አቀበላል			

	ያስተናግዳል			
32.	ከትምህርት ቤታችን የሙያ አማካሪ ጋር በግል እና ትምህርት ጋር ተያያዥ ችግሮች ላይ ለመወያየት እድሉን አላገኘሁም			
33.	የትምህርት ቤቱ የሙያ/የስራ የማማካሪ ዘረፍ በሚሰራቸው ስራዎች እርካታ የለኝም			
34.	በትምህርት ቤቱ የማማካሪ አገልግሎት ክፍል የተጠቀሙ ተማሪዎች በአገልግሎቱ ደስተኛ እንዳልሆኑ ተመልክቻለሁ			
35.	በትምህርት ቤቱ የማማካሪ ክፍል ውስጥ የምስጢር ጠባቂነት ችግር ስላለ በአገልግሎቱ ላይ እምነት የለኝም			
36.	ቤተሰቦቼ በሚሰጡኝ ምክር እና በትምህርት ቤቱ የሙያ/የስራ ዘረፍ አማካሪ መካከል ምንም ልዩነት የለም			
37.	የማማካሪ አገልግሎት ለመስጠት የምያገለግሉ እንደ ቢሮ፣ ወንበር፣ ማስታወቂያ ሰሌዳ፣ ኮምፒውተር፣ ወዘተ መገልገያዎች በበቂ ሁኔታ አሉ።			

አመሰግናለው

Appendix E: Ethical Clearance



በአራዳ ክ/ከተማ ትምህርት ጽ/ቤት የዳ/ምንጊ.ክ 2ኛ ደረጃ ት/ቤት
ARADA SUBCITY DAGMAWI MENELIK SECONDARY SCHOOL
KUTAA MAGAALAA ARAADAATTI
MANA BARIIMSA A SAA ጋፍጋጋ ስጋ ልግ ልግ ልግ ልግ



ቁጥር/Lakk/Ref.No/32/30 /2016/ 753

ቀን/Guyya/Date 26/09/2016 ዓ.ም

ሰሚመሰከተው ሁሉ

አዲስ አበባ

ተማሪ ቤተሰብም ወ/ጊዮርጊስ በአዲስ አበባ ዩንቨርሲቲ የሳይክሎጂ ትምህርቷን እየተከታተለች ሲሆን ለኮርስ ማሟያ አንዳንድ ሥራዎችን (ተማሪዎችን መጠይቅ ማስሞላት፣ መምህራንን ቃለ-መጠይቅ ማድረግ) በት/ቤታችን ውስጥ መስራት እንድትችል 03/9/2015ዓ/ም ደብዳቤ የተሰጣት ሲሆን የተሰጣት ማስረጃ በሀጋዊ ማህተም የተደረገፈ እንዲሆን ስለጠየቀች ይህንን ማስረጃ ሰጥተናታል።

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Appendix F: Plagiarism Index

Bethlehem

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Career Counseling Service Needs, Implementation and Barriers among Secondary School Students in Addis Ababa

By: Bethelihem W/giorgis

Abstract

The primary objective of this research was to identify and evaluate the needs, implementation, and challenges of career counseling service among selected secondary school in Addis Ababa. The study employed descriptive survey design using both quantitative and qualitative approaches. The data was obtained using individually structured questionnaire (I-SQ) and Key informants' Semi-structured Interview. A stratified random sampling and simple random sampling was used to obtain 397 students from Minilik II and Kokebe tsiba secondary schools to collect quantitative data while, purposive sampling technique were employed to select the two school counselors and two vice principals for the qualitative data collection. To analyze the quantitative data descriptive and inferential statistics were employed while, the collected semi-structured interviews for the qualitative data analyzed by using content analysis. Findings of this study revealed career Counseling need of students are high. T-test result show female students need career counseling services are more than male ($t = -3.487, p = 0.001$). And the one-way ANOVA results shows that the needs of students for CCS differ according to their grade levels ($F=3.105, p=0.027$). In general, this study results show career Counseling services in schools is not well established and provided to accommodate the needs of the students. The services are limited due to a lot of reasons such as student knowledge and awareness about services, there is shortage human resource of counsellors, Lack of clear guideline and role of counsellors, lack of training to advance the quality of the services provider and inadequate material resources. This study suggests that national-level guideline and job description to implement career counseling service and train school counselor to enhance career counseling service in secondary schools.

Key Words: Career; Career counseling service; Needs; Secondary School Student

Introduction

Educational systems around the world have increasingly prioritized counseling services in secondary schools to meet the diverse and evolving needs of students, as these challenges have been recognized (Mtemeri, 2020). According to Ntuli, Mokgatle, and Madiba (2020), secondary education represents a critical phase in the educational journey where students experience significant personal and academic development. Globally, educational systems aim to prepare students for future challenges, making the provision of counseling services essential to help students manage the complexities of adolescence (Mughal, 2020).

Career counseling, guidance, and support related to academic and career decisions are provided to help students make well-informed choices about their futures. This focus aids students in exploring career options, setting goals, and creating plans for academic and professional development (Crooks et al., 2019). According to Naidoo and Cartwright (2020), schools place greater emphasis on academic counseling to enhance students' academic achievements. School counselors concentrate on addressing academic challenges, improving study skills, managing time effectively, and setting goals. The objective is to boost academic performance, resolve learning difficulties, and enhance study habits.

Career Counseling Services (CCS) is one of the major components of guidance and counseling programs in Secondary Schools. According to ASCA (2019), school counselors provide programs in three main areas that influence students' growth: career development, academic development, and social/emotional development. School counselors recognize that students must improve in all these areas to succeed, as they are interconnected and impact each other (Schenck, Anctil, & Smith, 2010).

While career counseling benefits adults in the workplace, it is also highly advantageous in a school setting. Schools play a crucial role in helping individuals explore various career opportunities. To ensure future career success for students, schools must provide a diverse curriculum and a range of educational options. Such diversity allows students to develop a broad array of skills and competencies necessary for the workforce (Curry & Milsom, 2013). As the global economy, industries, and technology evolve, student preparation must adapt accordingly. Researchers, educators, and policymakers agree that college and career readiness are vital components of a K-12 education (Curry, 2013).

According to UNESCO (2002:4), career counseling consists of four main components: first, helping individuals enhance their self-awareness regarding their interests, values, abilities, and personality type; second, providing students with access to resources to learn more about different careers; third, engaging students in the decision-making process to choose a career path that aligns with their personal interests, abilities, values, and personality type; and fourth, guiding individuals to actively manage their career paths, including handling career transitions and balancing various life roles, while also encouraging lifelong learning and professional development throughout their lives.

Student needs guidance services in personal-social, educational, and career development areas (Gybers & Henderson, 2012; Kaya & Divitçi, 2002). These needs vary based on their developmental stages and environmental conditions (Kaya, 2002). For school guidance services to be effective, activities should be tailored to the students' specific needs (Chireshe, 2012). Research on student needs analysis indicates, it is crucial to determine if there are differences in students' guidance and counseling needs based on their grade levels and gender, and to design guidance programs that address these varied needs (Drefs, 2003; Barrell 2009).

Career counseling services in numerous African nations appeared to be insufficient since they were still being provided on a trial-and-error basis (Kano, 2012). Despite the growing awareness of stakeholders about the need for career services in schools, Rosenberg et al. (2009) found that few African countries provide career counseling services. The challenge facing the delivery of counseling services in both developed and developing nations appeared to be similar because they frequently included: students' and school administrators' attitudes toward career counseling services; a lack of resources and materials for career counseling; and shortages of counselors (Hilling, (2017, Healey, 1982).

According to the Ethiopian Ministry of Education's school management guidelines (MoE 1994), every secondary school (both first and second cycle) in Ethiopia is required to have a guidance counselor. But previous qualitative studies have attributed the inadequate guidance and counseling services to a lack of clear job descriptions and performance indicators, insufficiently trained counselors, poor coordination between the school community and counselors (Deneke 2014, Wako 2016), and a shortage of private counseling rooms. And also, recent research shows similar challenges such as lack of delegation of pertinent job descriptions to counselors, monitoring, instructions for incentive, and evaluation, as well as a lack of refresher training for counselors, are identified as some of the major administrative challenges in Ethiopia related to school counseling service. Additionally, counselors are mostly responsible for correcting

misbehaving kids who are: "jumping fence, unpunctual, and having unfamiliar hair style, having disagreement within family, and substance users". Additionally, they oversee exams, coordinate during exams, and take part in other administrative tasks (Tesera, 2022).

In Ethiopia, Abera and Gobena (2016) highlighted deficiencies in career counseling services within higher education and recommended that career guidance and counseling services be well-established to benefit all students. Additionally, several studies (Meron, 2018; Selam, 2014) have examined guidance and counseling practices in secondary schools in Addis Ababa, revealing significant challenges in school counseling services. However, this study differs because it focuses specifically on career counseling aspect, address secondary education in Addis Ababa, and it concentrates on the needs and challenges of implementing career counseling services in secondary schools. As it was noted in the background, secondary school students encounter challenges when it comes to selecting a career. This study stands out by focusing on the underlying causes of these challenges, particularly those related to career counseling services. Consequently, it holds significance in investigate the obstacles associated with delivering career counseling services and also identifying the needs of CCS of secondary school students in Addis Ababa.

Objective of the Study

General objective

The general objective of this study is to identify and evaluate the career counseling service needs, implementation and barriers among secondary school students in Addis Ababa.

Specific objective

- To identify the career Counseling needs of AA secondary school students
- To measure the implementation of career counseling services in Addis Ababa secondary schools
- To identify the barriers linked with career counseling services in Addis Ababa secondary schools

Methods

Research Design

The study employed descriptive survey design using both quantitative and qualitative approaches. The study quantitative method was used to examine implementation and challenges of school career Counseling services and to identify existing needs of students on CCS. This study also used qualitative to gather adequate information about the career Counseling services of the study area from school administration and school counsellors. In the present study qualitative tools would be employed extensively to authenticate the results from the quantitative surveys.

Sampling and Participants

The researcher used purposive sampling method for the qualitative data, where the criteria are (i) access to information, and (ii) appropriateness to the target study question. Based this criteria two sources were selected, such as: school vice principals and counselors. This study also used simple random sampling and stratified random sampling methods to quantitative data. Stratified random sampling used to capture the variation across the different segments of the student (grade

and gender). After that, simple random sampling method is used in order to give every participant equal chance to be selected to participate in the research. The sample size determined by using Yemane (1967) formula by considering the following assumptions; 95% confidence level, the margin of error of 5%.

$$n = \frac{N}{1 + N(e)^2} \quad \text{therefore, } n = \text{sample size } N = \text{population } e = \text{margin of error}$$

The total number of students are 5334 in both school according to 2023 G.C. data from the schools. Regarding to this formula, the sample size participants are 372 and however, by considering the non-response rate, 10% of the sample is added. The summation of all participants final sample size is 409.

Data Collection and Analysis

In order to collect data from the respondent the researcher used two types of instruments, namely, Individual structured questionnaire for students and Key informants' semi-structured Interview for respondents from school administrations and counsellors. The questionnaires are mainly used to examine implementation and challenges of school career counseling service and to identify existing needs of students on CCS. While, Interview was used to collect detailed information from individuals possessing specific knowledge, expertise, or having insights in regarding a CCS in the school.

The quantitative data was visually checked, organized and coded in a computer excel. Missing and inappropriate responses were screening and compute by software SPSS 20. The researcher employed both descriptive and inferential statistics in the study. Therefore, the descriptive statistics frequency and percentage used to examine the implementation and challenges of school career counseling services (CCS) and to identify students' existing needs for CCS. To see whether if there is a significant difference between male and female students in their need for CCS T- test was applied. And One-Way ANOVA was used to measure if there is a significant difference in the need for CCS across different grade levels of students. Finally, the findings were presented using tables and interpreting accordingly.

The qualitative data collected through semi-structured interviews was analyzed using qualitative methods. Content analysis of the interview transcripts was performed to identify key concepts, themes, and patterns. Triangulation of various information sources were employed as needed to enhance the reliability and validity of the findings.

Ethical Consideration

Prior to data collection, the school was asked the permission in written letter from AAU school of Psychology. Then, written and oral permission was granted from school administration. For each study subject verbal informed consent was provided with an explanation of their participation in the study. Furthermore, all information collected from each study participants were treated as confidential and kept private throughout the research process. Personal privacy and cultural norms are respected. Finally the results were disseminated to the place where the study was conducted and to the School of psychology in Addis Ababa University.

Operational Definitions of Terms

Barriers: Obstacles or challenges that hinder the effective delivery of career counseling services, such as lack of trained personnel, inadequate resources, insufficient time allocated for

counseling, lack of awareness among students, and school community attitudes towards career counseling.

Career: a job or profession for which one is trained and in which one intends to be involved through life.

Career counseling services: refers to the professional help provided to students to deal with their career concerns, to facilitate their career development, and plan their educational and career paths.

Needs: gaps that which students need to be addressed to improve their career readiness and overall Information about career options, guidance on educational pathways and skill development.

Secondary school students: are individuals enrolled in the country's secondary education system, which is divided into two cycles: high school (grades 9-10) and preparatory school (grades 11-12).

Results

This results presents the analysis of the data collected through individual structured questionnaire and interview questions. The analysis was presented in line with the research questions raised in the study and analyzed based on statistical methods selected appropriately and interpreted accordingly.

It is thought that the demographic characteristics of students may determine their CCS need. Hence, students' socio-demographic characteristics were studied and the results are presented.

Table 1: *Demographic Background of Respondents (N=397)*

Demographic Variables	Categories	Frequency(n)	Percent (%)
Gender	Male	190	47.9
	Female	207	52.1
Grade Level	9 th	94	23.7
	10 th	102	25.7
	11 th	101	25.4
	12 th	100	25.2
Age	13-16	110	27.7

17-20	278	70.0
21-25	8	2.0
>26	1	0.3

Noted, the table show a total of 397 respondents participated in the study. From all participants the 52.1% (207) were female and 47.9% (190) were male. In terms of grade level, 10th, 11th and 12th grades were proportionally allocated 25.7% (102), 25.4% (102) and 25.2% (199) respectively whereas grade 9th were 23.7% (94). The age categories of the respondents constitute the majority 70% (278) of ages between 17-20 years. The age category above 26 years is only one which is 0.3%. For details of the socio-demographic characteristics, please see the table 1 above.

Table 2. Parents Educational Status (N=397)

Parents Educational Status	Mother educational status		Father educational status	
	N	%	N	%
Illiterate	47	11.8	38	9.6
Elementary school	73	18.4	70	17.6
Secondary school	152	38.3	127	32.0
College and above	79	19.9	116	29.2
Undecided	46	11.6	46	11.6
Total	397	100	397	100

The students were also asked to indicate the highest educational level of their parents. The results shows that 38% (152) and 32% (127) were educated in secondary education respectively. And also, 11.8% (48) of mothers and 9.6% (38) of fathers are illiterate. For details of the socio-demographic characteristics, please see the table 2 above.

Table 3. Career Counseling needs of students (n=397)

Career Counseling needs	Agree		Undecided		Disagree		Mean
	N	%	N	%	N	%	
I need to learn jobs in which I will be successful mostly	381	96.0	7	1.8	9	2.3	2.94
I need to learn the features of several vocations	340	85.6	37	9.3	20	5.0	2.81
I need to know how what I learn in school will help me in my vocation in future	355	89.4	19	4.8	23	5.8	2.84

I need to know about the necessary information for several vocations	369	92.9	13	3.3	15	3.8	2.89
I need assistance/Counseling to decide about my future education and career	249	62.7	55	13.9	93	23.4	2.39
I need to know about my personality, interest and ability	361	90.9	17	4.3	19	4.8	2.86
I need to learn the relationship between my interest and aptitudes with my vocation in future	361	90.9	21	5.3	15	3.8	2.87
I need to learn which activities people do in various vocations	228	57.4	76	19.1	93	23.4	2.34
I need to learn which career will make me happy	320	80.6	43	10.8	34	8.6	2.72
I need Career Awareness Information	358	90.2	27	6.8	12	3.0	2.87
I need College/University Admissions Information	361	90.9	19	4.8	17	4.3	2.87
I need career and vocational training	346	87.2	36	9.1	15	3.8	2.83
Have you ever faced any challenges in your life due to absence of career counseling services in school	159	40.1	107	27.0	131	33	2.07

Grand Mean

2.72

The students asked about the needs of career Counseling. Majority 96% (381) participants needs to learn jobs in which they will be successful, 85.6% (340) and 92.9% (369) of students has a need to know features and necessary information of several vocations respectively. 89.4% (355) have a need to know how what they learn in school help them in vocation future. 62.7(249) needs counseling for career decision-making. 90.9% (361) want to know about their personality, interest, ability and the relation with their future career. 57.4% (228) and 80.6% (320) needs to learn which activities people do in various vocations and which career will make me happy respectively. 90.9% (361) and 87.2% (346) needs College/University Admissions Information and vocational training respectively. 40.1% (159) of them are faced challenges due to absence of career counseling services in school.

Generally the Grand Mean of career counseling need show 2.72 this indicate majority of students unarguably agreed that they possess career Counseling needs. For details of the career Counseling needs, please refer the table 3 above.

Table 1: T-Test results of students' career counseling needs according to their gender (N=397)

Sex of respondents	N	Mean	SD	df	t value	Sgi. (2-
Male	190	2.6668	.29096	395	-3.487	.001
Female	207	2.7599	.24052			

As can be seen in the above table, the Independent sample t-test was computed to examine whether there was gender difference in Students' career counseling Needs. The results indicated a statistically significant difference in the need for career counseling services between male and female students. Female students had a higher mean score ($M = 2.7599$, $SD = 0.24052$) compared to male students ($M = 2.6668$, $SD = 0.29096$), suggesting that female students require career counseling services more than male ($t = -3.487$, $p = 0.001$).

Table 2: One-way ANOVA results of students' career counseling needs according to their grade level (N=397)

Groups	Mean		Sum of Squares	df	Mean Square	F	Sig.
Grade 9 th	2.6653	Between	.666	3	.222	3.105	.027
Grade 10 th	2.6919	Groups					
Grade11 th	2.7266	Within	28.111	393	.072		
Grade12 th	2.7754	Groups					
		Total	28.777	396			

The results of one-way ANOVA performed to identify whether the career counseling needs of students differ according to their grade levels reveals that the needs of students for career counseling differ according to their grade levels ($F=3.105$, $p=0.027$). As a result of the one-way ANOVA performed, the mean scores across grade levels show a slight increase from grade 9 to grade 12, suggesting a potential trend of increasing need for career counseling as students' progress through higher grades.

Table 6. Career Counseling services (n=397)

Career Counseling services	Agree		Undecided		Disagree		Mean
	N	%	N	%	N	%	
Career counseling services are available in our school	53	13.4	83	20.9	261	65.7	1.48
I received career information and education in my school	44	11.1	53	13.4	300	75.6	1.36
When I face decision making problem regarding to career, I	36	9.1	51	12.8	310	78.1	1.31

consult school counselor							
Our school counselor gives orientation to students on academic and vocational issues	53	13.4	79	19.9	265	66.8	1.47
The school counselors guide you to take your responsibility to meet your education objectives/plan	67	16.9	63	15.9	267	67.3	1.50
The counselor of the school helps me to learn according to my own interests, aptitudes and ability	75	18.9	55	13.9	267	67.3	1.52
When selection of department the school counselor assists you in decision making process	44	11.1	53	13.4	300	75.6	1.36
The school counselors guide you to understand the relationship between school performance and future career choices	50	12.6	70	17.6	277	69.8	1.43
The school counselors enable me to develop a positive attitude toward work	60	15.1	81	20.4	256	64.5	1.51
The school counselors assist me in aware of personal characteristics, interests, aptitudes and skills	69	17.4	64	16.1	264	66.5	1.51
GM							1.44

Table 6 describes about the CCS. Among respondents Majority 65.7% (261) of respondents are not know availability of Career counseling services in school, 75.6% (300) are never received career information and education in school, and 78% of students have never counseled when they faced decision making problems, 66.8% of students are not gate orientation on academic and vocational issues. On the other only 16.9% and 18.9% of students get counseling to meet their education plan and to learn according to their interests, aptitudes and ability. Only 11.1% of them are get career counseling regarding to career decision-making (department selection).

Generally the Grand Mean of career counseling service availability show 1.44, this indicate majority of students are disagreed to the service availability and accessibility. For details of the career Counseling service, please refer the table 6 above.

Table 7. Career Counseling service challenges (n=397)

Career Counseling challenges	Agree		Undecided		Disagree	
	N	%	N	%	N	%
You are happy and satisfied with the services that are provided by your school counseling	56	14.1	106	26.7	235	59.2

services						
There are trained counselors for the provision of career counseling at your school	80	20.2	112	28.2	205	51.6
The counselors of our school always accepts students warmly	56	14.1	122	30.7	219	55.2
I did not get the opportunity to discuss on personal and educational problems with counselor of our school	191	48.1	73	18.4	133	33.5
I'm dissatisfied with the career counseling services of the school	169	42.6	114	28.7	114	28.7
I observed that students who received the school counseling services are not happy by the services.	115	29.0	172	43.3	110	27.7
There is confidentiality problem in our school counseling office so I have not trust on the service	90	22.7	182	45.8	125	31.5
There are no differences between the advice given by my parents and career counselors of the school	93	23.4	132	33.2	172	43.3
There are no adequate facilities for giving career counselor service like office, chair, bulletin-board, computer, etc.	192	48.4	101	25.4	104	26.2

Table 7 describes about the CCS challenges. According to this finding 59.2 % of students are not satisfied to the service, 51.6% are say there in no trained counselor in the school, 22.7% and 55.2% have confidentiality problem and not satisfied to the way of counselor's dealing the student respectively. On the other side 48.4% of student responded as there are no adequate facilities for giving the service. For details of the career Counseling service challenges, please refer the table 7 above.

The researcher interviewed two school counselors and two vice principals to explore the availability, needs, and challenges of school career counseling services. Both school counselors indicated the presence of general counseling services but highlighted a lack of specific emphasis on career counseling. They noted that career guidance is only addressed when students, particularly those in grades 10 and 12, actively seek it out. Similarly, the vice principals confirmed the focus of counseling services on discipline and special needs, with little attention to career counseling. One vice principal was uncertain about the availability of career counseling services, while the other acknowledged a lack of clarity in this area.

Regarding the provision of career counseling, the school counselors reported a lack of structured guidelines and specific job descriptions for career counseling roles. They mentioned using

session record formats and consent forms but not employing assessment tools due to insufficient training. The vice principals' responses varied, with one indicating the presence of guidelines and job descriptions, while the other reported a lack of structured guidelines. The challenges identified by both counselors and vice principals include minimal student interest and awareness, inadequate resources, insufficient understanding of the importance of counseling within the school community, and a focus on disciplinary issues that detract from career counseling efforts. Additionally, the number of counselors available is inadequate to meet the students' needs.

Discussion

Results in this study shows that career counseling needs of secondary school students is meaningfully high in terms of all component of career counseling. According to UNESCO (2002:4) there are four major components in career counseling such as: Self-awareness and self-assessment, Educational and occupational exploration, Decision-making skills, Career planning and goal-setting. Among all components CC the results reveled highest needs of student. There are a lot of study results regarding to challenges of students face on decision-making problem among secondary school in Ethiopia. And this study also improve the gap and existing need of students to get career counseling regarding to decision-making.

According to the reports from school counselors, both schools exhibit a similar trend in terms of student needs, wherein the majority of students don't seek counseling services independently but rather are referred by teachers or other school staff. However, there's a notable exception with some tenth and twelfth-grade students actively seeking guidance on career-related matters and departmental decisions.

The results of this study reveals that the needs of students for counseling differ significantly according to their gender. In general, female students need career counseling services more than male students. This finding is in line with a study conducted by (Duffey & Haberstroh, 2014). And also the mean scores across grade levels show a slight increase from grade 9 to grade 12, suggesting a potential trend of increasing need for career counseling as students' progress through higher grades. This finding is in line with a study conducted by (Gysbers, 2012),

Career counseling services in numerous African nations appeared to be insufficient since they were still being provided on a trial-and-error basis (Kano, 2012). Results in this study also shows that majority of students don't know the availability of career counseling services in school and also they never received career information, orientation on academic and vocational issues. Under major component of career counseling services, the respondents were asked about availability of the services. But the results shows majority of students have never been counseled on major career counseling components. In general, despite its availability of CCS, it faces a challenge with low user engagement. Regardless of its significance, the number of users remains scarce, indicating underlying issues. This discrepancy suggests that while the CCS is accessible, various factors contribute to its limited utilization by users.

According to the reports from school counselors, counseling services are indeed available, they don't receive adequate focus specifically on career counseling, despite its importance. And the principals are reported as, there is counseling service but it focus more on discipline issues and special need students but not sure about availability of career counseling service for students. This show there is no mechanisms to follow up the services that provided under CCS

Results show majority of students are not satisfied in CCS that provided in the school and also they report as there is no trained counselor in the school. Some students express dissatisfaction with counseling services, citing a lack of trust and reluctance to disclose their problems. They also report as not having an opportunity to discuss on personal and educational problems with counselor of the school, this shows challenges to accesses the services. In terms of counseling settings students reported that there is lack appropriate settings like office, chair, bulletin-board, computer and etc. Inadequacy of counseling settings that may violate confidentiality or comfort of the students in counseling as by passers may eavesdrop whatever they share. (Mushaandja, Haihambo, Vergnani, Frank, I 2013)

The interview highlights various challenges in providing CCS at schools, as reported by counselors and vice principals. Key issues include low student interest and awareness about counseling services. Additionally, school community awareness on the services, insufficient number of counselors, inadequate Counseling setting, absence of clear guidelines and job descriptions for school counselors and counsellor's commitment and interest to do their job appropriately.

The evaluation of how Career Counseling Services (CCS) are implemented in schools, including the utilization of guidelines, assessment tools, session record formats, and consent forms, indicates that counselors often do not adhere to guidelines due to a lack of preparedness or provision of guidelines by the education bureau or school administration. Furthermore, counselors do not have job descriptions similar to other staff members, leading to a lack of clear directives for their work. While they do utilize session record formats and consent forms, they refrain from using assessment tools for CCS and other services due to a perceived lack of proficiency in psychological testing. Consequently, there is a clear need for training to enhance their competency in administering and interpreting psychological tests, as highlighted in Akinade (2009) study, where the absence of such training and interpretation hindered the effectiveness of counseling processes.

On another note, one vice principal stated the existence of guidelines for counseling services and confirmed the presence of job descriptions, whereas another vice principal mentioned the absence of counseling service guidelines but acknowledged the availability of a job description designed by the school administration for school counselors. However, in both schools, vice principals lack information about the availability of assessment tools, consent forms, and session record formats. This indicates a low level of attention given to the implementation of counseling services, as both schools structure their counseling services under the supervision of vice principals, suggesting a lack of focus on the oversight and management of these services.

Conclusion

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

1. The research concludes that secondary school students have a significant need for career Counseling, reflecting their desire to understand the job market and become aware of their personal abilities, skills, and interests. Moreover, these needs vary based on their gender and grade level.
2. The study's findings revealed a significant demand for career Counseling among students, yet these needs remain largely unmet. This is primarily because career Counseling services in secondary schools are not well-established or adequately implemented to cater to student needs.

3. Additionally, the CCS has not received the necessary attention from students, vice principals, counsellors, and other stakeholders at various levels, ranging from the school to the national level. Consequently, the implementation of these services in schools is limited, failing to sufficiently assist learners in making informed decisions about their careers and future paths.
4. As indicated in the study, the availability of services is constrained by several factors. These include inadequate student knowledge and awareness about career Counseling services, a shortage of qualified counsellors, a lack of clear missions and roles for counsellors, insufficient training to enhance service quality, and inadequate material resources.

Recommendations

- The provision of career Counseling services in secondary schools should well planned, structured and systematically implemented.
- It's essential for school administrators to grasp the appropriate allocation of school counsellors' time and ensure they engage in relevant activities, particularly guidance and Counseling duties.
- Secondary school counsellors should initiate Counseling clubs within their schools, collaborating with counsellors to address career-related issues. This initiative would raise awareness among students and the broader school community about the significance and role of career Counseling within the educational system. Based on students career needs, there should be the establishment of career centres at secondary school in order to provide occupational information, such as employment opportunities and procedures, contact information of organizations, the current employment situation or needs and self-employment strategies.
- Secondary school counsellors should receive training in psychological testing to enhance the effectiveness of their programs. Additionally, there should be ongoing professional development opportunities for counsellors, including short-term awareness training sessions and workshops to upgrade their skills.
- The study suggests that the Ministry of Education (MoE) should enhance the career Counseling units within secondary schools to facilitate the efficient implementation of programs in these institutions.
- The study suggests the establishment of a national-level guideline to facilitate the implementation of career guidance and counseling practices in secondary schools across the country. This policy could be overseen by the Ministry of Education (MoE). These standards should align with the goals of guidance and counseling services in schools, which include addressing students' personal/social, academic, and career development needs.
- This study was conducted in two Addis Ababa secondary schools. A comparative research would be needed to investigate career counseling services in other parts of AA region and other regions in the country in order explore effectiveness of provision career of counseling services in secondary schools in Ethiopia comprehensively.

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