

**Assessment of Guidance and Counseling Services  
in Government Technical and Vocational  
Education and Training Institutions in Addis Ababa**

*A Thesis submitted to the school of graduate studies,  
Addis Ababa University  
In partial Fulfillment of the Requirement  
For the Degree of Master of Arts in counseling Psychology*

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*April, 2007*

## *Acknowledgment*

*I would like to express my deepest gratitude to my advisor Ato Tamire Andualem (Asst. Professor at AAU) for his invaluable help, encouragement, proper guidance and insightful and critical comments to the realization of this thesis.*

*I am indebted to the school of Graduate studies of Addis Ababa University for covering the expense of this research work.*

*I would like to express my gratitude to Dr. Yusuf Omer (ass. Professor at AAU), Dr. Sintayehu Tadesse (instructor at AAU), Ato Bahiru Mekonnen, for their editorial review on the proposal, questionnaire and the thesis manuscript and made very valuable comments.*

*Although it is difficult to list all the names that have contributed to the success of this study, I would like to express my heartfelt thanks to Mulugeta Dagnaw , Ayalew Abate, Ebrahim Ali, Goshmida Yeshanew, Eshetie Damtie and all those who have helped me in giving comments and suggestion.*

*I am also indebted to all TVET trainees, vocational counselors, teachers and directors who have volunteered to participate in the study.*

*Last but not least, my sincere thanks and love goes to my dear family and friends for all the care, help and encouragements from the start to the end of this undertaking.*

Fentaw Gebeyehu

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## *Acronyms*

- AAU** - **Addis Ababa University.**
- FDRE** - **Federal Democratic Republic of Ethiopia.**
- MOE** - **Ministry of Education.**
- NGO** - **Non Governmental Organization.**
- SPSS** - **Statistical Package for the Social Sciences.**
- TVET** - **Technical and Vocational Education and Training.**
- TQMS** - **Total Quality Management System**
- UNESCO** - **United Nations Education Science and Cultural Organization.**

## **ABSTRACT**

*Vocational counseling is an interpersonal process designed to assist students/trainees with occupational development. Occupational development is that process of choosing, entering, adjusting to and advancing in an occupation. It is a lifelong process that interacts dynamically with other life roles. However, no adequate research and consideration has been done to improve the service. In this study an assessment was conducted in evaluating the quality of provisions of vocational guidance/counseling services in four government technical and Vocational Education and Training (TVET) institutions in Addis Ababa. A cross sectional survey was carried out using tools adopted from the 'guideline for vocational guidance and counseling services' by MOE. The instruments were questionnaires, interviews, observational checklist and group discussions. A sample of 120 trainees, 11 vocational counselors, 80 teachers and 12 directors participated in the study. From the study, it was found that trainees were not assisted through the provision of pre-admission vocational guidance services. The provision of post-admission vocational guidance/counseling services were inefficient and non standardized. Vocational counselors were not prescribed with the relevant occupational information/training and did not take even a single course in vocational/career counseling. However, the majority of participants from each group believed the overall practices of guidance/counseling in the TVET institutions was high. The implications of the above results and other specific findings have been discussed in the body.*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1. 1. Background of the Study

Vocational counseling is the process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality with satisfaction to himself and benefit to society (Super, 1990). A major aspect of vocational guidance and counseling is knowledge of the world of work. The basic principle of career counseling and guidance is that a person is better equipped to make occupational plans after determining his/her own characteristics; examining the requirements of various occupations, and matching the two sets of facts with the aid of a skilled counselor. Today, career counseling is recognized as being important for all persons

Under current Ethiopian government educational policy, vocational education and training of skilled workers according to the requirements of the labour market and assist graduated trainees to create their own job, is one of the major issues that is aimed to decrease the rate of unemployment and overcome poverty. In countries, in transition to the market economy, the general concept of education, particularly of technical and vocational education training, has been changed. Market relationships have forced education to follow market demands, which means that education especially technical and vocational training should fit the requirements of industry and employers. As stated above the major objective of our Technical and Vocational Education and Training Institutions is producing effective and competent trainees who are competitive enough in the labour market and/or in the creation of self-employment activities as soon as completing

their training. But to achieve this objective, the role of vocational guidance and counseling service is a prerequisite one. Because there is no part of life where the need for guidance and counseling is more empathetic than in transition from school to work; the selection of a vocation, preparation for it, progress in it, and the attainment of efficiency and success are vital aspects. Parsons (1909) states that the building of a career is quite as difficult as the building of a house, yet few ever sit down with pencil and paper, with expert information and counseling, to plan a working career as in the case of the problem of building a house, taking the advice of an architect, to help them

Vocational guidance is more than giving advice and information. It is a blend of self-development, the learning and assimilation of career, providing educational and labour market information, identification of students' vocational interests and aptitude, etc. In other words, vocational guidance contributes to the personal, educational, economic and social development of individuals and nations

According to the Ministry of Education (MOE) (2006) vocational guidance in TVET institutions assists trainees in planning their education and training by helping them to understand and appreciate their talents, educational and vocational training plans, implement and complete their plans, and integrate successfully in society and the labour market. Vocational guidance is also important to education and training institutions because it helps to ensure that students make the best use of learning opportunities. It helps citizens to appreciate their talents and to develop them. Vocational guidance helps to increase the skills of the labour force and therefore the economic development of the country.

The provision of well-organized vocational information for trainees and narrowing the challenges of technical and vocational education and training is one of the objectives of vocational guidance and counseling services. Schools have a responsibility to develop students personally and socially. However, personal and social development does not take place in isolation. Our personal and career

development and sense of identity are learned in our interactions with others. According to Super, 1990, we learn who we are in the context of a community and those in it. Therefore, it is crucial to explore the impact of Technical and Vocational Education Training Institutions in general, and provisions and practices of vocational guidance and counseling services in particular on the personal, psychological and especially vocational development of the trainees

Vocational guidance and counseling is simply a corner stone for career development of trainees and the working forces. Vocational guidance is a unique program that is designed to facilitate the accomplishment of equal opportunity for students and trainees, to empower them to take the responsibility for much of their own personal, social, career and employment development

But since the TVET is relatively a new educational policy there is lack of qualified professionals and other economic and social problems. So, it is difficult to provide a well organized service in various activities in the TVET institutions.

Thus, this study attempts to assess the vocational counseling services rendered in government Technical and Vocational Training Institutions in the city of Addis Ababa, draw valid conclusions regarding the relevance of counseling services offered in TVET institutions and recommend ways of improving the qualities of vocational counseling for trainees

## **1.2. Statement of the Problem**

Linking training with employment is critical since the aim of education, particularly Technical and Vocational Education is to equip the youth with all those skills necessary for them to enter successfully in the labour market

The goals of guidance are to assist trainees to understand and appreciate themselves; relate effectively with others; explore career alternative; develop appropriate educational and vocational training plans; implement and complete their plans; and integrate successfully in society and the labour market (MOE, 2006)

It is important that the guidance program assure all users that the service meets recognized standards. The indicators of a good guidance program includes such features as formal notices of: the policy on guidance; the results that students may expect from guidance; a description of the guidance and counseling services; a description of the role of the student in the guidance program and counseling service; the qualifications of the counselors; the ethics of the counselor and the educational institution; the guidance resources available and used; and how counseling is evaluated (UNESCO, 1996)

Vocational guidance and counseling contributes to the personal, educational, economic and social development of individual trainees. According to Parsons, career guidance play a major role in helping trainees to be competent, competitive, and entrepreneurial work forces and self-creative of employment (Spencer,1975). Semchenko, 2004, some of the activities of vocational counselors in the TVET institutions are to identify labour market needs for workers, skills and qualifications, and assessment of students' interests, aptitude, etc

Career guidance also helps students in transition from school to work. That means it helps in the choice of a vocation, adequate preparation for it, and the attainment of efficiency, success and expression of themselves in their career

Understanding the above mentioned and other tremendous contributions of career guidance in TVET, the Ministry of education developed a guideline as a helping hand to vocational counselors working in TVET institutions to make them more effective and efficient in their undertakings

The federal TVET Strategy states that a vocational counselor has to be assigned in each TVET institutions. Practically, however, those who were assigned for the past few years were inefficient due to the following major reasons: there was no any vocational counselor guideline, so the assigned counselors did not know what duties and tasks were expected from them, many TVET staff have been attaching vocational counseling with apprenticeship program only, a person assigned as a counselor also was not professional or did not get any guidance

and counseling training, and there was no any career and personal development courses offered in TVET training system (MOE, 2006)

Because of these and other related problems, many TVET graduates could not be competent, productive, entrepreneur, employable and confident in their field of training

Based on the above rational, this study is, therefore, attempts to assess the vocational guidance and counseling services offered in TVET institutions in Addis Ababa. To this end, the following research questions, which are based on the guideline for vocational guidance and counselors by Ministry of Education, are formulated to be answered

1. Does the Vocational Guidance and Counseling service assist trainees through the provision of pre-and post-admission vocational guidance and counseling services?
2. What kind of attitude do trainees and vocational counselors have towards counseling services rendered in TVET institutions?
3. Do vocational counselors have the necessary training designed by Ministry of Education?
4. Do vocational counselors get the necessary support?
5. What kind of attitude do directors and teachers have towards the effectiveness of the counseling service?
6. How conducive is the environment (counseling room, waiting areas, and seating arrangements) for effective guidance and counseling?
7. What are the major problems of trainees?
8. What are the major problems of vocational counselors?
9. What are the constraints that affect effective vocational guidance/counseling and what are the solutions to overcome those problems?

## **1.3. Objectives of the Study**

### **1.3.1 General Objective**

The general objective of this study is to assess the vocational guidance and counseling services offered in TVET institutions in Addis Ababa and identify the problems encountered in rendering the services and recommend ways of improving the service in helping trainees taking into consideration the objective of TVET, available resources, and the guideline for vocational guidance and counseling service

### **1.3.2. Specific Objectives**

The specific objectives of this study are:

- To assess whether the vocational guidance and counseling services are:  
assisting
  - The TVET institutes (in attaining their general objective).
  - Trainees through the provision of pre-admission vocational guidance and counseling services.
  - Trainees through the provision of post-admission vocational guidance and counseling services.
- To explore the attitude of trainees and vocational counselors towards the counseling service
- To explore the type of training and other support given for vocational counselors.
- To explore directors attitude towards the effectiveness of counseling services and vocational counselors' code of ethics.
- To explore teachers attitude towards the effectiveness of counseling services.
- To explore the extent to which the counseling environment (the counseling room, seating arrangements and waiting areas) is conducive for effective counseling.
- To identify problems that exist in rendering the counseling services and suggesting improvements needed to make the service more effective

#### **1.4. Significance of the Study**

The major objective of TVET is to reduce youth unemployment and bring economic growth through producing effective trainees who are competitive in the labour market. But to achieve this objective, the role of vocational guidance and counseling service is very crucial. The new trend in vocational guidance counseling especially in the developed world is that of helping individuals to self-realization through useful work. According to Super, 1990, career development as expression of self requires much knowledge of self and of the complex world of work, and techniques of directing continuous growth and readjustment in a swiftly changing world. UNESCO, 1996, benefits of career guidance programs for trainees includes higher rates of employment, increased knowledge and skills levels, increased vocational aspirations, and greater employment nontraditional fields; Benefits of career guidance program for the broader society include participation of women in all economic areas, lower unemployment rates, increased retention in educational program, increased per capital income, and increased status of girls and women (UNESCO, 1996)

Therefore, it is quite appropriate to assess the counseling service offered in TVET institutions. Hence, this study is expected to have the following contributions:

- Since no research has been done so far on the relevance and effectiveness of vocational counseling in TVET institutions, it serves as a preliminary study.
- It helps to develop understanding the extent to which vocational counseling is utilized and integrated with the existing TVET guideline in helping trainees.
- The study will serve as one of the crucial endeavors to enhance the quality of vocational counseling in TVET institutions.
- It creates a suitable situation that encourages others to undertake further study in the area of vocational counseling service.
- It explores the major and common problems encountered in providing counseling services in TVET institutions.
- It helps different TVTE institutions to compare and contrast the major problems in providing vocational counseling.

## **1.5. Delimitation of the Study**

TVET as part of the new educational policy has been provided in all the regional states of Ethiopia. However, the scope of this study is geographically delimited to the region of Addis Ababa City Administration. The participants of the study are trainees, vocational counselors, teachers and directors of TVET institutions which provide skill trainings which range from one year to three years. There are formal and non-formal types of TVET. However, this study focuses on the formal TVET-providing 10+1, 10+2, and 10+3 skill trainings for the high school completed students. Some of the main reasons are that there are no vocational counselors in non-formal TVET institution and even in the formal private TVET institutions have no vocational counselors stated in the guideline manual and the researcher has been working as a vocational counselor in one of the formal government TVET institutions in Addis Ababa

## **1.6. Limitation of the study**

Due to the shortage of local reference materials related to the study, the researcher has been forced to rely on certain foreign sources to supplement the guideline manual applied to the vocational guidance counseling service. In spite of these, the researcher has attempted to make the study as complete as possible.

## **1.7. Organization of the study**

The present study has five chapters. The first chapter focuses on back ground, statement of the problem, objective and significance of the study. The second chapter comprises review of related literatures. The methodology of the study is dealt in chapter three. The results and discussion of the study are dealt in chapter four. Finally, chapter five focuses on the summary, conclusions and recommendations of the findings.

## **1.8. Definitions of Terms**

- **TVET** – is formal education that is designed to train and educate students who have completed their grade 10 of the new educational policy in traditional and modern fields of vocational skills as well as in general education in government

- **Formal TVET** – is a skill training which is provided for high school completed (grade 10 completed) students, and the training could be from one year to three years (10+1, 10+2, 10+3) including a two months additional apprenticeship program at the end of every academic year.
- **Guidance** - includes all those services and organized activities with in the total TVET institution, which are intended to assist students / trainees with their personal development, and a continuous process spanning the entire education and training system, and in the guidance services: teachers, counselors, the administrators, and other school personnel are involved.
- **Counseling** – which is the heart of guidance services, is a science in its dependence on systematic knowledge and objectivity. It is a voluntary relationship between a counselor and a client/trainee and in the process the client/trainee is helped to discover and develop her/his educational, vocational, psychological potentials and use in her/his personal adjustment and personal development.
- **Vocational counseling** - includes providing the student/trainee with information about the world of work; interpreting various kinds of data to her/him (aptitude, interest, etc.),and aiding her/ him in choosing or selecting, preparing for entering and achieving success in a vocation; helping her/him plan educational and vocational futures.
- **Pre-admission vocational guidance services** – are services provided for high school (grade 10) completed students. It includes identifying ones talents, interests, and knowledge towards vocational selection; providing information on the labour market; assisting trainees in the selection of appropriate occupational training; providing orientation to high school students about the available occupational trainings; orienting trainees about institutional rules and regulations and the varied opportunities for further training etc before trainees are starting their training.

- **Post-admission vocational guidance services** - are services provided for trainees to develop their interest in their training, career adaptability, job searching skills, and helping trainees educational, vocational, social, personality related problems while they are attending their skill trainings
- **Apprenticeship** - it is a two-month practical experience for trainees who completed their formal training. Trainees get this program after completing their respective 10+1, 10+2, and 10+3 practical and theoretical formal school education. They give the service out of their school in different private, public and NGOs related with their training fields.
- **Vocational counselor** – includes providing the student with information about the world of work, interpreting various kinds of data like aptitude, interest, personality measures, and guiding students toward better understandings.
- **Training institutions** - the ten governmental training institutions in Addis Ababa which offer skill trainings for high school leavers with the duration of one year to three years period of time.
- **Trainees** - are those young people who are taking skill training course in one of the ten governmental training institutions, operating in Addis Ababa.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURES

#### 2. 1. Definition and concepts of Counseling

The British Association for Counseling code of Ethics and practice for counselors states that 'counseling may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insight and knowledge, working through feelings of inner conflict or improving relationships with others'

Counseling is a relationship in which counselors assist clients to understand themselves and their problems better. Then, where appropriate, counselors use various interventions to assist clients to feel, think, communicate and act more effectively (Richard Nelson-Jones, 2001)

Counseling helps trainees/students to identify their interest, ability and develop their potentials. For example, Haregewoin and Yusuf (1994) stated the purpose of counseling as assist students to understand and accept themselves as individuals, express and develop awareness of their own ideas, feelings, values and needs. It also furnishes them with personal and environmental information regarding their plans, choices and problems.

Counseling helps individuals to understand their unique potential and successful growth in their life. Greenwald (1976) outlined that in counseling the client create an atmosphere and attitude toward working in therapy that lead to greater awareness of the reality of oneself and how one interacts with others and how one functions in the here-and-now.

Although each individual experience in counseling is different, individual counselors pursue some common goals in counseling services. Greenwald (1976) outlined the following goals: the fostering of social interest, the decrease of inferiority feelings, the overcoming discouragement, and the recognition of one's resources; changes in one's

life style, that is, perceptions and goals; changing faulty motivation; encouraging the individual to recognize equality among all people; helping the person become a contributing human being.

Through counseling, the client is encouraged to fully explore the givens of life and discover ways one could lead a more authentic or genuine existence. As Deurzen-Smith (1997) summarized, the goal of counseling is for individuals "to learn to open up to what is there in our lives, no matter how hard the truths of our troubles, and see our own position and orientation towards all of this in order to reclaim our central role in our own lives."

Through out his writing, Rogers did affirm the appropriateness of counselors defining the counseling situation to clients as an opportunity for client self-growth rather than for client receipt of answers from the counselor. This affirmation corresponds to his assertion that, in person-centered counseling, the locus of decision making and the responsibility for the consequences of decisions are centered unequivocally in the client (Fall, 2004)

According to choice theory, all humans are born with five basic needs; survival, love and belonging, power, fun, and freedom. Every human is genetically endowed with the motivation to seek fulfillment of these needs in order to avoid the pain that results when they are not fulfilled. However, the strength of each need varies among individuals. Reality counselors view the personality change process of a person as just another series of choices. To change, people must be willing to take responsibility for their choices and the direction of their lives. Glasser (2001) noted that people change when they realize that present behavior is not getting them what they want and the other behavior has a greater probability of success. Once one takes an active and responsible role in the choice process, assessment of the effectiveness of any behavior can begin to take shape. It is this process (choice and assessment) that is at the heart of the change process from a reality therapy perspective. Glasser (2001) asserted that "the continuing goal of reality counseling is to create a choice theory relationship between client and counselor."

Counseling is an interaction process that facilitates a meaningful understanding of self and environment and results in the establishment and clarification of goals and values

Counseling according to New Encyclopedia of Britannica is the process of helping an individual discover and develop his or her educational, vocational and psychological potentials and there by to achieve an optional level of personal happiness and social usefulness.(New Encyclopedia of Britannica,1998)

Counseling, which is a special form of guidance services, is a series of direct contacts with the student aimed at offering him / her assistance to adjust him/herself more effectively with the environment. It is a learning situation, a self finding process in which the client gains insights which enable him/her to meet changing situation and new problems more effectively

Counseling is a situation where the individual is accepted as a whole person, as a human being, not as a static representative of a problem. In the counseling process the most important element is the person not the problem or the counselor. The individual plays a dynamic role in the counseling process having the crucial role in the resolution of the problem

Counseling process also gives respect for the client. The client is approached with implicit and complete acknowledgment, giving primary concern to a client's life. No one, including the counselor has the power or right to control, determine or manipulate the life activities of the client. This is because, the final responsibility for changing and directing his/her life lies with the client himself/ herself

Counseling is a science in its dependence on systematic knowledge and objectivity, and it is an art in its dependence on sensitivity and creativeness in immediate person to person relationship. It is a process of thinking together

## **2.2. Definition and concepts of Guidance**

There is a conceptual confusion among some educators and non-professional counselors whether guidance is the same with counseling. But in their ultimate objective both guidance and counseling are the same -help students to be effective in their lesson. But they are dichotomy when we consider them technically, professionally, the effect they result. Counseling is the heart of guidance. Counseling is a specially form of

guidance. Guidance is a more comprehensive one. Aggarwal (1994) indicates that counseling is a small unit with in the guidance service and guided by professionally trained persons. Counseling can be given through correspondence and the telephone conversations. Counseling is a wider term, which includes interviews as part of its techniques

According to Yusuf (1998), guidance and counseling are historically, professionally, ethically and technically different. The ultimate objective of guidance and counseling is the same to Serve students.

Guidance is a total school responsibility coordinated by the school counselor (Yusuf, 1998). Guidance in the school is a responsibility of the entire staff. The school counselor may initiate meaningful programs, coordinate or co-lead programs, coordination varies greatly among schools because the needs of each school are unique

According to Bennett (1963), the word guidance is used here in to include all those services, whether on an individual or group basis that contribute to the individuals growing understanding of himself / herself; his/her developing self concepts; his/her abilities; his/her physical, mental, social maturity, his/her personal and social needs for optimum development and achievement as a unique person and a democratic citizen. Aggarwal (1994) indicates that guidance services include all those organized activities within the total school system, which are intended to assist students with their individual developmental needs. According to McDaniel and Shaftel (1956), the teacher, the counselor, the administrator and other school personnel are involved in guidance services. Guidance program also involves non school people and community organizations such as welfare, and recreational agencies and a variety of religious bodies and the parents

### **2.3. Definition and concepts of Vocational Guidance and Counseling**

At one time, educational and vocational guidance was perceived as the process of giving students information about themselves and the educational and labour markets so that they would make the most appropriate decisions concerning educational and occupational choices. It is now accepted that information is not sufficient and that guidance must address the personal, social, educational and vocational development of

the person. Guidance is a developmental process which requires a curriculum approach and not simply individual interviews at decision times (UNESCO, 1996)

Vocational counseling includes providing students with information about the world of work, interpreting various kinds of data like aptitude, interest, personality tests, and guiding the students toward better understandings of themselves. According to McDaniel and Shaftel (1956), the task at which school counselors spend most of their time in helping young people plan their educational and vocational futures. This is not simply a counseling experience but a whole school program which touches the lives of all pupils, involves many school activities, and usually extends over a period of several years

According to the New Ethiopian Education and Training policy (1994), secondary education is of four years duration consisting of two cycles. The first cycle (grade 9 and 10), the second cycle (grades 11 and 12) consisting of two years of preparatory. TVET is mainly for those who are not successful to pass the General Secondary Education Leaving Examination (grade 10). This TVET program is highly focused on Vocational/career information. So, trainees of TVET institutions need timely vocational or career counseling

Vocational counseling is a difficult job because it requires that the counselor be well-informed about vocational requirements and opportunities in the world of work and at the same time be a good personal counselor. However, our school counselors did not take any course in career counseling. It is within this two years A.A.U. Started providing career counseling course for Psychology graduate and undergraduate students.

- Guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all to make conscious and positive educational and occupational choices. It should ensure that individuals are provided with the prerequisites:
  - a) To become aware of their interests, abilities, and special talents, and to help them frame a plan for life;
  - b) To pursue courses of education and training designed to realize their potential and

fulfill their life plans;

- c) To acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career;
  - d) To facilitate transitions back and forth as needed; between education, training and the world of work.
- Guidance should take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of frequent career changes, which could include periods of unemployment and employment in the informal sector, to be achieved through:
    - a) Close liaison and coordination between lifelong learning, training, the work place and Placement services;
    - b) Ensuring that all necessary information concerning the world of work and career opportunities is available through various forms of communication;
    - c) Ensuring that those engaged in work have access to information concerning continuing education and training as well as other work opportunities.
  - While emphasizing the needs of individuals, guidance should be accompanied by information that gives them a realistic view of the opportunities available, including trends in the labour market and employment structures, the environmental impact of various occupations, and what may be expected in terms of remuneration, career advancement and occupational mobility.
  - Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for young people. It should :  
Cover a broad range of occupation, include supplementary visits to workplaces, and make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible.

#### **2.4. “The Traditional Helping” in Ethiopian Context**

In many developing countries like Ethiopia, there are few trained professionals who are engaged in the helping profession, or who are providers of psychological services. For instance in Ethiopia alone, there are only less than ten psychiatrists and five hundred psychologists, with B.A. Degrees, for a population of 58 million (Yusuf, 1998). As a result, Ethiopians mainly resort to the assistance of the “Traditional Helping Profession.”

for different problems they encountered like marital, occupational, family conflict, tribal feuds, by getting advice from parents, friends, elders, neighbors, priests, or sheiks, traditional medical healers. According to Yusuf (1998) these and others engaged in helping profession are counted to be offering "traditional helping" services.

The people in "Traditional Helping Profession" are neither trained in the modern sense of the term nor do they use scientific techniques which could produce long term impact on human problems, or result in a socially acceptable behavioral change (Yusuf, 1998).

On the other hand, the demand for psychological intervention is growing exponentially in all countries, especially in the industrialized world as shown in the cropping up of many crisis centers, and even Telephone Hot lines and in the number of Community Mental Health and Social Services in which most of such centers have professionally trained counselors

In one respect, in our country where there are hardly trained counselors and over 60% of the population has no access to any kind of the so called "modern health services" (Yusuf, 1998). It is only reasonable to expect that people would resort to traditional helping professionals for help. On the other hand, one could only witness that the contribution of the existing, "traditional helping profession" is very insignificant. Not only because their contributions and their "counseling" interventions are informal, crude and non-scientific, but also their long term impact to effect any significant behavioral change is inconsequential (Yusuf, 1998). This is partly because they lacked conceptual framework and theoretical perspectives (Yusuf, 1998).

Even if one condemns or ignores the "professional" contributions of the traditional helping profession, one would still witness the tremendous influences they have on the Ethiopian people's every day lives.

## **2.5. The Historical Development of Guidance and Counseling in Ethiopia.**

To present a brief history of guidance and counseling as profession in Ethiopia is not an easy task. Yusuf, 1998, indicated unlike many other countries in the world, the "modern" concept of guidance and counseling do not have centuries of history in Ethiopia.

Haregewoine and Yusuf (1994) as cited in Solomon, 2004) summarized the history of guidance and counseling services as follows: in Ethiopia guidance and counseling

service with its literal and informal meaning has an old history. This helping profession was carried out by traditional healers such as priests, sheiks, witchcraft, traditional doctors, parents, friends, elders, responsible citizens, neighbors for people facing problems in marriage, tribal disputes, etc.

However, modern guidance and counseling services have a recent history in Ethiopian education system. The need for this helping profession arises from the change and complex development of society require the necessary information and professional help about job prospect, new economic activities , new technological development, different

kinds of governmental organizations, social, educational, emotional and psychological problems, the requirement of various occupations and so on. In general, the guidance and counseling service has a useful contribution to make the development of individual student and the society

It was in 1960 that the word "guidance" first appeared in the Ethiopian educational literature. In May, 1962, Ethiopian secondary school directors held a conference to study the problems of their schools. Guidance, counseling and testing were among the issues discussed. In 1963, guidance and counseling were introduced in to Ethiopian secondary school curriculum, but briefly in relation to study habits. In the late sixties, when the united states peace corps volunteers were working in Ethiopia as teachers, some of them tried to establish "American style" counseling units in a few schools. They did not succeed primarily because of cultural barriers. However, it was only in 1966-67 academic years the first course entitled "guidance and counseling" was offered to students taking psychology courses in Addis Ababa University for its undergraduate courses. But at present the different universities in the country are producing B.A. holders whose major is psychology

When one view the major objectives of counseling which include the identification of human talents, development and cultivation of their talents and potentialities, (Yusuf, 1998). It is dead sure that the profession counseling could help for the survival of our people

But we are in a country neither the name nor the concept of counseling exists. The word "guidance" was first introduced in Ethiopia lexicon in the early sixties, while "counseling"

was first introduced/mentioned in educational literature in 1997. Guidance and counseling was absent (and is still absent) from our national curriculum (Yusuf, 1998). But now, there is a graduate program in counseling and different universities in the country in addition to Addis Ababa University are graduating professionals at a B.A. Level in Psychology. So, the researchers believe that there is some fore ward movement in the profession nowadays

According to Yusuf (1998) few explanations could be forwarded as to why guidance and counseling was not given its legitimate historic role:

- Neither the name nor the concept of guidance and counseling existed in Ethiopian language.
- There hardly any trained people in the field.
- Counseling psychology is a discipline and a profession which is only known to academics in higher institutions and secondary schools.
- Counseling psychology is functioning and is being forced to survive in a difficult socio-economic milieu.
- For unknown reasons research in the field of guidance and counseling is non-existent.

Generally speaking, counseling, both as a discipline and a profession is unique in Ethiopia, because we do not train professional counselors, we do not use any kind of psychological tests (like personality measures, interest tests, aptitude tests, etc) in our schools, we do not have any psychological laboratory, we do not use any career or vocational counseling to help our trainees to prepare for jobs.

It is in these unique circumstances, over and beyond the existing professional training deficiencies, that our academic school counselors are expected to function.

This situation is the same for vocational counselors in the TVET institutions. For the past few years, it can be said vocational counselors were not providing their professional services efficiently. Because there was no any vocational counselor guideline so that assigned counselors did not know what duties and tasks expected from them, many TVET staff have attaching vocational counselor with apprenticeship program only, a

person assigned as a counselor also was not professional or did not get any guidance and counseling training, and there was no any career and personal development courses offered in TVET training system

## **2.6. Pre- Admission vocational Guidance/counseling Services**

Guidance and counseling in technical and vocational educational as preparation for an occupational field should:

- a) Inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training;
- b) Encourage students to choose educational program that will not limit their later employment options;
- c) Follow the students' progress through their educational programs;
- d) Help them to choose the program best suited to their needs;

## **2.7. Vocational Guidance – Choice of a Vocation**

The following phases of vocational choice competence are recommended to follow by vocational counselors to assist adolescents or students (MOE, 2007).

- Phase 1 – to realize that vocational choice as task. Adolescents are willing and motivated to deal with vocational choice.
- Phase 2 – to analyze the problems of vocational choice. Adolescents become clear about their self-concept and with their vocational ideas. They develop method of problem solving. They identify effects on vocational choice.
- Phase 3 – to realize the chance to self-determination. Adolescents elaborate vocational choice as a real chance for change. They recognize influences are able to handle them.
- Phase – 4 to elaborate possibilities or alternatives of activities. To elaborate possibilities or alternatives of activities. Starting from self-concept and vocational ideas adolescents are able to: elaborate decision criterias, develop decision alternatives, generate decision strategies, open up experience and information resources, involve dialogue partner, rate and check alternatives, and appreciate the chance of realizing.

- Phase 5 – to take the responsibility for decisions.
- Phase 5 – to act considering the conditions, situations.

## 2.8. Post-Admission Vocational Guidance/counseling Services

Guidance systems need to be accountable to;

- A) Accurate records of trainees, program and interventions used and resultant employment including self-employment;
- b) A system of evaluation both of staff performance and of the methods used to determine the long- term effects of guidance and the degree of self-reliance of beneficiaries of the service;
- c) Opportunities and prospect in the occupational sector of interest;
- d) Following the results continuous training performance;
- e) Ensure that the learners' performance should be evaluated/assessed on an overall basis that considers class participation, interests and attitude, aptitude for acquiring practical skills and competencies, and relative progress;
- f) Encouraging learners' participation in the evaluation/assessment of their own progress, in order to identify and correct learning problems.

## 2.9. Tools for Vocational Guidance

There are five steps in the process of vocational decision (MOE, 2007)

1. Self-exploration – like interest, expectations, desires, abilities and self-assessment.
2. World of work – like vocational fields, dream job, vocational attributes, career development, career related information resources, and persons and instructions, assistance.
3. Analogy – tests, and inventories of exercises.
4. Exploration of Preferred Vocations – work experience, interviews employers, employees, vocational topics, attitudes and entrance requirements.
5. Control and Decision – available vocation, alternatives, interim solutions and realization.

## 2.10. The Role of Vocational Guidance and Counseling in TVET Institutions

Vocational guidance helps in assisting students in the selection of an occupation and

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guidelines. In addition, trainees /students feedback should be routinely used as factor in assessing the quality assurance of service provided.

According to the MOE, a vocational counselor working in TVET institution /college shall have the following qualification:

- Bachelor's degree (minimum); Master's degree preferred, in Educational psychology or in any Technical and Vocational fields.
- A minimum of three years classroom teaching experience.
- Excellent problem solving skills.
- Basic knowledge in most training areas offered in the center.
- Good computer skills especially in data base management and Internet.
- Good academic achievement and knowledge in project work and entrepreneurial spirit. (MOE, 2006,p.7)

It is important that the guidance program assure all users that the service meets recognized standards. The indicators of a good guidance program includes such features as formal notices of: the policy on guidance; the results that students may expect from guidance; a description of the guidance and counseling services; a description of the role of the student in the guidance program and counseling service; the qualification of the counselors; the ethics of the counselor and the educational institution; the guidance resources available and used; and how counseling is evaluated (UNESCO, 1996).

### **2.12. Duties and Responsibilities of a Vocational Counselor**

MOE (2006:2-5), guideline for vocational guidance and counseling services, the vocational counselors shall:

- Provide orientation for high school students and parents concerning TVET offering in the institution in collaboration with TVET instructors.
- Provide a placement program for trainees completing TVET programs, if possible.
- Assist in the individual vocational counseling of trainees.
- Prepare follow-up studies of former students in TVET programs for the purpose of improving services and evaluating the effectiveness of vocational education.

- Promote TVET to the community.
- Remain up-to date on changing job-entry skill requirements and changing technologies in business and industry.
- Orient new trainees to institution procedures and the institutions varied opportunities for training.
- Assist trainees in the selection of occupation.
- Maintain trainees' records and protect their confidentiality.
- Work to resolve trainees' educational handicaps.
- Work to prevent trainees from dropping out of institute.
- Provide trainees information to colleges and potential employers according to provisions of the Boards policy on trainee records.
- Guide trainees in their participation in institution and community activities.
- Obtain and disseminate occupational information to trainees.
- Work with students on an individual basis in the solution of personal problems.
- Confer with parents whenever necessary.
- Advice administrators and departments on the matters of trainees discipline.
- Assist trainees to plan, monitor and manage their academic, personal and career development.
  
- Assist with efforts to place trainees in jobs.
- Coordinate group counseling sessions. Perform administrative duties connected with performance
- Maintain records on every statistical data/information relevant to the training institution.
- Act as liaison to teachers, parents, administration, and Business community on educational and institution related concerns.
- Facilitate parent, trainees, and/or trainers conferences when appropriate.
- Carry out the necessary supervision in and outside campus.
- Conduct a need assessment.
- Build partnership with in the training institute/college and community of educators, characteristics of the trainees and how they can be reached and served administrators, and business and industry representatives to work as a

- Serves as an advocate of trainees.
- Provide services equally to all trainees regardless of their race, religion, sex, etc.
- Be a role model for trainees and corporate as good citizen.
- Respect the culture of the community.
- Assist disadvantageous trainees first.
- Promote respect for individuality and diversity.

#### **2.14. Training Incentives and Other Supports for Guidance Staff of TVET Institutions**

Vocational counselors as well as their assistants require adequate training and the training is not a one-time-event. It should be an on going process. Vocational counselors in TVET institutions will need continuous training which should consist of basic information on pre-vocational guidance services, post-vocational guidance services, interest tests, aptitude measures, personality measures, labour market assessments

According to MOE (2006), guideline for vocational guidance and counseling services, the following training should be organized and provided for vocational counselors in order to execute their duties and responsibilities effectively. These trainings are:

- Counseling techniques ;
- Career, educational and labour market information;
- Needs assessment techniques;
- ICT and information management;
- Organizing career development program;
- Establishing linkages with community based organizations;
- Public relations techniques to promote career development activities and services (MOE, 2006).

To ensure the higher quality of technical and vocational education, priority should be given to the recruitment and initial preparation of adequate members of well-qualified guidance staff and the provision of continuous professional upgrading throughout their career, and other facilities to enable them to function effectively.

The emoluments and conditions of service which are offered to them should compare favorably with those enjoyed by persons with similar qualifications and experience in other sectors. In particular, promotions, salaries and pension scales for technical and vocational education guidance staff should take into account any relevant experience acquired in employment outside the educational sector.

Guidance staff should receive special preparation for their tasks. They should be equipped to make objective assessment of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staffs should be provided with facilities. According to UNESCO (1996), the competencies required of counselors include the following:

**Counseling** - Knowledge of developmental issues, counseling and career development theories and techniques, decision-making and transition models; and, role relationships; different cultures. Skills to: build productive relationships with students; use appropriate individual and group counseling techniques; assist students in identifying influencing factors in career decision making; assist students in changing biased attitudes that

stereotype others by gender, race, age, and culture; assist students in understanding the relationship between interpersonal skills success in the workplace; assist students in continually reassessing their goals, values, interests, and career decisions; and, assist students in preparing for multiple roles throughout their lives;

**Information-** knowledge of : changes taking place in the economy, society, and job market, and career resources; basic concepts related to career counseling such as career development, career progression, and career patterns; the changing gender roles and how these impact on work, family and leisure; employment information and career planning materials, employment-related requirements such as labour law, licensing, credentialing, and certification; of referral services or agencies for job, financial, social and personal service; and legislation that may influence career development

programmes. Skills to use career development resources and techniques designed for specific groups; and skills to use computer-based career information systems;

**Individual and Group Assessment-** Knowledge of assessment techniques, measures of skills, abilities, attitudes, interests, values, and personality; Skills to identify assessment resources appropriate for specification situations and populations. Skills of evaluating assessment results and techniques related to that their validity, reliability, and relationships to race, gender, age and ethnicity can be determined. Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual;

**Management and Administration-** Knowledge of: program designs that can be used in organizing career development program; needs assessment techniques and practices; and, management concepts, leadership styles, and techniques to implement change. Skills to : assess the effectiveness of career development program; prepare proposals; budgets, and time lines for career development program; design, conduct, analyze, and report the assessment of individual outcomes;

**Implementation-** Knowledge of: program adoption and planned strategies; and, barriers affecting the implementation of career development program. Skills to; implement individual and group program in a variety of areas such as assessment decision making, job seeking, career information and career counseling; implement public relations efforts which promote career development activities and services; establish linkages with community-based organizations.

**Consultation-** Knowledge of counseling strategies and consulting models, Skills to: assist staff in understanding how to incorporate career development concepts into their program participants; consult with influential parties such as employers, community groups and the general public; convey program goals and achievement to legislators, professional groups, and other key leaders;

**Specific populations-** Knowledge of differing cultural values and their relationship to work values; unique career planning needs of minorities, women, the handicapped, and older persons and alternative approaches to career planning needs for students with specific needs

## **2.15. Methods and Criterias Used to Evaluate Guidance and Vocational Counseling Services**

Evaluation of counseling services can be viewed in terms of two overlapping factors: their quality and their quantity. The quality factor is that of how good and effective are the counseling /therapeutic, approaches, be they new or old. The quantity factor is that of whether currently there are sufficient high quality counseling /therapeutic approaches and, if not, what can be done to address this situation (Richard Nelson-Jones, 2001). According to Shertzer and Stone (1980), evaluation is not intended to be threatening process; its purpose is to provide insight that will help counselors perform higher and more efficient levels. Further, they suggest that the major aim of evaluation is to ascertain the current status of counseling service within some frame of references and, on the basis of this knowledge, to improve its quality and efficiency. Evaluation is a vehicle through which it is learned whether counseling is doing what is expected of it.

Both quantity factor as well as quality factor is important in any genuinely comprehensive evaluation of counseling services. According to Yusuf (1998), in the Ethiopian context, the evaluation of counseling service could be approached from two distinct but over lapping aspects-macro-and-micro-level evaluation

The purpose of this study is not to disprove or approve the counseling services offered in TVET institutions, but to draw some conclusions that help to improve the vocational counseling service based on the information collected from relevant respondents.

Evaluation of vocational counseling service should be undertaken with the participation of teachers, trainees, vocational counselors, directors, representatives from the occupational fields, and supervisors to ensure that the guidance and counseling program is effective and that the knowledge and skills imparted meet the needs of the workplace, and include recent developments in the field of study.

Moreover, TVET is relatively new educational policy and started in a comprehensive way in 2001. That is there is no earlier research that has been done on vocational counseling service, therefore, this study will initiate to investigate the present counseling services offered in TVET institutions in Addis Ababa.

## CHAPTER THREE

### 3. METHOD

#### 3.1. Design of the Study

This study aimed at assessing whether the guidance and counseling services rendered in the government Technical and Vocational Education and Training institutions in Addis Ababa are in line with the standard guideline for 'vocational Guidance and Counseling in TVET institutions', described by Ministry of Education and from the important literature review. The main objective is to evaluate whether professional vocational counseling principles, skills, knowledge, etc which is one of the most crucial inputs in attaining the educational aims of TVET institutions, is effective. In particular, which means, does the vocational Guidance and Counseling Services help trainees to be: self-creative of employment, able in developing job seeking skills, developing interest in their field of study and in general their personal development

The study assessed the quality/effectiveness of vocational guidance/counseling services rendered in four randomly selected government TVET institutions in Addis Ababa; Higher –four, Entoto, Tegbaread, and Nifassilk. Qualitative data analysis methods can be viewed as forming a continuum from highly qualitative methods to almost quantitative methods, which involve an element of counting. Hence, in the study more of qualitative and quantitative methods were used. In other words this study was triangulated by using a combination of qualitative and quantitative forms of inquiry

Qualitative research explores attitudes, perceptions, behavior and experiences through such methods as unstructured interviews or focus groups and observational checklist; quantitative research generates statistics through the use of large-scale survey, using methods as questionnaires or structured interview (Dawson, 2002)

The approach selected for the study was descriptive survey method. This method was used to assess the status of guidance/counseling services in a relatively manageable

number of respondents (sample) taken out of large target population

### **3.2. Data Sources**

MOE, (2006), counseling services in TVET institutions assists trainees : in planning their education, in their training by helping them to understand and appreciate their talents, relate effectively to others, explore career alternatives, develop appropriate educational and vocational training plans, implement and complete their plans, and integrate successfully in society and the labour market. Vocational guidance is also important to education and training institutions because it helps citizens to appreciate their talents and to develop them. Based on the above mentioned advantages of vocational guidance and counseling guideline for vocational guidance and counseling services in TVET institutions has been developed as helping hand to vocational counselors working in TVET institutions to make them more effective and efficient in their undertakings

This study focused on identifying the main activities done at the TVET institutions counseling services. And to assess whether the vocational guidance/counseling activities are corresponding with the major issues of the guidance manual for vocational guidance and counseling in TVET institutions. For this reason, individuals who are important in making vocational guidance and counseling activities were participated to attain the desired information. According to Yusuf (1998), counseling is a situation where there is a shortage of professionally trained counselors, the involvement of others is very vital in overcoming problems. The major significant others (subjects) for the counseling activity according to Yusuf includes: counselors, teachers, directors, students and parents/community as well

The intention of this study is to obtain first – hand information of guidance and counseling services offered in TVET institutions as a source of data. Hence, the respondents in obtaining the data were: trainees, vocational counselors, teachers and directors, who are working in the selected TVET institution of this study.

**Table3.1. Participants/respondents involved in the study**

No.	Participants	Female	Male	Total
1.	Trainees	60	60	<b>120</b>
2.	Vocational Counselors	2	9	<b>11</b>
3.	Teachers	25	55	<b>80</b>
4.	Directors	-----	12	<b>12</b>
<b>5.</b>	<b>Total</b>	<b>87</b>	<b>136</b>	<b>223</b>

Stratified random sampling was used to get proportional male and female trainee respondents from the four randomly selected TVET institutions.

There are ten government TVET institutions in Addis Ababa under Education Bureau. These are Tegbaread, Entoto, Nifas-silk, Higher-20, Higher-4, General-Winget, Akaki, Higher-12, Misrak-Astekalaye, and Hihger-7 TVET institutions. Four TVET institutions were selected through simple random sampling technique. The following are the selected TVET institutions: Tegbaread, Entoto, Nifas-silk, and Higher-4. The target population for the study is taken from these four TVET institutions.

**Table3.2. TVET Institutions involved in the study**

No.	Name of the TVET Institutions	Levels of skill training they provide		
		10+1	10+2	10+3
1.	Higher-Four	√	√	-----
2.	Nifas-silk	√	√	√
3.	Entoto	√	√	√
4.	Tegbaread	√	√	√

### 3.3. Tools of the Study

To get sufficient information for the study the following four types of data collection instruments were employed: questionnaires, interviews, observational checklist and group discussions. All these instruments were prepared based on the guideline for

vocational guidance and counseling in TVET institutions by MOE (2006) and important concepts from the statements of the “review” of literature.

- **Questionnaires**

Since the study was on descriptive survey method, both free response (open-ended) and closed (multiple-choice) questions were employed. The open ended response questions merely specified the problems, the suggestions to be addressed in the response concerning the guidance /counseling services rendered in the institutions. By contrast, closed questions provided specific response alternatives on the service. Open-ended questions were used because of their advantage offering respondents greater flexibility, though scoring and recording responses are difficult. Closed questions, on the other hand are prepared because respondents can able to respond easily and quickly relatively more items and fewer scoring problems or much easier to summarize responses. Closed questions including a scale which was used to measure the extent of response to the question were also employed. The aim was to identify the general view of respondents on the guidance/counseling services. The scale ranking preferences was an illustration of rank-order scaling. Because it has the advantage that it forces the respondent to make discriminations among alternatives.

So, open-ended, close-ended questions and rationings aimed in the identification of the provision of guidance/counseling services were provided for the respondents.

Four sets of questionnaires were used to collect information from trainees, vocational counselors, teachers and directors respondents of the selected TVET institutions (See Appendix-A, B, C & D)

The trainees’ questionnaire has five parts with 40 items. The first part was prepared to get personal information about trainees in the institution. The second and third part was designed to obtain whether trainees are assisted through the provision of pre & post – admission vocational guidance and counseling services. The fourth part of the questionnaire was prepared in the form of rating scale-so as to measure trainees’ opinion on the guidance/counseling services in general. And the fifth part concerns the problems trainees face in getting the service and suggestions to improve the service. (See Appendix-A)

The vocational counselors' questionnaire consists of four parts. The first part was designed to obtain personal data of the vocational counselors and the institution. The second part was prepared to capture general information of the service. The third part was prepared to get information on the training support for vocational counselors and constraints. It was made to measure counselors' attitude towards counseling (See Appendix-B)

The teachers' questionnaire consists of two parts. The first part was designed to obtain personal data of the teachers. The second part was prepared to get information on the effectiveness of guidance/counseling services. (See Appendix-C)

The directors' questionnaire consists of two parts. The first part was designed to obtain personal data of the directors. The second part was prepared to get general information about the guidance/counseling services and vocational counselors code of ethics. (See Appendix-D)

- **Interviews**

In an attempt to collect data from the vocational counselors and directors unstructured interviews were employed (See E). The interviews were mainly focused on gathering information on the major problems of the guidance and counseling office, major problems of trainees, vocational counselors, and possible suggestions to improve the guidance and counseling service.

- **Focus Group Discussion**

From the four TVET institutions, one (Nifassilk) was selected for the FGDs. Three focus group discussions were held within three groups; trainees, vocational counselors and

teachers, independently. The instrument was developed to back up the information obtained by other instruments and fill the gap. The designed focus group discussion was mainly concerned on problems in the provision of the counseling service, obtaining information on the effectiveness of the counseling service, how trainees are benefited from the service (See Appendix-F)

As can be seen from the instrument the purpose of the discussion was to obtain cross-checking and in-depth information on the effectiveness of the service.

**Table3.3. Description of FGD Participants by Type**

No.	Type of Participants	Female	Male	Total
1.	Trainees	10	10	<b>20</b>
2.	Vocational Counselors	1	2	<b>3</b>
3.	Teachers	5	14	<b>19</b>
	<b>Total</b>	<b>16</b>	<b>26</b>	<b>42</b>

**Table3.4. Description of FGD Participants by Educational Status**

No.	participants	Certificate		Diploma		Degree		Total
		F	M	F	M	F	M	
1.	Trainees	10	10	---	---	---	---	<b>20</b>
2.	Vocational Counselors	---	---	---	---	1	2	<b>3</b>
3.	Teachers	---	---	5	10	---	4	<b>19</b>
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>6</b>	<b>42</b>

The first group, 20 trainees attended the discussion session. 10 were female and the other 10 male. The discussion with female and male were conducted separately

The second group, 19 teachers attended the discussion session of which 5 were female and 14 male. As for their educational status 5 i.e. all the female and 10 males are diploma level, and 4 all male degree holders

- **Observational Checklist**

In the study observation was employed. Observation checklist of the 9 items was prepared to assess information regarding facilities and overall setting of the guidance/counseling office (See Appendix-G). The items are designed to measure availability of enough waiting area, separate room for counseling sessions, and on human and information resource.

### **3.4. Procedure of the Study**

The participants of this study are trainees, vocational counselors, teachers and directors/principals of government TVET institutions in Addis Ababa. In the selection of samples from the target population relatively equal proportion of female and male respondents were used for the trainees. There are lots of TVET institutions which provide skill trainings ranging from three months to three years. Some of them are informal and others are formal. There are also public and private TVET institutions. This study was conducted on the public (government) formal TVET institutions only. That is 10+1, 10+2 and 10+3 level trainings for the first cycle high school completed students.

There are ten formal government institutions in Addis Ababa. From them four were selected through simple random sampling.

Then to get the required data, first formal contact were established with the selected TVET institutions, by showing a letter requesting cooperation to the researcher from Addis Ababa University. Then a discussion was done with the principals of the TVET institutions. The aim of the discussion was on: explaining the purpose of the study, getting information about the respondents, arranging program for the administration of instruments. Then, after full informed consent had been secured from the respondents, the nature and purpose of the study were explained to them by the researcher and his assistants. In addition, to the general and specific direction in the instruments, oral instructions were given.

Finally, the questionnaires were administered in their respective TVET institutions for trainees, vocational counselors, teachers and principals/directors respondents by making

time arrangements with the institutions. The respondents were made to fill out the questionnaire with out time limit.

### **3.5 Methods of Data Analysis**

Depending on the nature of the collected data, relevant statistical techniques were employed. Counts were employed for the close-ended questionnaire items values with respect to the basic questions of the research responded by each category (trainees,

vocational counselors, teachers and directors) participants. Then to summarize the data obtained, simple frequency counts, percentages, and chi-square significant test ( $\chi^2$ ) were employed. All the necessary statistical analysis was performed using SPSS 12. Besides, data collected through qualitative tools were qualitatively analyzed.

### **3.6. Issues of validity and reliability**

This study has derived the set of evaluating instruments for concepts and roles and activities of the vocational counselors working in TVET institutions from the guideline for vocational guidance and counseling services in TVET institutions in Ethiopia (see MOE, 2006) and important points from the "review" of the literature. Four types of instruments were triangulated: survey questionnaire, interview, group discussion, and observational checklist. Though the objective of this study was to assess the effectiveness of the guidance/counseling services, to identify the real situation of the service, trainees, teachers and directors were also participated besides the vocational counselors

The procedures and specific activities followed in the present study were designed and discussed with two professional doctors in counseling working in Addis Ababa University, in addition to the advisor

In addition, in making each of the procedures as operational as possible and improving the instruments, a pre-test of instruments was conducted in one public TVET institution (Kefetegna 20) with the four types of respondents. Since the researcher has been working as a professional 'vocational counselor', the institution was selected purposefully as the center for the pre-test study

Based up on the pre-test results, each questionnaire were improved, discussion guides were made to be inline with the major contents of the survey questionnaires

The English version questionnaire was translated into Amharic to avoid response errors by trainees that might be created due to language barriers. Then the Amharic translation was approved by one doctor who is professional in counseling and by two M.A. counseling graduates

**Table 3.5 participants of the pre-test**

<b>Types of Participants</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Trainees	16	14	<b>30</b>
Vocational counselors	1	3	<b>4</b>
Teachers	5	14	<b>19</b>
Directors	0	3	<b>3</b>
<b>Total</b>	<b>12</b>	<b>34</b>	<b>56</b>

The researcher conducted pre-test study to increase efficiency, ensure feasibility to the instruments and get lesson. Before administration of the questionnaire a brief orientation was given to the trainees, teachers, directors and vocational counselors about the purpose and nature of the questionnaire

The purpose of participating teachers and directors in the study was to acquire detail first hand information about the vocational guidance and counseling services in their institution

Since the researcher has been a professional staff member in the pre-test area, a face-to-face contact with all respondents was possible. While providing the questionnaire to the respondents, they were told to note down any ambiguous word, phrase, or sentences etc. Based on the feed back received, minor modifications on the items were made. Then the final questionnaire for directors and teachers were designed

Similarly, items developed for trainees and vocational counselors were administered.

As stated in the methods section one group of the respondents were trainees of 10+1,

10+2 and 10+3 level training of the institution. In the selection consideration was undertaken to include relatively equal number of female and male respondents. As a result, 16 female and 14 male respondents included

There is only one vocational counselor other than the researcher in the pilot institution, so it was mandatory to consider other institutions. Thus, Entoto TVET was selected due to its proximity and favorability to the researcher and availability of experienced vocational counselors. Four vocational counselors 1 female and 3 male participated for the pre-test

As specified somewhere above, the formulated instruments were approved by instructors of Addis Ababa University. They had commented on the instruments clarity, precision, relevance to the purpose it is intended to assess. Thus content validity was confirmed. More over, since the study is qualitative more of logical analysis was important in assessing relevance of instruments (Carbin and Strauss, 1990).

## CHAPTER FOUR

### RESULT AND DISCUSSION

#### 4. Background Information: General

##### 4.1 Characteristics of participants of the study

**Table4.1. Characteristics of all participants of the study**

Type of participants	Number
Trainees	120
Vocational counselors	11
Teachers	80
Directors	12
<b>Total</b>	<b>223</b>

As shown in the Table above, four groups of respondents were involved to provide data. These are trainees, vocational counselors, teachers and directors

The purpose of this study was assessing whether the guidance and counseling services rendered in the government Technical and Vocational Education and Training Institutions in Addis Ababa are in line with the standard guideline for 'Vocational Guidance and Counseling Services in TVET Institutions', described by Ministry of Education and international vocational counseling concepts from "review" of literature. So, the respondents of the study questionnaires were trainees, vocational counselors, teachers and directors working in government TVET institutions in Addis Ababa. From the ten total government TVET institutions in Addis Ababa, 4 were selected randomly

A total of 120, 11, 80, and 12 trainees, vocational counselors, teachers and directors respectively from the four TVET institutions were involved in the final analysis of the survey questionnaire. Equal proportion from each respondent category was involved in the study from each TVET institutions

#### **4.1.1. Background Information of Trainees**

In the study equal numbers of female and male respondents were included. A total of 120 trainees, 60 female and 60 male were participated in the final analysis. 29, 60 and 31 were from the 10+1, 10+2 and 10+3 level skill trainings, respectively. The majority of the trainee respondents 106 are between the age range 16-20. The respondents were from 18 vocational training fields. (See Table 4.2 of Appendix H) for further detail background information of the trainee respondents

#### **4.1.2. Background Information of Vocational Counselors**

A total of 11 vocational counselors 3, 3, 3, 2, from Tegbaread, Higher- Four, Entoto and Nifassilk TVET institutions, respectively, participated in the study, 2 female and 9 male. 8 are between the age ranges 41-60. Concerning their professional qualification 3 are psychologists and non-of them are from technical fields (See Table 4.3 of Appendix H) for further detail background information of the vocational counselor respondents.

#### **4.1.3. Background Information of Teachers**

A total of 80 teachers, 25 (31%) female and 55 (67%) male participated in this study. The teachers involved in responding were selected from different departments or training streams. Then purposive selection of teachers who have additional duties like being unit-leaders, home-room teachers, department heads, etc besides teaching were given priority. This is because of the researchers' assumption that they have relatively high knowledge on the guidance and counseling practices of their institution. Concerning their educational status; 11 (14%) have M.A. / M.Sc., 44 (55%) have B.A. / B.Sc. and the remaining 25 (31%) have diploma. Duties other than teaching; department heads 18 (23%), unit leaders 8 (10%) and home-room teachers 28 (35%) (See Table 4.4 of Appendix H), for further detail background information of the teacher respondents

#### **4.1.4. Background Information of Director**

A total of 12 - 4 directors and 8 deputy directors participated. 10 of them are in the age range from 41-60 years. Concerning their education; 11 are B.A. Holders. 8 of them

served from 3-6 years in the TVET institutions. 7 of them have no any training/experience in technical/vocational fields (See Table 4.5 of Appendix H) for further detail background information of the director respondents.

#### **4.1.5. Background Information of TVET Institutions**

From the ten total government TVET institutions in Addis Ababa, 4 were selected randomly. From these four TVET institutions, 3 provide 10+1, 10+2, and 10+3 level skill trainings, and the remaining one institution provides 10+1 and 10+2 level skill trainings. The institutions provide varied formal skill training areas: Industrial sector which comprises auto-mechanics, general-mechanics, electricity and electronics; construction sector which comprises surveying, drafting, road-construction, building construction, wood-work; business sector which comprises accounting, secretary, purchasing, salesmanship, and information technology; textile and dress making sector which involves tailoring, dress-making, textile, house-keeping and hotel-management like food-preparation, food and beverage service and house-management. (See Table 4.6 Appendix H) for further detail background information of the TVET institutions.

#### **4.2. The provision of vocational guidance and Counseling services**

Though there is guidance and counseling services in secondary schools of Ethiopia, the service is not vocational or career development focused. According to the Ministry of Education, 2006, since there is no any vocational guidance and counseling service in the secondary schools of Ethiopia, many students who attempt to enroll in TVET institutions face problem in the selection of an occupation. They have no the right to choose and decide the field of studies based on their interest, aptitude, and job opportunity. Due to lack of these Pre-admission vocational guidance and counseling practices, many TVET graduates also could not be competent in their field of training.

Moreover, our school counselors have no training in career counseling. So, it is difficult for trainees to develop occupational adaptability or vocational maturity. Because the post-admission vocational guidance like guiding trainees to develop good study habits, preparing them for examination properly, helping them to face examination with

confidence, assisting them to develop interest in their training fields, and assisting them

**Table 4.7: The distribution of Pre-admission vocational guidance/counseling Practices by (N=120), 10+1, 10+2, and 10+3 trainee respondents.**

Variables	Category	Trainee respondents			Total (N= 120) %	Chi Square ( $\chi^2$ )	P-value
		10+1 (n=29)	10+2 (n=30)	10+3 (n=31)			
Assist trainees in the selection of appropriate occupational training	Yes	5 (17%)	15 (25%)	4 (13%)	24 (20%)	2.051	0.359
	No	24 (83%)	45 (75%)	27 (87%)	9(80%)		
Providing information on the demand of the labour market and community attitude	Yes	6 (21%)	18 (30%)	11 (35%)	35 (29%)	1.628	0.443
	No	23 (79%)	42 (70%)	20 (65%)	85 (71%)		
Helping in planning and making selection of trainings & careers which make them continuing training	Yes	4 (14%)	16 (27%)	14 (45%)	34 (28%)	7.425	0.024
	No	25 (86%)	44 (73%)	17(55%)	86 (72%)		
Orient new trainees to institution rules and regulations	Yes	26 (90%)	55 (92%)	25 (81%)	106 (88%)	2.474	0.290
	No	3 (10%)	5 (8%)	6 (19%)	14 (12%)		
Provide orientation for high school students concerning TVET offerings in collaboration with TVET teachers	Yes	9 (31%)	15 (25%)	8 (26%)	32 (27%)	0.380	0.827
	No	20 (69%)	45 (75%)	23 (74%)	88 (73%)		

From the trainees response above we can observe that only 24 (20%) of them got assistance during the selection of their occupation, while the majority, 96(80%), did not get any professional assistance in selecting their training areas. 85 (71%) of the trainees responded that they did not get information about the demand of the labour market which makes them employees or being creative of self-employment. That is the remaining 35 (29%) affirmed that they have got information about demand of the labour market. Here it is important to remind that the trainees in TVET institutions have come from different high schools and sub-cities. So those who agreed about the provision of labour market information and assistant in the selection of an occupation may be due to the provision of some information during their high school accomplishment. For instance, the researcher participated in the provision of pre-vocational orientation for high school students organized by Nifas-Silk- Lafto sub-city Educational Bureau

Among the 120 total trainee respondents, 86 (25, 44, and 17 trainees from 10+1, 10+2, and 10+3 level trainings, respectively) responded they were not assisted in selecting trainings/careers which has high level of employment opportunity and further training or educational development

Group discussion with trainees (See Appendix F) indicates that they did not get any assistance on occupational issues before the selection of their occupation. For instance, in the discussion with trainee's group the following statement was expressed:

*“Not on the provision of occupational orientation, but even we did not get the chance to be assigned based on our choice. For example, I did not choose salesmanship; surprisingly I am placed to this terrible field. Now, I dislike not only my education but also seeing the institution. I usually come to school due to family influence.”*

A similar expression from the participants was blaming the low level of support and consideration given to them by the responsible bodies. According to the participants expression Technical and Vocational Education and Training is considered as an

educational program for those who are not able to join the preparatory cycle. This resulted lack of interest in their specific training areas. Because of this opinion, they

developed a feeling of hopelessness in their success of getting employment after their training is completed. This hopelessness emanates partly from the situation of unemployment, having certified from TVET institutions, they have observed

Similar to the above opinion to trainees, a question on the overall view of trainees on the skill trainings, in a group discussion with vocational counselors (See Appendix F), supports the above finding.

*“There are trainees who are send to the guidance and counseling office by their teachers because of frequent absenteeism, mis-conduct, being non responsible in keeping training materials, etc, most of the time the causes for this mis-behaving was lack of interest in their training. This is further because there is no a professional occupational help for the trainees during the choice of their training. And low attitude of the community and the trainees towards skill trainings due to their wrong perception.”*

From the total 106 (88%), (26, 55 and 25 from 10+1, 10+2 and 10+3, respectively, agreed that they have got orientation to the institutions rules and regulations during the time of joining their respective TVET institutions, while 14 (12%) responded negatively

88 (73%) of the trainees disagreed getting the provision of orientation concerning TVET offerings before the selection of their skill trainings, while 32 (27%) responded that they have got the orientation.

As can be seen from the findings orientation in TVET institutions provided after the students had selected their occupation. And the orientation focused on rules and regulations of the institutions. But prior career orientations which should be addressed before occupational choice of students are not given due considerations. This can be attributed to different reasons. One of the reasons is lack of vocational counseling skills and career related trainings and experiences of vocational counselors. This can be evidenced as can be inferred from the background information of vocational counselors 10 (91%) of the vocational counselors responded that they have no any training or experience in technical and vocational fields. This idea is further strengthened from the vocational counselors' response on the training support they get (see Table 4.14.), only 1 (9%) and 4 (36%) of the respondents agreed on getting training on career/educational/labour/ market information and need assessment techniques,

respectively. More over, 9 (82%) of the vocational counselors respondents feel that they are not helping trainees to identify their own talents (See Table 4.14.).

The advantages of the provision of pre-admission vocational guidance services for high school students are; assisting them in the transition from school to training or a vocation, advocating the individual self-determination of vocational choice, supporting better perception of favorable opportunities in education and training and promoting an effective and realistic decision making process in vocational choice. But from the above finding and discussion in general the overall status of the provision of pre-admission vocational guidance/counseling services in the TVET institutions is weak. Moreover, vocational counselors lack the necessary training/experience in technical and vocational fields and vocational guidance/counseling skills, in general.

$X^2 = 0.091$ , the computed chi-square is found to be lower than the critical chi-square value  $x^2 = 0.46$ , with  $df = 1$ ,  $p = 0.50$ . Hence, there is no statistically difference in attitude among 10+2 and 10+3 level trainees towards the pre-admission vocational guidance services

#### **4.2.2. The Provision of post-admission vocational guidance/counseling**

##### **Practices in TVET institutions**

After selection and joining an occupation, trainees need career guidance/counseling services that will help them to develop; interest in their occupation; job searching skills; being self-creative of employment; life skills in their future career success. In this study, the practices of post-admission vocational guidance/counseling in the TVET institutions were evaluated by trainee respondents. The indicators used were 8 possible post-guidance/counseling orientation variables. Findings from the investigation are summarized in Table 4.8 below. Discussion guides on post-admission vocational guidance services were included in trainees, vocational counselors; teachers FGD (See Appendix F), the findings from the discussion is also included in the analysis below.

**Table 4.8: The distribution of post-admission vocational guidance/counseling Practices by (N = 120) 10+1, 10+2 and 10+3 trainee respondents.**

Possible post-admission vocational guidance/counseling variables	Category	Trainee respondents			Total (N=120) %	Chi Square (X <sup>2</sup> )	P-value
		10+1 (n=29)	10+2 (n=60)	10+3 (n=31)			
1. Assisting trainees to be self-creative of employment	Yes	20	38	26	84 (70%)	4.13	0.127
	NO	9	22	5	36 (30%)		
2. Coordination of group career guidance sessions	Yes	24	44	27	95 (79%)	2.65	0.266
	NO	5	16	4	25 (21%)		
3. Dissemination of occupational information	Yes	22	43	23	88 (73%)	2.65	0.266
	NO	7	17	8	32 (27%)		
4. Help on overcoming self defeating behaviors, gain self confidence and learn life skills	Yes	20	36	25	81 (68%)	4.09	0.123
	NO	9	24	6	39 (33%)		
5. Help trainees who are uncertain and unsuccessful in their learning	Yes	21	35	22	78 (65%)	2.36	0.308
	NO	8	25	9	42 (35%)		
6. Help on job searching skills	Yes	16	27	18	61 (51%)	1.68	0.431
	NO	13	33	13	59 (49%)		
7. Organization and arrangement of apprenticeship program	Yes	26	57	31	114 (95%)	3.37	0.19
	NO	3	3	0	6 (5%)		
8. Assist with efforts in the placement of trainees in jobs	Yes	22	24 (40%)	22 (71%)	68 (57%)	13.72	0.001
	NO	7 (24%)	36 (60%)	9 (29%)	52 (43%)		

It appears that on average 84 (70%) and 61 (51%) of trainees know that the vocational counselors are assisting trainees to be self-creative of employment and help on job searching skills respectively. Moreover, the provision of the above mentioned services are responded positively relatively by larger number of 10+3 trainees than 10+1. For instance, 20 (69%) and 26(84%) from 10+1 and 10+3 trainees respectively, accepted the assistance of trainees to be self-creative of employment. 16 (55%) and 18(58%) of this same group are positive on the provision of job searching skills in their TVET institutions. This response difference between 10+1 and 10+3 level of training may be attributed to the duration or stay of trainees in the institution. That is those trainees stayed for three years get more career information directly or indirectly than the first year trainees. 24 (83%), 44 (73%), and 27 (87%) from the 10+1, 10+2, and 10+3 and 88 from the total (120) trainee respondents, respectively, knows the coordination of group guidance and dissemination of occupational information in their TVET institutions. Among the 120, 81 agreed that trainees are helped on overcoming self-defeating behaviors, gain self-confidence and learn life skills, while 39 (32%) responded negatively

21 (72%), 35 (58%), and 22 (71%) from 10+1, 10+2 and 10+3, respectively agreed that the guidance officers help trainees who are uncertain and unsuccessful in their learning

114 (95%) from the total respondents knows that the vocational counselors are actively involved in the organization of apprenticeship program for trainees

68 (57%) of the total trainee respondents know that the guidance/counseling office assists with efforts to place trainees in jobs or identifying jobs

In the three levels of skills trainings 10+1, 10+2 and 10+3, (90%, 95%, and 100%) trainee respondents, respectively, believed that the vocational counselors' major activity is organizing and arranging apprenticeship program of the institutions. A group discussion with trainees (see, Appendix F) on the major activities of the vocational counseling in the institution, also indicate that much attention by the guidance and counseling office was given in searching of different governmental, private, and

non-governmental agencies which provide place for apprenticeship program for

trainees. Almost all trainee participants clearly reflect this point. For instance, one (10+2) trainee from the participants described as follows:

*"The main focus of the guidance office in this institution is to orient and guide us to identify organizations by ourselves starting from the beginning of the academic year. For instance, since it is difficult and tiresome for the vocational counselors to identify agencies for the whole trainee at a time, it was my father who found a place in his friend office, for my apprenticeship, after a month of completing my 10+1 training in purchasing department."*

From the group discussion with directors and teachers on the major supports trainees get from the counseling office (see Appendix F) almost all agreed that the major assistance is searching and organizing of apprenticeship program. From this we can understand vocational counselors are over occupied in one activity

However, it may be said that in general there is a sign of better guidance services in the institutions in contrast to the pre-admission vocational guidance services for which data has been available. One of the explanations for this trend may be that the vocational counselors are used to the usual trend of guidance/counseling practices in academic schools than providing occupational information which are inseparable with trainees' day-to-day life. For instance, 10 (91%) vocational counselors feel that they assist trainees in overcoming self-defeating behaviors; but when we come to the specific only 4 (36%) and 5 (46%) feel, positively valued by trainees in their career counseling skills, respectively. (See Table 4.10., variable number 2, 3, and 4, of chapter four,). Career guidance and counseling is a process of assisting students in selecting the proper occupation based on the assessment and interpretation of their interest, hobbies, knowledge, employment opportunity, experience, aptitude, etc. Unless such career guidance practices; career course training, and knowledge of guidance officers, Para-counselors (teachers), and other responsible bodies are improved, it will be problematic to be effective in assisting trainees in their occupational success as well as to seek the appropriate solutions. In other sense, the choice of the proper vocational training is a preliminary and cornerstone of students' future occupational success and career maturity or career adaptability. Hence, students must be pre-guided before joining any technical and vocational training institutions

Discussion with vocational counselors (See Appendix F) on the provision of continuous short-term trainings for vocational counselors on interest/need, aptitude, personality assessments skills which are important in assisting students/trainees, the discussion further support the above findings. The most common expression was "the lack of career trainings and techniques of career guidance" organized by TVET institutions, Education Bureau and other NGOs. One of the vocational counselor discussants described the situation as follows:

*"I participated in different training workshops. But I can say that almost all the issues on the workshops were on HIV/AIDS. It was only in one workshop that I got training on counseling techniques. Even the counseling techniques were more focused on pre-HIV counseling and post-HIV-counseling Tests. So, how can we assist our trainees with such situations and also we did not take even one course on career counseling in our undergraduate courses."*

In general the overall result of the provision of post-admission vocational guidance/counseling services in the TVET institutions is relatively good compared to the pre-admission vocational guidance services. But still there are problems on the provision of career related services. For instance, in the discussion with the vocational counselors they believed that they are not assisted to get trainings on career information and techniques of career guidance.

Computed  $\chi^2 = 1.456$ . critical  $\chi^2$  values:  $\chi^2_{.20(1)} = 1.64$ , and  $\chi^2_{.30(1)} = 1.07$ . The computed  $\chi^2$  is higher than the critical  $\chi^2_{.30(1)}$ ; so, the computed  $\chi^2$  is significant below the 0.01 level. Thus, there is a significant correlation between level of skill training and response on the provision post-admission vocational guidance and counseling service ( $P < 0.30$ )

#### **4.3. The Status of Effectiveness of the Guidance/Counseling Services**

In the questionnaires trainees, vocational counselors, teachers and directors were asked the extent to which they agree on the statements related to the guidance/counseling services in their TVET institutions.

#### **4.3.1. Trainees Rating on the Effectiveness of the Counseling Services**

Trainees were asked to rate statements that are intended to measure the extent which they agree on the guidance/counseling services of their TVET institutions (see part-four of Appendix A).

Trainees were asked to judge the extent to which a list of guidance/counseling services are contributing to them in their training. Results from the findings are summarized in Table 4.9 below. From the table it can be observed that higher proportion of the trainees, 80 (67%), indicated positive attitudes towards the over all performance of the guidance and counseling services. What is interesting from this finding is that the highest rating by trainees, 88 (73%) was given to the provision of apprenticeship and HIV related services. This is in line with the findings in table (4.8.). From this we can understand that vocational counselors are over occupied in some specific and common activities. Group discussions with teachers, directors, trainees also indicate the same result (see appendix-F). They claimed the major activities of vocational counselors in the TVET institutions are organizing apprenticeship training. Moreover, 61 (51%) and 61 (51%) positively accepted the support on studying skills and the confidentiality, honesty and empathy of the service. But only 40 (31%) and 44 (37%) agreed on interpersonal relationship or effective communication and on help on increasing interest and career adaptability, respectively.

In general, 67% of trainees believed that the overall performance of the counseling service in the TVET as high. But the remaining 37% trainee respondents consider the service as weak or uncertain. And similar with the other findings, the help by vocational counselors on increasing trainees' vocational interest and career adaptability considered as weak.

**Table 4.9: The Distribution of Trainees Rating on the Effectiveness of the Counseling Office (N=120)**

Variables	Category	NAME OF THE TVET INSTITUTION												
		Tegbaread			Higher Four			Teferi Mekonen			Nifas silk			
		10+1	10+2	10+3	10+1	10+2	10+3	10+1	10+2	10+3	10+1	10+2	10+3	
Help on increasing interest and career adaptability	High	4	6	12	4	6	-----	3	8	8	2	10	4	67 (56%)
	Medium	0	3	1	4	5	-----	2	3	3	5	2	0	28 (23%)
	Low	0	4	0	3	8	-----	1	1	1	1	4	2	25 (21%)
Confidentiality, honesty and empathy	High	4	10	10	3	7	-----	2	9	8	1	4	3	61 (51%)
	Medium	0	2	1	0	2	-----	1	2	1	6	8	2	25 (21%)
	Low	0	1	2	8	10	-----	3	1	3	1	4	1	34 (28%)
Support on studying skills	High	1	5	8	8	9	-----	3	8	7	2	5	5	61 (51%)
	Medium	1	5	4	2	6	-----	2	2	4	5	6	0	37 (31%)
	Low	2	3	1	1	4	-----	1	2	1	1	5	1	22 (18%)
On apprenticeship and HIV related	High	1	7	12	7	12	-----	4	10	11	4	14	6	88 (73%)
	Medium	3	5	0	2	3	-----	2	1	0	2	2	0	20 (17%)

services	Low	0	1	1	2	4	-----	0	1	1	2	0	0	12 (10%)
Interpersonal relationship or effective communication	High	2	2	3	1	7	-----	1	4	5	2	10	3	40 (33%)
	Medium	1	7	8	5	9	-----	4	7	5	6	4	2	58 (48%)
	Low	1	4	2	5	3	-----	1	1	2	0	2	1	22 (10%)
On overall performance of the guidance and counseling services	High	3	11	11	6	16	-----	4	8	6	2	8	5	80 (67%)
	Medium	0	2	0	3	1	-----	2	2	4	6	4	0	24 (20%)
	Low	1	0	2	2	2	-----	0	2	2	0	4	1	16 (13%)

### 4.3.2. Vocational Counselors Response on the Effectiveness of the Guidance/Counseling Services

Vocational counselors were asked to rate statements that are intended to measure the extent of their opinion towards the counseling services.

Eleven items (see appendix-B, part-four) of opinion statements were used as a measuring device. Overall, results indicate that high in relation to the effectiveness of the counseling services. Only 12% of the vocational counselors rated the overall performance as low. The remaining 32 (27%) rated the service as medium. Table 4.10. below shows the summary results.

**Table 4.10** Frequencies and Percentage of Vocational Counselors Attitude Towards Counseling Service (N = 11)

<i>Variables</i>	<i>Category</i>	<i>H</i>			<i>M</i>			<i>L</i>			<i>Total</i>
		<i>F</i>	<i>M</i>	<i>Total</i>	<i>F</i>	<i>M</i>	<i>Total</i>	<i>F</i>	<i>M</i>	<i>Total</i>	
I feel I can help trainees to	F*	0	0	0	1	1	2	1	8	9	<b>11</b>
It is difficult to assist trainees	F*	2	8	10	---	1	1	---	---		<b>11</b>
I feel positively valued by	F*	---	2	2	1	5	6	1	2	3	<b>11</b>
feel trainees are helped in learning effective, job	F*	1	3	4	1	5	6	---	1	1	<b>11</b>
My work is rewarding	F*	2	6	8	---	3	3	---	---	---	<b>11</b>
I feel promoting TVET to the	F*	2	5	7	---	3	3	---	1	1	<b>11</b>
I feel the provision of pre-	F*	2	9	11	---	---	---	---	---	---	<b>11</b>
I feel I am able to prevent	F*	2	7	9	---	2	2	---	---	---	<b>11</b>
I feel orienting trainees on	F*	2	8	10	---	1	1	---	---	---	<b>11</b>
I am happy in resolving trainees educational	F*	1	4	5	1	5	6	---	---	---	<b>11</b>
I feel happy in counseling	F*	2	7	9	---	2	2	---	---	---	<b>11</b>
<b>TOTAL</b>		<b>16</b>	<b>59</b>	<b>75</b>	<b>4</b>	<b>28</b>	<b>32</b>	<b>2</b>	<b>12</b>	<b>14</b>	<b>121</b>

As observed in the table above 75 (62%) of the respondents highly accepted the eleven statements which are assumed to show the provision of counseling services, while only 14 (12%) responded by saying weak for the stated eleven items. But when we see each variable one by one activities related to occupational orientation are also weak. For instance, 9 (82%) of the respondents believe that trainees are not assisted in identifying their own talents to pursue the specific occupation which are inline with their potentials

All the 11 vocational counselor respondents highly believed that the provision of pre-admission vocational guidance will help trainees in the selection of occupation, but when we see the actual practice trainees are not assisted by pre-admission vocational guidance services. This is because the counselors are not getting career related trainings. The other similar finding is counselors' opinion on the career counseling; it was only 2 responded positively for the question which says I feel positively valued by trainees in my career counseling

#### **4.3.3. Teachers Response on the Effectiveness of the Counseling Service**

Teachers were asked to rate statements that are intended to measure the extent of their opinion towards the effectiveness of the counseling services in their TVET institution.

Thirteen items (see appendix C, part II) of opinion statements were asked as a measuring device. The overall result indicate that, (N=80) 51% of teachers respondents rated the guidance and counseling practices is high, and 31% rated the services as medium, While, 17% rated the ser



**Table 4.11: Frequencies and Percentage of Teachers' Ratings towards the Effectiveness of the Counseling Service (N = 80)**

No	Possible guidance/counseling practices	Frequency or (%)	H									Total N=80 (100%)
			F (26)	M (54)	Total (80)	F (26)	M (54)	Total (80)	F (26)	M (54)	Total (80)	
1	Help trainees to develop interest in their training areas	F*	18	39	57	7	9	16	1	6	7	80
2	Assess and report the strengths/weakness of trainees	F*	8	19	27	11	26	37	7	8	15	79
3	Help trainees to develop career adaptability	F*	10	20	30	10	22	32	6	11	17	79
4	Help trainees to overcome behavioral and educational problems	F*	23	37	60	2	12	14	1	5	6	80
5	Assisting in the individual vocational counseling of trainees	F*	7	21	28	13	24	37	6	9	15	80
6	Work to prevent trainees from dropping out of the institute	F*	18	35	53	6	15	21	2	4	6	80
7	Confer with teachers about trainees whenever necessary	F*	12	30	42	12	17	29	2	7	9	80
8	Coordinate group counseling sessions	F*	14	27	41	8	14	22	2	13	15	78
9	Act as liaison to teachers	F*	11	14	25	10	27	37	3	11	14	76
10	Facilitate trainees, and/or trainers conferences when appropriate	F*	2	3	5	4	11	15	20	40	60	80
11	Prepare a supervision program for teachers during their trainees apprenticeship trainings	F*	23	39	62	2	10	12	1	5	6	80
12	Assist disadvantage trainees	F*	18	34	52	5	16	21	0	2	2	75
13	Participation in different committees	F*	19	34	53	7	18	25	0	2	2	80
	<b>TOTAL</b>	-----	183	352	535	97	221	318	51	123	174	97

vi

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vi

Similar to the other findings, the role of the vocational counselors in arranging programs related to trainees' apprenticeship training got the highest percentage. It was positively accepted by 62 (78%) teacher respondents. But other occupational related assistants were considered as weak. Only 27% (34%) agreed the assessment and report of the strength/weakness of trainees by vocational counselors. And 49 (61%) believe that the help for trainees to develop occupational adaptability is either weak or not significant. Moreover, only 28 (35%) agreed that there is individual occupational counseling of trainees

But teachers rated other non career related duties of the counselors as high. From this we can understand that the vocational counselors are rendering the general guidance and counseling techniques and principles. Because, psychologists, sociologists, pedagogical science graduates, assigned as a vocational counselor did not take even a single course in career counseling. It is only in these two years that Addis Ababa University started to provide career counseling course to psychology students at the undergraduate and graduate level. The implication here is that the responsible bodies need to arrange continuous and timely short term career related trainings for the vocational counselors working at least in TVET institutions to make them effective in their duties.

#### **4.3.4. Directors Response on the Effectiveness of the Counseling Services and the Vocational Counselors' Code of Ethics**

##### **4.3.4.1. On the Effectiveness of Guidance and Counseling Services**

Directors were asked to rate statements that are intended to measure the extent of their opinion towards the effectiveness of guidance and counseling office role in the TVET institution. As indicated in teachers' responses, eleven items (see appendix D, part II) of opinion statements were used as a measuring device. Overall results indicate that most (59%) of the respondents positively accepted the overall practices of guidance and counseling in their TVET institutions. It is only the 14% director respondents rated as weak the overall situation of guidance and counseling services. See table 4.12: below for the summary results of director respondents.



#### **4.3.4.2. Directors Response on Vocational Counselors Code of Ethics**

Directors were asked to rate statements that are intended to measure the extent of their opinion towards “the code of ethics” of the vocational counselors in their TVET institutions. Six items (See appendix D, Part II) of opinion statements were used as a measuring device and they were also supplemented with directors unstructured interviews. See table 4.13: below for the summary result of directors’ respondents.

The overall results indicate that most (83%) of the respondents positively responded the statements which shows the respect of code of ethics by vocational counselors in their TVET institutions. Only 1% of director respondents rated the overall respect of code of ethics by vocational counselors as weak.

All respondents highly believed that the counselors have respect for the rights, dignity of trainees', provide services equally to all trainees regardless of their race, religion, sex, and promote respect for the culture of the community and act as a role model for trainees. Most agreed that the counseling office keeps personal cases of trainees confidential. Three fourth of respondents agreed that the counseling office serves as an advocate of trainees. But only one third of director respondents agreed the counseling office confers with parents whenever necessary

**Table4.13: Frequencies of Directors' Rating towards the “code of ethics” of Vocational Counselors.**

Vocational counselors evaluated by directors	Frequency or percentage	H			M			W			Total
		F	M	Total	F	M	Total	F	M	Total	
The counselor(s) develop respect for the rights, dignity, etc of trainees	F*	0	12	12	---	---	---	--	---	---	12
The counseling office keeps personal cases of trainees confidential	F*	0	11	11	0	1	1	---	---	---	12
The counseling office serves as an advocate of trainees	F*	0	9	9	0	3	3	---	---	---	12
The counseling office provide services equally to all trainees regardless of their race, religion, sex, etc.	F*	0	12	12	---	---	---	---	---	---	12
The counseling office promote respect for the culture of the community	F*	0	12	12	---	---	---	---	---	---	12
The counseling office confer with parents when ever necessary	F*	0	4	4	0	7	7	0	1	1	12
<b>Total</b>		<b>0</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>82</b>

#### 4.4. The Necessary Training supports of Vocational counselors and Guidance

##### Office Facility

##### 4.4.1. Vocational Counselors Response on Training Support

Vocational counselors as well as their assistants require adequate training and the training must be a continuous one. It should be an on going process. They need continuous training which should consist of basic information on pre and post-vocational guidance services, interest tests, aptitude measures, personality measures, labour market assessments.

According to MOE (2006), guideline for vocational guidance and counseling services, the following trainings (see table 4.14. below) should be organized and provided for vocational counselors to execute their duties and responsibilities effectively.

Eight items (see appendix B, part-III) which asked vocational counselors whether they attended or got the chance of participating on the mentioned key trainings. Table below shows the overall results.

**Table 4.14: Distribution of the Response of Vocational Counselors on the Training Support they get to Improve their Career (N = 11)**

Training on	Getting the training
Counseling techniques	10
Career, educational and labour market information	1
Need assessment techniques	4
ICT and information management	4
Establishing linkage with community based organization	7
Public relations techniques to promote career development activities and services	7

As observed in the table above, 10 of the vocational counselors have got training on counseling techniques. Only 1 has attended training on career, educational and labour market information. 7 of the vocational counselors responded that they have not got any need assessment techniques and ICT and information management trainings. 7 have attended trainings on establishing linkage with community based organization and public relations techniques to promote career development activities and services

From the findings the provision of trainings on need assessment techniques and career, educational and labour market information which are very crucial for the provision of pre- and post- vocational guidance services are very low. A discussion with the vocational counselors (see appendix F) on the provision of continuous short-term trainings for vocational counselors on interest/need assessment, aptitude tests, personality measuring skills, career development and other relevant occupational guidance services which are vital in assisting students/trainees. The discussion further supports the above findings. For example, one vocational counselor described the situation as follows:

“I have the same idea with my colleagues. For instance, trainees come to our office frequently seeking occupational assistance. Usually they return without efficient help since we do not have the necessary trainings. What makes the situation worse is the nature of the clients. They are adolescents as a result they want to get immediate solutions from the counselor. So, we do not get even the chance to read materials or ask others to overcome their problems. The situation is also affecting our other guidance activities.”

Discussion with trainees concerning individual/group counseling service also supports the above issue. One trainee participant expressed:

*“I went to the guidance office to change my department. Because I selected IT (information technology) but unfortunately I was placed in secretary. I completely lost my interest in attending the class. Because, only me (that is male) in a group of 50 trainees. I did not get help from the counselor to be changed. Now, I am not happy in my training.”*

#### **4.4.2. Guidance Office Facility**

To assess the facilities and office arrangement, observational checklist (See Appendix

G) and interview were prepared containing items which is either responded by vocational counselors or observed by the researcher/data collectors. The results showed all the TVET institutions have a separate room for the counseling office. But since there are three vocational counselors in each institution the rooms are not adequate in conducting counseling sessions. Technically which means it is difficult to ensure empathy, privacy and confidentiality which are the core internal factors in the creation of effective communication between the client and the counselor.

In TVET institutions there are three kinds of provision of apprenticeship for trainees: half-day in school and the other half in practical training out of the school; two/three days in the school and the other days in practical training; and the last and applied to our country currently is 2 months practical training after the end of the academic training year. So, it is difficult to identify organizations which provide place for practical training at a time. Besides in our country different agencies do not realize the free labour they obtain from trainees, they only focus on the problem of getting the place for accommodating the trainees. Even then, the trainees may wait for a month or more until the institution searches and get a place. So, the only means of communication of the vocational counselors with trainees is contacting them on phone. But during the observation fore seen that in some TVET institutions like Nifas silk, Kefetegna-20, vocational counselors are sharing a single telephone with other personnel staffs. Even the phone is put under the corridor not in their office

The implication is trainees will be idle for more time, counselors will lose their motivation in assisting trainees, ...more over, the next level skill training for a trainee is determined on the completion of the first level including apprenticeship training which lead trainees to be idle at least for a year

Concerning availability of personal computer, there is at least one but not networked computer in each TVET institution. But the MOE guideline manual for guidance and counseling service states that the guidance office is responsible for the organization of documentation center of the TVET institution. But according to some vocational counselor respondents they do not even get to access the Internet service available in their institution. According to the respondents, this is due to performance related weaknesses of the management in coordinating the various activities and lack of

knowledge in technical and vocational training areas. And they do not read and apply all duties and activities, responsibilities each personnel by MOE.

After the trainees are already placed in different agencies for their apprenticeship program, they have to be visited by their teachers whether the practice they are getting related with their training fields and give supporting information. In order to execute this supervision activities effectively and timely, the MOE decided the preparation of transportation or 20 birr per diem for lunch and transportation for teachers' supervision. But the responsible bodies such as sub-city Education Bureau, particularly the TVET institutions are not making the policies practical. Which create problems in the counseling office to prepare teachers' supervision schedules, the implication is that: Trainees are not assisted/get the relevant practical training related with their field of study. For example, accounting trainees are forced to work on store keeping and other manual activities

From the interview with vocational counselors the major problem of the TVET institutions is that they will not visit the situation of their trainees during their apprenticeship training. It also shows some weaknesses in the provision of post-admission vocational guidance and counseling services of the institution

The observation also revealed that the seating arrangements and other external factors which are important in creating conducive counseling environment were not adequate. For instance, many people pass here and there through the doors of the counseling offices

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary and Conclusion

The major purpose of this study was assessing whether the guidance and counseling services rendered in government technical and vocational education and training institutions in Addis Ababa is effective in making real of the intended purpose. More explicitly this study was conducted with the following specific purpose:

- To assess whether trainees are assisted through the provision of pre and post-admission vocational guidance /counseling services.
- To explain the perception of trainees, vocational counselors, teachers and directors towards the effectiveness of the guidance/counseling service in their TVET institution.
- To assess whether vocational counselors are assisted through the provision of trainings and other necessary supports to be effective in their duties.
- To explore directors Perception towards vocational counselors' code of ethics.
- To find out/ observe the status of the guidance and counseling rood facilities.
- To find out problems affecting the provision of effective guidance/counseling service.
- To find out possible suggestions in minimizing the problems and improving the service.

There are ten government TVET institutions in Addis Ababa. To find out adequate responses for the above specific purposes, total subjects (N=223) were participated from four randomly selected government TVET institutions in Addis Ababa. A total of 120 trainees from the four TVET institutions using stratified random sampling technique (i.e. 29, 60, and 31) from 10+1,10+2 and 10+3, respectively) and 80 teachers from different departments were taken. And 11 vocational counselors and 12 directors of the institution were participated in the study.

In this study, survey research methodology was employed. Both qualitative and quantitative methods were used to obtain adequate information.

The Data were collected directly from the source through administration of questionnaires, conducting focus group discussion and observational checklist.

Questionnaire was prepared for each group of respondents. The trainee, vocational counselor, teacher and director participants were requested to give their response concerning the effectiveness of provision of guidance and counseling service in their respective TVET institution. The questionnaires were based on the guideline manual for vocational counselors of TVET institutions by the Ministry of Education and important "literature" statements. There was a discussion in which the discussion guides were in line with the contents of the questionnaires.

The data were collected directly from the source through administration of questionnaires, conducting focus group discussion and observational checklist.

Four sets of questionnaires were used to collect information from trainee, vocational counselor, teacher and director respondents of the selected TVET institutions.

The trainees' questionnaire has five parts with 40 items. The first part was prepared to get personal information about trainees in the institution. The second and third part was designed to obtain whether trainees are assisted through the provision of pre & post – admission vocational guidance and counseling services. The fourth part of the questionnaire was prepared in the form of rating scale-so as to measure trainees' opinion on the guidance/counseling services in general. And the fifth part on the problems trainees face in getting the service and suggestions to improve the service.

The vocational counselors' questionnaire consists of four parts. The first part was designed to obtain personal data of the vocational counselors and the institution. The second part was prepared to capture general information of the service. The third part was prepared to get information on the training support for vocational counselors and constraints. The fourth part was made in rating scale. It was made to measure counselors' perception towards counseling

The teachers' questionnaire consists of two parts. The first part was designed to obtain personal data of the teachers. The second part was prepared to get information on the effectiveness of guidance/counseling services.

The directors' questionnaire consists of two parts. The first part was designed to obtain personal data of the directors. The second part was prepared to get general information about the guidance/counseling services and vocational counselors code of ethics.

FGDs were also conducted with the participants. In the discussion female and male trainees were separated. Furthermore, observation was conducted on the basis of the checklist developed.

Then the data collected through the refined instruments were tabulated for analysis based on the specific objectives and statistical application involving frequency counts, percentages and chi-square test were used. Moreover, information gathered through observational checklist and focus group discussion was discussed. All the necessary statistical analysis was performed using SPSS. The following are the identified results of the basic questions.

- Pre-admission vocational guidance/counseling services such as: assisting students to identify the right occupation based on their self-exploration, assisting them to forecast their need, making them to be ready in making transition from school to training/an occupation, advocating them to develop better perception of favorable opportunities in education and training etc were found insufficient. Because vocational counselors and assistants were not sufficient enough to render the service.
- A better post-admission vocational guidance/counseling services in contrast to the pre-admission guidance services. However, it is inefficient and non-standardized and the services are not occupational information focused. The services are more of assisting them in studying skills, personal and social problems etc.
- Trainees, vocational counselors, teachers and directors were provided with statements that were intended to measure the extent which they agree on the effectiveness of guidance/counseling services. It was observed that higher proportion from each group indicated positive attitudes towards the overall performance of the guidance/counseling services. But, it was also identified that vocational counselors were over occupied in specific duties like an apprenticeship

program.

- The interview and questionnaire administered to directors on vocational counselors code of ethics revealed that almost all director respondents highly believed that the vocational counselors had respect for the rights, dignity of trainees, provide services equally to all trainees regardless of their race, religion, sex and promote respect for the culture of the community and act as a role model for trainees.
- On the questions and interviews administered for vocational counselors on training assistance revealed that most of them got training on general counseling techniques. But almost all responded that they did not get any training on need assessment techniques, career, educational, labour market information which are very crucial for vocational guidance/counseling.
- The support given to the vocational counselors and organizing the guidance and counseling office facilities in general was insufficient.
- Some trainees reported that the problems they faced were lack of interest in their in their specific skill training areas, shortage of training and educational materials, placement out of their interest/choice, awareness problem about the guidance /counseling services, counselors did not show motivation to advice us by taking the initiatives, student counsels are not working for the trainees and are not selected by trainees, counselors and teachers/directors focus on disciplinary measures, etc.
- Some of the problems of vocational counselors were the existence of work load, lack of on going training and support, lack of incentives for additional work, lack of supervision and consideration, inadequate office facilities, etc which hinder their effectiveness in their duties.
- Most of the guidance/counseling services provided in the TVET institutions were more of academic focused than vocational/career support because they did not get adequate training in vocational and career guidance/counseling.

As a conclusion this writer would like to fore ward the following points.



program and other administrative activities. Hence, there should be a team of teachers and administrative staffs committing themselves in the searching of organization which provide apprenticeship training for trainees of the institution.

- The vocational counseling office should be organized with the necessary materials like telephone, networked computer, conducive room for counseling...and serve as a documentation center, transportation service and budget for executing apprenticeship.
- The guideline manual for guidance and counseling services for vocational counselors working in TVET by MOE should be implemented by vocational counselors and other responsible bodies

### **B) For Long Term (Future) Action**

- Vocational counselors must have qualification in vocational/careers guidance.
- There should be a comprehensive and standardized vocational counselors training program as well as continuous on going trainings.
- The sub-city TVET desk or the TVET institutions must organize training programs in a regular basis on team building, entrepreneurship and personal development training for vocational counselors and technical teachers.
- The TVET institution(s) should create a placement team or hire a placement officer that play an intermediary role in matching the youth with employer organizations as well as creating market linkage for products and services of the youth.
- Designing and implementing attractive salary for counselors and other incentives in TVET institutions is among the minimum conditions for improving quality in counseling in TVET. Such a measure helps not only to motivate and retain the available staff but it would also help to attract qualified and experienced staff from outside.
- Privet TVET institutions need to assign qualified vocational counselors and also need to implement the above recommendations.

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# *APPENDICES*

## *Appendix – A*

### **ADDIS ABABA UNIVERSITY POSTGRADUATE PROGRAM DEPARTMENT OF PSYCHOLOGY**

#### **QUESTIONNAIRE FOR TRAINEES**

**Purpose:-** This study is aimed at assessing the counseling services in Technical and Vocational Education and Training Institutions in Addis Ababa. The purpose of this questionnaire is to obtain information about the attitude of trainees of TVET institutions towards the guidance/counseling services, problems faced by trainees to get the services, on the provision of pre-admission vocational guidance/counseling and post-admission vocational guidance/counseling services on career related issues and personal development. The information to be obtained through the questionnaire is going to be used only for the research purpose.

#### **N.B.**

- No need of writing your name in any place in this questionnaire.

***Thank you in advance  
For your cooperation***

## PART ONE: BACKGROUND INFORMATION

1. Age of trainee \_\_\_\_\_
2. Sex of the trainee:     Female             Male
3. Name of the Technical and Vocational Education and Training Institution.  
\_\_\_\_\_  
\_\_\_\_\_
4. Levels of the trainings the institution provide.  
 10+1             10+2             10+3
5. Location/sub-city of the institution/college \_\_\_\_\_
6. Trainees department \_\_\_\_\_
7. Trainees training areas/streams  
 Construction areas             Industrial areas  
 Business areas             Hotel management  
 Textile and dress making     other \_\_\_\_\_
8. Educational level of the trainee  
 10+1             10+2             10+3
9. Type of the TVET institution  
 government             Private

**PART TWO: ASSESSING THE PROVISIONS OF Guidance/COUNSELING SERVICES (BASED ON THE VOCATIONAL COUNSELOR GUIDELINE MANUAL)**

**INSTRUCTION:** Indicate your responses with a tick mark (✓) on the space provided depending on whether the following services are given in the institution

<b>N o</b>	<b>Pre-admission vocational guidance/counseling services</b>	<b>Yes</b>	<b>No</b>
1	Assistance to identify ones own talents, interests, and knowledge towards career selection		
2	Provide information on the demand of market and community		
3	Help trainees to plan and make selection of trainings and careers which make them employee		
4	Assist trainees in the selection of appropriate occupational training		
5	Provide orientation for high school students and parents concerning TVET offerings in collaboration with TVET trainers (teachers)		
6	Orient new trainees to institution rules and regulations and the varied opportunities for training of the institution.		

**PART THREE: ASSESSING THE PROVISIONS OF Guidance/COUNSELING SERVICES (BASED ON THE Vocational Counselor Guideline Manual )**

**INSTRUCTION:** Indicate your responses with a tick mark (✓) on the space provided depending on whether the following services are given in the institution.

<b>N o</b>	<b>Post-admission vocational guidance/counseling services in TVET institution</b>	<b>Yes</b>	<b>No</b>
1	Help trainees who are uncertain and unsuccessful in their training areas		
2	Help trainees to learn effective job-searching skills		
3	Help trainees to develop career adaptability to take advantage of opportunities as they occur		
4	Help trainees to overcome self-defeating behaviors, gain self-confidence and learn life skills		
5	Help trainees to be prepared to cope with the reactions to job loss of anger, depression, frustration and apathy, and learn to take continuing positive action to become employed again		
6	Help trainees to identify alternative occupations, when current employments is in jeopardy		
7	Disseminate occupational information to trainees		
8	Coordinate group guidance/counseling session		
9	Identify appropriate companies/industries/for apprenticeship		
10	Assist with efforts to place		

## **PART FOUR: TRAINEES Opinion on the Guidance/Counseling service**

**INSTRUCTION:** Each of the statement below expresses opinion towards guidance/counseling. Please put a tick mark (✓) corresponding to each statement in only one of the five alternatives (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree)

<b>No.</b>	<b>items</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The vocational counseling sessions helped me to build interest in my training areas.					
2	I feel free and confident in telling my problems to the counselor.					
3	I think counseling sessions help to develop good studying skills					
4	I think the guidance officer is responsible for arranging apprenticeship program.					
5	I enjoyed participating on HIV/AIDS club of the institution					
6	Counseling session is interesting to me					
7	I have a problem in communicating with the counselor					
8	I enjoyed dealing with the counselor					
9	The counseling session is uncomfortable for					

**PART FIVE – On the activities and constraints**

**INSTURCTION:** Please put a tick mark (✓) in the box before the alternatives under each question or statement, and give brief and clear answer to the open-ended items on the space following the question.

1. Provide orientation concerning apprenticeship training

- Very good       Good       Poor

2. Arrange places for apprenticeship program

- Very good       Good       Poor

3. Have you ever met the counseling session?

- Yes                       No

4. If yes to question number 4 above describe what you have discussed to ensure confidentiality? \_\_\_\_\_

\_\_\_\_\_

5. Please list the problems that you encountered in the counseling services.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Do you have any suggestion to improve the counseling services in your institution?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## *Appendix – B*

### **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PSYCHOLOGY**

#### **QUESTIONNAIRE FOR VOCATIONAL COUNSELORS**

**PURPOSE:-** This study is aimed at assessing the guidance/counseling services in the Technical and Vocational Education and Training Institutions in Addis Ababa. The purpose of this questionnaire is to obtain information about the opinion of vocational counselors on their duties and responsibilities; on the qualification, incentive and training of the vocational counselor; the facility of counseling office, and other information important in making the guidance and counseling services effective.

The information to be obtained through the questionnaire is going to be used only for the study undertaking. Therefore, the cooperation of vocational counselors by giving genuine information is highly valuable to complete the study. All information you provide will be treated confidentially.

#### **N.B.**

- You do not need to write your name on the questionnaire

***Thank you in advance  
For your cooperation***

## PART ONE: BACKGROUND INFORMATION

1. Age \_\_\_\_\_
2. Sex       Female                       Male
3. Name of the Technical and Vocational Education and Training Institution/College  
\_\_\_\_\_
- Sub-city \_\_\_\_\_ Kebele \_\_\_\_\_
4. Professional qualification of the vocational counselor  
 Psychologist                       sociologist  
 Pedagogical science               other (please specify) \_\_\_\_\_
5. Educational background  
 M.A./ M.Sc.                       B.A./ B.Sc.  
 Diploma                       Other (please specify) \_\_\_\_\_
6. Training or experience in any Technical and Vocational fields  
 Yes                       No
7. Total years of experience as a vocational counselor  
 Less than 1 year       1-2 years       3 years and more
8. Are you computer literate  
 Yes                       No
9. Any participation (trainings) in the acquisition of knowledge in project work and entrepreneurial spirit related to your vocational counseling fields  
 Yes       No
10. Make a tick () Mark concerning the institution college you are working  
 Government TVET                       Private TVET
11. Is the TVET institution  
 Middle level TVET certificate program (10+1, 10+2)  
 Middle level TVET diploma program (10+1, 10+2, 10+3)
12. Computer skills of the vocational counselor  
 Basic computer skill       Data Base management and Internet  
 Not any because the institution does not provide support

13. Are you involved in teaching, besides counseling?

- Yes                       No

14. If yes, for Q. No. 13 above,

a) which subjects do you teach \_\_\_\_\_

b) how many periods a week \_\_\_\_\_

15. What is the total number of vocational counselors in your TVET institution?

\_\_\_\_\_

16. What is the total number of trainees in your institution? \_\_\_\_\_

17. Is there any professional para-guidance counselor in your TVET institution?

- Yes                       No

18. Do you have any assistant counselor?

- Yes                       No

19. For which body is the para-guidance counselor accountable (If any)?

- Director(s)       Vice directors       Vocational counselors

## **PART TWO: Other information related to vocational guidance/counseling services.**

**INSTRUCTION: Indicate your responses with tick ( √ ) mark on the space provided, except the questions that require written responses.**

1. To which body are you directly responsible?

- director               dean               vice director       vice dean

2. Do you get any special privilege (like transportation, per diem, etc)?

- Yes                       No

3. Do you know the 'Guideline for Vocational Guidance and Counseling in TVET Institution' which is prepared by Ministry of Education?

- Yes                       No

4. Do you think that your counseling office is facilitated?

- Yes                       No

5. Do you have computer for the counseling service?

Yes                       No

6. Is there any computer networking in TVET institution?

Yes                       No

7. Is there personal telephone service for apprenticeship and similar activities?

Yes                       No

8. Do you get any transportation facilities in executing the various activities (like apprenticeship, trainees supervision)?

Yes                       No

9. Does the Institution provide adequate budget for teachers to visit their trainees in your planned time?

Yes                       No

10. Are you involved in teaching, besides counseling?

Yes                       No

11. If yes, for Q. No. 12 above,

a) Which subject do you teach \_\_\_\_\_

b) How many periods a week \_\_\_\_\_

12. What is the total number of vocational counselors in your TVET institution/college

\_\_\_\_\_

13. What is the average total number of trainees in your institution (ratio)?

\_\_\_\_\_

14. Is there any professional para guidance counselor in your TVET institution?

Yes                       No

15. For which body is the para guidance counselor is accountable?

Director                       vice director                       vocational counselor

16. Do you have any assistant counselor?

Yes                       No

17. Does the assistant has experience in technical/vocational education?

Yes                       No

18. How many years of experience does the assistant has in teaching TVET institutions?

Below 3 years                       more than 3 years

19. What is the assistant minimum educational qualification?

Certificate                       Diploma                       Degree                       M.A.

### **PART THREE: Training support and constraints**

**Instruction: Indicate your response with a tick (√) mark on the space provided, except for the questions that require written responses.**

I. Did you have any special training on any of the following?

No	Training on	Yes	No
1	Counseling technique		
2	Career, educational and labor market information		
3	Needs assessment techniques		
4	ICT and Information management		
5	Organizing career development programs		
6	Establishing linkages with community based organizations		
7	Public relations techniques to promote career development activities and services		
8	Any other, if yes, please specify _____		

#### **II. On Constraints**

1. In your opinion what do you think are the " main problems" in the provision of guidance/counseling services in the TVET institution? (put in order of priority)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. What are the major problems that you face as a vocational counselor?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. What are your actual major activities as a vocational counselor?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. From your experience what are major problems of trainees?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

5. Give the major suggestions in which your vocational counseling services could be improved? (Please be open or frank)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. Any additional comment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## PART FOUR : ATTITUDE OF COUNSELOR'S TOWARDS COUNSELING

**INSTRUCTION:** Each of the statements below expresses an attitude towards counseling. Please put a mark with a tick (✓) what your opinion is with respect to each statement in only one of the five alternatives (i.e., 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree).

No.	Item	5	4	3	2	1
1	I feel I can help trainees to identify own talents					
2	It is difficult to assist trainees to overcome self-defeating behaviors					
3	I feel positively valued by trainees in my career counseling					
4	I feel trainees are helped in learning effective job searching procedures					
5	My work is rewarding					
6	Promoting TVET to the community is rewarding					
7	I feel I am careful in keeping trainees confidentiality					
8	I feel the provision of pre-admission guidance services will help trainees in the selection of occupation					
9	I feel I am able to prevent trainees from dropping out of institute					
10	I feel orienting trainees on opportunities for further training increase their interest.					
11	I am happy in resolving trainee's educational handicaps					
12	I get pleasure in helping trainees in identifying occupations					
13	I feel happy in counseling trainees					

## *Appendix – C*

**ADDIS ABABA UNIVERSITY  
POSTGRADUATE PROGRAM  
DEPARTMENT OF PSYCHOLOGY**

### **QUESTIONNAIRE FOR TEACHERS**

**Purpose :-** This study is aimed at assessing the guidance and counseling services in Technical and Vocational Education and Training Institutions in Addis Ababa. The purpose of this questionnaire is to obtain information about the opinion of teachers towards the vocational guidance/counseling services in their TVET institution.

The information to be obtained through the questionnaire is going to be used only for the study undertaking. Therefore, the cooperation of teachers by giving genuine information is highly valuable to complete the study. All information you provide will be treated as confidential. Therefore, you are requested to complete the questionnaire as genuinely as you can.

#### **N.B.**

- No need of writing your name on the questionnaire.

***Thank you in advance  
For your cooperation***

## PART ONE: BACKGROUND INFORMATION

1. Age \_\_\_\_\_

2. Sex:  Male  Female

3. Name of the TVET Institution

\_\_\_\_\_

Sub-city \_\_\_\_\_ Kebele \_\_\_\_\_

4. Make a tick (✓) Mark concerning the institution/college you are working

Government TVET  Private TVET

5. Is the TVET institution

Middle level TVET certificate program (10+1, 10+2)

Middle level TVET Diploma program (10+1, 10+2, and 10+3)

6. When was the institution established as TVET?

\_\_\_\_\_

7. Educational status of the teacher/instructor

M.A./M. Sc.  BA/B. Sc  Diploma

other, please specify \_\_\_\_\_

8. Duties other than teaching

Department-head  unit-leader  class-room teacher

Other ( please specify) \_\_\_\_\_

9. Department/fields the teacher is teaching

Industrial areas  Construction areas

Business areas  Hotel management and home science

Textile and cloth making

other (please,specify)\_\_\_\_\_

10. Experience of the teacher/instructor in technical/vocational areas.

below 3 year  3 – 5 years  6-10 years  more than 10 years

\_\_\_\_\_

**PART TWO: Information on the Effectiveness of Guidance/counseling services**

**INSTRUCTION:** Please put a tick mark (√) where your response is with respect to each statement in only one of the three (i.e. 3 = high, 2 = medium and 1 = weak) choice

No	On possible activities of the guidance and counseling office	Score		
		3	2	1
1	Help trainees to develop interest in their training areas			
2	Assess and report the strengths/weaknesses of trainees			
3	Help trainees to develop career adaptability			
4	Help trainees to overcome behavioral and educational problems			
5	Assist in the individual vocational counseling of trainees			
6	Work to prevent trainees from dropping out of institute			
7	Confer with teachers about trainees whenever necessary			
8	Coordinate group counseling sessions			
9	Act as liaison to teachers			
10	Facilitate trainees, and/or trainers conferences when appropriate			
11	Prepare a supervision program for teachers/instructors during their trainees apprenticeship trainings			
12	Assist disadvantageous trainees first			
13	Participate in different committees			

## *Appendix – D*

### **ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM DEPARTMENT OF PSYCHOLOGY**

#### **QUESTIONNAIRE FOR DIRECTORS**

**Purpose:-** This study is aimed at assessing the guidance and counseling services in the Technical and Vocational Education and Training Institutions/Colleges in Addis Ababa. The purpose of this questionnaire is to obtain information about the opinion of directors towards the guidance and counseling services in their TVET institution/college.

The information to be obtained through the questionnaire is going to be used only for the study undertaking. Therefore, the cooperation of directors by giving genuine information is highly valuable to complete the study. All information you provide will be treated as confidential. Therefore, you are requested to complete the questionnaire as genuinely as you can.

#### **N.B.**

- No need of writing your name on the questionnaire

***Thank you in advance  
For your cooperation***

## PART ONE: BACKGROUND INFORMATION

1. Age \_\_\_\_\_

2. Sex:  Male  Female

3. Name of the TVET Institution/College

\_\_\_\_\_  
\_\_\_\_\_

Sub-city \_\_\_\_\_ Kebele \_\_\_\_\_

4. Make a tick (✓) Mark concerning the institution/college you are working

Government TVET  Private TVET

5. Is the TVET institutional

Middle level TVET Certificate Program (10+1, 10+2)

Middle level TVET Diploma Program (10+1, 10+2, and 10+3)

6. When was the institution/college established as TVET?

\_\_\_\_\_

7. Educational status of the director

M.A./M. Sc.  BA/B. Sc  Diploma

Other (please specify) \_\_\_\_\_

8. Position of the director in the TVET institution/college

Director  vice director  Dean  Vice dean

Other (please specify) \_\_\_\_\_

9. Experience of the director/dean in the institution

below 3 years  3 – 5 years  6 – 10 years  more than 10 year

10. Training in technical/vocational areas

Yes  No

**PART TWO: Information on the effectiveness of guidance and counseling services and on Vocational counselors code of ethics**

**INSTRUCTION:** Please put a tick mark (√) where your response is with respect to each statement in only one of the three (i.e. 3 = high, 2= medium and 1 = less) choice

<b>I.</b>	<b>On duties/roles of vocational counselor</b>	<b>Score</b>		
		<b>3</b>	<b>2</b>	<b>1</b>
1	Helping the institute to provide quality training			
2	organizing the apprenticeship program effectively			
3	Helping the institute to have a well-organized information system and documentation			
4	Helping trainees to have effective job searching skills			
5	Helping trainees in individual and/or group counseling			
6	providing orientation for trainees			
7	Teaching career development and HIV related courses when necessary			
8	Conducting a needs or situation assessment on trainees			
9	Trying to involve all institution personnel in shaping trainees			
10	Preparing programs for teachers to visit trainees in the apprenticeship			
<b>II.</b>	<b>On code of ethics of the vocational counselor</b>			
11	Respecting trainees rights, dignity, etc			
12	Keeping trainees personal cases			
13	Serving as an advocate of trainees			
14	Providing services equally to all trainees regardless of their race, religion, sex, etc.			
15	Respecting the culture of the community and act as a role model of trainees			
16	Conferring with parents whenever necessary			

# *Appendix – E*

## *Interview Guide*

1. In your opinion, what do you think are the “ main problems” in the provision of guidance/counseling services in the TVET institution? (directors)
2. What are the major problems that you face as a vocational counselor?
3. What are your actual major activities as a vocational counselor?
4. From your experience what are major problems of trainees? (Directors/vocational counselors)
5. What points do you suggest to improve the vocational counseling service? (directors/vocational counselors)
6. what additional comment do you fore ward? If any.

# Appendix – F

## Focus Group Discussion Guides

- **Guides for Teachers Focus Group Discussion.**
  - . From your experience, tell us the major supports of the vocational counselors to the institution.
  - . From your experience, tell us the major supports trainees get from the counseling office.
  - . From your experience, tell us some major problems trainees face in getting the counseling service. (code of ethics)
  - . From your experience, what are the major problems of the counseling office and what do you suggest to improve the counseling service.
- **Guides for Vocational Counselors Focus Group Discussion.**
  - . From your experience, tell us the overall situation/view of trainees towards the skill training.
  - . From your experience, tell us whether there is a provision of continuous timely training on career development, interest and aptitude tests, and other relevant skills important for vocational counselors.
  - . From your experience, tell us the major problems for the provision of effective counseling services.
  - . What do you suggest to improve the counseling office.
- **Guides for Trainees Focus Group Discussion**
  - Is there a counseling office in your TVET institutions?
    - . From your experience, tell us whether you got any counseling services (individual and/or group) counseling services.
    - . Do you get vocational related orientation before choosing/joining your training field?
    - . From your experience, what are the major activities of the vocational counselor in your TVET institution?
  - . From your experience, tell us some of the supports trainees get from the counseling services in your institution.

## Appendix – G

### Observational checklist

No.	On Facilities	Output	Remark
1.	Is the counseling office fulfilled with basic materials like personal telephone		
2.	Availability of transportation facility in executing apprenticeship related activities		
3.	Is there computer for the counseling office? Is it networked if there is net working in the institution		
4.	Do you get budget for conducting supervision during apprenticeship?		
	<b>On Office Management</b>		
1.	Is there a separate room/space to ensure counseling session to be private?		
2.	Is there enough waiting area?		
4.	Do you know the guideline manual for vocational guidance and counseling in TVET ?		
3.	Do you get similar privilege as that of the vice directors?		
5.	Do you think that the number of vocational counselors are enough to assist the trainees?		

# Appendix \_ H

## Background Information

**Table 4.2. Background Information of Trainee Respondents**

Variables	Categories	Name of the TVET institution				Total or %
		Tegbaread (N=30)	Higher four (N=30)	Teferi Mekennen (N=30)	Nefassilk (N=30)	
Sex	Female	13	18	16	13	60 (50%)
	Male	17	12	14	17	60 (50%)
Educational level	10+1	4	11	6	8	29 (24%)
	10+2	13	19	12	16	60 (50%)
	10+3	13	---	12	6	31 (26%)
Age	16-20	25	28	26	27	106 (88)
	21-25	5	2	4	3	14 (12%)
Skill training fields	Auto-mechanics	2	1	2	2	7 (6%)
	General-mechanics	3	1	2	2	8 (7%)
	Electricity	2	2	1	1	6 (5%)
	Electronics	2	2	1	1	6 (5%)
	Accounting	2	1	2	2	7 (6%)
	Secretary	2	3	3	2	10 (8%)
	Information	2	2	2	2	8 (7%)
	Purchasing	2	1	2	2	7 (6%)
	Salesmanship	2	3	3	1	9 (8%)
	Drafting	2	1	1	1	5 (4%)
	Surveying	2	2	1	2	7 (6%)
	Building	1	2	2	2	7 (6%)
	Wood work	1	2	1	2	6 (5%)
	Road construction	0	0	0	0	0
	Tailoring	1	2	1	2	6 (5%)
	Dress making	2	2	2	2	8 (7%)
	Textile	1	0	0	1	2 (2%)
	Hair-dressing	1	2	2	1	6 (5%)
	Food-preparation	0	1	2	2	5 (4%)
	other	0	0	0	0	0

**Table 4.3. Background Information of Vocational Counselors**

Variables	Categories	Name of the TVET institution				Total or %
		Tegbaread (N=3)	Higher four (N=3)	Entoto (N=3)	Nefassilk (N=3)	
sex	Female	0	0	1	1	2 (18%)
	Male	3	3	2	1	9 (82%)
Age	20-25 years	0	0	0	0	0
	26-30 years	1	0	0	1	2 (18%)
	31-40 years	0	0	1	0	1 (9%)
	41-60 years	2	3	2	1	8 (73%)
Profession/qualification	psychology	1	0	1	1	3 (27%)
	Pedagogical science	1	1	1	0	3 (27%)
	sociologist	1	2	1	1	5 (46%)
	Technical fields	0	0	0	0	0
	Any other	0	0	0	0	0
Educational background	M.A./M.Sc.	0	1	0	0	1 (9%)
	B.A./B.Sc.	3	2	3	2	10 (91%)
	Diploma	0	0	0	0	0
Classroom teaching experience	1-3 years	1	0	0	0	1 (9%)
	4-6 years	0	0	0	1	1 (9%)
	More than 6 years	2	3	3	1	9 (82%)
Training/experiences in technical & vocational fields	yes	0	1	0	0	1 (9%)
	No	3	2	3	2	10 (91%)
Computer skills	Yes	2	2	2	1	7 (64%)
	No	1	1	1	1	4 (36%)

**Table 4.4: Background Information of Teachers**

Variables	Categories	Name of the TVET institution				Total
		Tegbaread (n=20)	Higher Four (n=20)	Entoto (n=20)	Nifas silk (n=20)	
Sex	Female	4	6	8	7	25
	Male	16	14	12	13	55
Age	20-25 years	2	6	5	6	19
	26-35 years	10	10	6	10	36
	More than 35	8	4	9	4	25
Educational background	M.A./ M.Sc.	4	0	4	3	11
	B.A./ B.Sc.	10	8	16	10	44
	Diploma	6	12	-	7	25
Department/ stream of teaching	Industrial	4	4	4	4	16
	Construction	3	4	4	4	15
	Business	4	5	5	5	19
	Hotel management & home science	1	1	2	2	6
	Textile& cloth making	1	2	1	1	5
	Hair dressing & beauty	0	1	1	1	3
	Electricity/electronics	3	1	1	1	6
	Common courses	4	2	2	2	10
Experience in technical/ vocational areas	Less than 3 years	3	6	5	3	17
	3-5 years	9	10	9	12	40
	6-10 years	5	2	5	3	15
	More than 10 years	3	2	1	2	8
Duties other than teaching	Department head	5	6	4	3	18
	Unit-leader	2	2	2	2	8
	Home-room teacher	9	8	6	5	28
Level of trainings they are teaching	10+1	6	10	3	7	26
	10+2	10	10	12	11	43
	10+3	4	----	5	2	11

**Table 4.5: Background Information of Directors**

<b>Variables</b>	<b>Categories</b>	<b>Number of participants</b>
Sex	Female	0
	Male	12
Age	25-30 years	0
	31-40 years	2
	41-60 years	10
Educational Background	M.A./M.sc.	1
	B.A./B.Sc.	11
	Diploma	---
Position in the institution	Directors	4
	Vice Directors	8
Years of experience in the institution	Less than 3 years	1
	3-6 years	8
	7-10 years	2
	More than	1
Training/experience in technical/vocational fields	Yes	5
	No	7

**Table 4.6. Characteristics of the TVET institutions**

<b>Name of the TVET institution</b>	<b>Training levels</b>			<b>Sub-city</b>	<b>Sector of the training</b>
	<b>10+1</b>	<b>10+2</b>	<b>10+3</b>		
Tegbaread	✓	✓	✓	Lideta	1, 2, 3, 4, 5
Entoto	✓	✓	✓	Yeka	1, 2, 3, 4, 5
Nifas silk	✓	✓	✓	N/lafto	1, 2, 3, 4, 5
Higher four	✓	✓	-----	Lideta	1, 2, 3, 4, 5

1= Industrial

2= Construction

3= Business

4= house keeping & Hotel Management

5= Textile & dress making

## DECLARATION

I here by declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Fentaw Gebeyehu Hailu

Signature:  \_\_\_\_\_

Place: Department of Psychology  
Addis Ababa University, Addis Ababa

Date: April 27, 2007