



**AN ASSESSEMENT ON CAREER DEVELOPMENT COUNSELING
SERVICE DELIVERY, CHALLENGES AND EXISTING NEEDS OF AAU
REGULAR UNDERGRADUATE STUDENTS**

**BY
DEGU YESHIWAS NIGATU**

**OCTOBER, 2019
ADDIS ABABA**

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Thesis submitted to the School of Graduate Studies, College of Education and Behavioral Studies, Addis Ababa University, in partial fulfillment of the requirements for the Degree of Master of Arts in Counseling Psychology

**OCTOBER, 2019
ADDIS ABABA**

DECLARATION SHEET

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I, the undersigned, declare that this thesis is my work and every material used has been duly acknowledged.

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This thesis has been submitted for examination under my approval as Research Advisor,

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This is to certify that the thesis prepared by Degu Yeshiwas Nigatu which is entitled “*An Assessment on Career Development Counseling Service Delivery, Challenges and Existing Needs of AAU Regular Undergraduate Students*” submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Psychology (Counseling) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Name of Internal Examiner

Signature

Date

DEDICATED TO:

My Children - *ABRAHAM & SELAM*

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ABBREVIATIONS AND ACRONYMS

AAiT:	Addis Ababa Institute of Technology
AAU:	Addis Ababa University
ALD:	African Leadership Development
APA:	American Psychological Association
ASCA:	American School Counselor Association
BOLSA:	Bureau of Labor and Social Affairs
CBE:	College of Business and Economics
CDC:	Career Development Counseling
CDCS:	Career Development Counseling Service
CEBS:	College of Education and Behavioral Studies
CGC:	Career Guidance and Counseling
CHLSJC:	College of Humanities, Language Studies, Journalism and Communication
CHS:	College of Health Sciences
CLGS:	College of Law and Governance Studies
CNCS:	College of Natural and Computational Sciences
CPVA:	College of Performing and Visual Arts
CSA:	Central Statistics Agency
CSS:	College of Social Sciences
CVMA:	College of Veterinary Medicine and Agriculture
EDRI:	Ethiopian Development Research Institute
EEA:	Ethiopian Economic Association
EiABC:	Ethiopian Institute of Architecture Building Construction
ESA:	Ethiopian Statistical Association
ESC:	Education Strategy Center
ESDP:	Education Sector Development Program
ESL:	Early School Leaving
FDRE:	Federal Democratic Republic of Ethiopia
FMHACAE:	Food, Medicine and Healthcare Administration and Control Authority of Ethiopia

GCU:	Guidance and Counseling Unit
GTP:	Growth and Transformation Plan
HEI:	Higher Education Institution
HERQA:	Higher Education Relevance and Quality Assurance
HRC:	Human Resource Consultancy
ILO:	International Labor Organization
JCC:	Job Creation Commission
KII:	Key Informant Interview
MOE:	Ministry of Education
MOLSA:	Ministry of Labor and Social Affairs
MOSHE:	Ministry of Science and Higher Education
MOU:	Memorandum of Understanding
NESP:	National Employment Strategic Policy
NPC:	National Planning Commission
OECD:	Organization for Economic Cooperation and Development
SCDC:	Students Career Development Center
STEM:	Science, Technology, Engineering and Mathematics
SWT:	School to Work Transition

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ABSTRACT

The purpose of this study was to assess the career development counseling services delivery, associated challenges, and existing needs of students among AAU regular undergraduate students'. To this end, the study employed a qualitative approach within which variety of data gathering tools such as key informant interview (KII), focus group discussions (FGD), document analysis and observation were employed. The method was found convenient to make the required modifications in the course of the study unlike the quantitative approach as the knowledge of the subject among the research participants were known explicitly beforehand. Accordingly, FGD was used to collect data from the students whereas the KII was used to collect data from the guidance and counseling (GCU) experts and that of student career development center (SCDC) staff. Both the KII and the FGD were conducted in Amharic by using hand written notes and partly audio records. All data from the field work were organized, transcribed and translated into English first. In organizing the gathered data, codes were given to each participant's response and it was these codes used while this research report is written. In sum, a total of 28 people were involved in the study of whom 10 were from the AAU staff (from those two ventures i.e. GCU and SCDC) while the remaining 18 were students who are representatives in their respective departments and sections. Moreover, document analyses were made upon the number of bi-weekly, interim and annual report found in the SCDC structure whereas the observation has been used to collect data concerning the office space and setup of the GCUs' and SCDC. As a result, the study found out that the majority of students don't ever know that the services offered by GCU do exist despite the fact that they have stayed for the last two to four years at AAU. On the other hand, SCDC is a new venture at AAU, which is only one year old, and have been working on graduating class students in which case, the majority of the FGD participants' were not as such expected to knew about it and the services that it offer, in relative terms. Be that as it may, the regardless of its newness the SCDC was found to delivered better career development counseling services than that of age old GCU. On the other hand, both GCU and SCDC were found to have challenges specifically related to office space and other required inputs. Lack of the required human resource input has also been found the additional challenge for SCDEC whereas GCU lack clear guidelines, policies, protocols and the required counseling skills to function fully. So far as the students career development counseling needs are concerned, the SCDC found to have a better competitive advantage than that of the GCU in the sense that all the activities embedded in SCDC are directly related to the career development needs of the students while much of the GCU experts time has been allocated to small group of students with difficulties in their personal/social life. In reality, it is a misunderstanding and lack of guidance that make the GCU experts to focus on that component; otherwise, being in a school set up much of their time and energy has been expected to be bestowed to support the students' academic and career matters. And a huge gap has been observed on the part of the students as to what career development counseling needs that they have and prioritize them. Finally, the study attempted to recommend the need for developing career development counseling resources that could be made accessible to the majority of students in a technology assisted manner and the pressing need for collaboration between SCDC and GCU of AAU.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

*“Not everything that can be counted counts,
and not everything that counts can be counted.”
Einstein*

Youth unemployment is getting a common place in many countries’ of the world these days that could cause social, economic and political instability. Of the many possible remedial actions to be taken to handle such a devastating three dimensional challenge, the growing international interest in the relationship between career guidance and public policy (OECD, 2004) can be noted as a showcase for the potential embedded in career guidance practices to alleviate it. Strengthening this, Hooley and Dodd (2015) noted that career guidance is primarily concerned with the individual but it subsequently offers major social and economic benefits which justify public investment which in turn lead to macro-economic benefits. Similarly, Musset and Kurekova (2018) also put it as having both an individual and a social good.

Career guidance is expected to assist countries to advance lifelong learning goals (OECD, 2004; Musset and Kurekova, 2018; Wells College, 2007) and life long career decision making skills (Nathan and Hill, 2006); effective functioning of the labor market through which the economy (Hooley and Dodd, 2015; Watts and Fretwell, 2004), improve effective functioning of the education system (OECD, 2004; Watts and Fretwell, 2004) and ensure social equity (OECD, 2004).

Be that as it may, citizens need to make career and education decisions of their own amid many social, economic, and political situations in a given context whether they obtain proper and timely guidance or not. Making career and education decisions are amongst the most important life decisions young people make (Musset & Kurekova, 2018). Career guidance experts can help individuals’ decisions are based on self-assessments and labor market information, thus reducing market failures (Watts & Fretwell, 2004) and facilitate efficient use of scarce resources especially in emerging economies.

Career guidance is actually highly related with the term career guidance and counseling since its inception in the turn of the 19th century. The concept of career guidance and counseling is a century old one which was first introduced in the United States since the time of Frank Parson in 1908 as a trait-factor approach (Brown & Lent 2005). Many studies have also been made throughout the world in this particular area some of which are reviewed in this study. In this case, Lee and Johnston (2001) argued that the work world is now full of uncertainty and change as a result of forces such as globalization, downsizing, advancing technology, and increased diversity in the work force. For such a reason, people cannot count on maintaining a job with one company, or even one career, throughout their work lives. In order to meet clients' needs, career development counseling services need to take into account the changing nature of the work world. The new scenario, in the world of work of the twenty-first century, is characterized by insecurity, instability, and continuous change (Fabio & Bernaud, 2018). In this regard, the work of career development counseling is becoming more fluid and dynamic unlike the case it already have been in the 50's and the 60's as assuming a job assignment is not the case in today's world of work as Fabio and Bernaud put it.

In recent years, Chircu (2014) conducted a study on career services at Polytechnic University of Bucharest. According to him, in order the counseling services to be efficient, they must start from the real needs of the target group, thus investigating the real counseling needs must be a priority. The study also indicated the existing difference in counseling needs of students across years of study as well i.e. years I, II, III and so forth. Similarly, the career development counseling practice in some states of the United States employed models that recognize this segregation of needs. For instance, the model introduced by Beaumont, Cooper and Stockard (1978) as cited in Preble (2017) identified awareness, assessment, exposure and training as major focus areas to be addressed during freshman, sophomore, junior and seniors respectively.

Similarly, Ioana, Irina, and Daniela (2014) conducted a study in career counseling and guidance needs of students in the Technical University of Cluj-Napoca. According to them, there is an increasing importance of career counseling and guidance services in universities, in the context of large diversification of specializations and expansion of labor market at the international level. The authors identified three major directions for the delivery of counseling and career guidance processes in universities such as self-knowledge and personal development, career planning and

maintenance of one's career path. On the other hand, McIlveen (2009) advocated a little different area to work on such as career information, career guidance and career education. In the career education aspect, the author emphasize the importance of integrating career development issues into the curriculum in which case the students are assumed to be able to develop the required competence to take a lifelong responsibility for their career that matches the changing world of work. In this regard, the paid internship arrangements in most European countries could be considered as a good example.

In another study, Crisan, Pavelea and Ghimbulut (2015) also conducted a needs assessment study on students' career guidance and career counseling programs at tertiary level making use of both quantitative and qualitative methods. Crisan et al., have been assessed the career choice, decisions, personal and professional values, abilities and competencies and intentions for the future of the students and found out that, students were poorly informed about job opportunities and their expectations about the future was disconnected from their own knowledge and abilities. Moreover, the findings of the study indicate that the students' do not have a coherent career plan and encounter major barriers in the career decision process.

Similarly, MOE (2017b) identified that the university-industry linkage, among Ethiopian universities, is little or weak as one of the major causes for the observed unemployment and lack of readiness to the world of work on the part of graduates. Similarly, MOE (2018b) recognize the existing university-industry linkage to be inadequate in the sense that students did not have ample exposure to real-world of work as well as the teaching of practitioners from industry.

Ethiopia, with over one hundred million people, is the second most populous and landlocked country in Africa. Of the total population of the country, around 70% is estimated to be less than 30 in the projection made for the year 2019 (CSA, 2013) in which case the vast majority is considered to be youth. The socio-economic development plan and strategy that the country has followed has brought about lots of registered achievements and yet, it has not been equivalently responsive to the overall population growth in general and the labor workforce growth in particular (MOLSA, 2009) which is largely composed of youth population (CSA, 2013; UNDP, 2018). UNDP (2018) argued that the large population, which is growing fast and getting younger, brings various challenges for the country, including provision of services like health

and education and employment and on the other hand, such a population could serve as a sustainable labor supply at a relatively cheap wage, which in turn can attract the foreign direct investment (FDI) that Ethiopia needs. Even so, the labor force is not believed to be ready in attracting those actors due to poor motivation and working habit (MOLSA, 2019) and low quality and relevance of higher education institution graduates of the country (MOE, 2018).

Of the seven pillars identified to improve the quality and relevance of HEIs', building a strong university – industry linkage is the one and which is expected to be realized through the student career development centers (SCDC) established recently in all public universities found in the country (MOE, 2017b). Not only that, MOE (2018b) stipulates the problem with the failure of the curricula of HEIs' to be geared toward the development of employability and other lifelong learning skills among graduates.

Employability of graduates is then the main aim of the newly established Students' Career Development Centers (SCDC) in public universities. MOE (2018a) illustrated that the objective could be met through strengthening the university-industry linkage and provision of trainings in areas like employability and soft skills. More specifically, trainings such as resume or CV writing, mock interview training, job searching/hunting, etc. are explicitly mentioned in the MOE document. The centers are assumed to improve the employability of graduates and brought is as high as 80 percent of the graduates to be employed in degree-relevant positions within one year after graduation. In fact, that same MOE document specifically indicated that around 160 thousand out of the estimated 196 thousand yearly graduates shall be recruited. As a matter of fact, the purpose and focus area of this study is highly related to the overall activities of the SCDC services.

Before the introduction of this new student career development center, AAU had launched a guidance and counseling services, which is assumed to stay for more than two decades at AAU main campus. Through this arrangement, there were possibilities to assist the students' academic and career needs and demands in addition to the personal and social encounters that the students may face during their university study up until today. In this particular study, the career related contributions of the guidance and counseling units are also focus areas together with that of the new SCDC.

1.2. Statement of the Problem

The study has been initiated and strengthened for two main reasons. Firstly, there is a serious problem of unemployment in the country and provision of a career development counseling service was one of the proposed possible solutions (MOE, 2017a). In relation to this, a student career development center has been established in all the 36 universities since 2018 with the intent of strengthening university-industry linkage and provision of SCDCS to enhance employability of graduates.

Secondly, the researcher's internship attachment at Info Mind Solutions (IMS) had revealed that lack of employable candidates has becoming very difficult to the firm. IMS is mainly known by its market brands such as ethio-jobs and dereja.com which is the oldest and biggest human resource consultancy and a recruitment company found in Ethiopia, with a branch office in Kenya as it supply employment services to the East Africa Region as well. In relation to this, IMS believed that the preparation of 'good fit' candidates should be the job of the universities themselves referring the western practice in the area. The draft strategic plan of IMS explicitly noted that "finding good fit candidate is the one and foremost challenges to the company" (IMS, 2017:1). Among other things, lack of employability skills such as social skill, life skill, job search/hunting skill, CV writing skill and so on are considered lacking and key.

Similarly, their strategic document refers to employer companies as showing a minimal interest to have novice professionals in almost all fields due to lack of the required social, emotional and professional skills in which case the companies didn't want to invest a lot of time and money upon them until the candidates become the best fits for the place. Due to this reason, almost all the employers prefer experienced professionals based on the observation and understanding of IMS in its strategic document. In this case, given the fact that AAU and some other public universities have had guidance and counseling services offered to their students in which case those observed academic and career deficiencies shouldn't have been pronounced as such. And that is also another reason to launch this particular study.

Of the studies conducted locally, the one made by Abera and Gobena (2016) was specifically dedicated to the career development of Madda Walabu University students. Among other things,

their study revealed that the students' information on career development is so poor and lack of future direction to which the authors suggested the importance of career counseling services. And their study has been conducted before the introduction of the current SCDC in the higher education system. Similarly, the study conducted by Tilahun (2018) at Mizan Tepi University attempt to assess all the personal/social, academic and career related issues which is also before the introduction of the new SCDC into the system. Besides, a number of studies have been conducted to assess the guidance and counseling practices in secondary education in the school of psychology (Meron, 2018; Meron, 2017; Selam, 2014 and lot more). And this particular study is different than all these and others in three ways: on the one hand, this study focuses on higher education especially the Addis Ababa University; and on the other hand, this study specifically focuses on the career aspect of the guidance and counseling service. Thirdly, the study is launched after the introduction of the SCDC into the HEI of the country.

Thus, this study can be considered worthwhile and timely to assess the service delivery of career development counseling, associated challenges and for the identification of existing needs among undergraduate students of AAU. Besides, the experience obtained from this study would be beneficial to other similar public universities found in the country as well. Having this in mind, the following three research questions are formulated to be addressed qualitatively in the course of the study by collecting data using different methods from variety of relevant data sources especially in the Guidance and Counseling Units (GCU) and the Student Career Development Center (SCDC) found at AAU prioritizing the career development needs of regular undergraduate students.

1.3. Research Questions

The study has attempted to address the following four research questions using the qualitative data collected in variety of data gathering tools:

1. How is the career development counseling service delivered to students' at AAU?
2. What are the challenges associated with the career development service provision at AAU?
3. What are the career development counseling needs of AAU regular undergraduate students?

1.4. Objective of the Study

1.4.1. General Objective of the Study

The general objective of this study is to assess the overall career development counseling service delivery, challenges and existing needs among regular undergraduate students.

1.4.2. Specific Objectives of the Study

This study sets the following specific objectives to address:

- To assess as to how the career development counseling services are delivered at AAU.
- To identify the challenges associated with the career development counseling service provision at AAU.
- To identify the career development counseling needs of AAU regular undergraduate students.

1.5. Significance of the Study

This study is significant to improvise the career development counseling service delivery at AAU in the sense that the service delivery and associated challenges would be communicated to the concerned bodies so that remedial measures could be triggered.

On the other hand, the findings of this study would enable the SCDC and GCU staff members to learn as what unmet needs are there among the undergraduate regular students that they overlooked so far. Not only that, the findings may communicate the priorities of the students in relation to the CDCS as the students directly participated in the focus group arrangement of this study in the course of identifying their needs.

This study is also significant to other similar public universities which may have launched both SCDC and GCU to improvise the career development counseling service delivery by identifying the associated challenges and reaching out the unmet existing needs of their students making use of the procedures followed in this study as eye opening to replicate it in way suitable to their context.

1.6. Delimitation of the Study

This study is delimited to the career development counseling services and needs of regular undergraduate students of AAU. Moreover, this study is delimited to the career development related activities undertaken by SCDC and GCU only in which case related activities conducted by the gender office and other co-curricular clubs are beyond the scope of this study without denying their relative importance. In this case, the CDC needs of all the other group of student population found at AAU in the extension, distance and postgraduate programs are excluded due to the fact that both the SCDC and GCU are not meant to them but to the regular undergraduate students only.

Moreover, this study is delimited to the career guidance and counseling services of the GCU. In other words, the GCU attempts to address the personal/social, academic and career related issues of the students. Even so, this particular study only focuses on the academic and career related issues only in which case all the endeavors and activities bestowed to the personal/social aspect of the students is considered beyond the scope of this study. In fact, it is known that the personal/social components of a given student couldn't be detached from those academic and career issues and yet, personal/social components are meant to specific group of students while the academic and career matters are important to all.

1.7. Operational Definition of Key Terms

Student: in this particular study this term is used to refer to the regular undergraduate students unless used clearly in its usage of some other contexts.

Career Development Counseling (CDC): in this particular study is used to mean career guidance and counseling that could be delivered through SCDC and GCU of AAU.

1.8. Organization of the Study

This study is organized with five main chapters and other preliminary contents. The preliminary pages started with the cover page, the table of contents, and including sections such as reference, appendices with which data gathering instruments, total student population, document analysis checklist, observation checklist, summaries of document analysis and ratings of the observation data.

On the other hand, chapter one deals with the background of the study, statement of the problem, the research questions, significance of the study and the scope whereas chapter two deals with the literature review which specifically contains the definitions and components of CDC, the practice of CDC at AAU through SCDC and GCU, review of empirical evidences in CDC, and how triangulation was maintained in the study.

Chapter three is dedicated to the methodology of the study which formulates the method used in the study, description of the study area, population of the study, sampling techniques used and the sample size, the data gathering instruments, data analysis techniques and the ethical considerations made in the study. Next, the presentation of findings and discussions were made in chapter four. Finally, the study included sections such as conclusions and recommendations in chapter five.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. Career Development Counseling at University Level

Unemployment becomes commonality among most countries of the world which has destructive implications in the education, health, livelihood and overall wellbeing of citizens. In this regard, the globally launched Sustainable Development Goals (SDG) portray issues such as to end poverty and hunger in all its forms everywhere and achieve food security, ensure healthy lives through promotion of wellbeing for all at all ages, ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and ensure equity and so on are the living witnesses for the prevalence of unemployment and all the evils which comes with it.

In nearly all OECD countries, education systems are growing and diversifying, with more courses for different target groups (OECD, 2004). Even so, jobs and careers are constantly evolving and job security is diminishing. While these changes are expanding opportunities, they also increase the complexity and difficulty of choices that young people need to make (Musset & Kurekova, 2018).

The terms ‘advice’ and ‘information’, as well as ‘guidance’ are currently used interchangeably to describe what careers services offer to potential users (Nathan and Hill, 2006) either inside or outside institutions’. The authors see positively as it encourages a move away from the directive and prescriptive connotations of the term ‘guidance’. Even so, the activities of those involved in providing information, advice and guidance is expected to involve counseling for it to be considered as a professional career development counseling practice. However, Nathan and Hill suggested that one’s personal concerns may encompass issues such as redundancy, retraining, relocation, retirement, relationships at work, promotion, career breaks and stress to the extent of career counseling necessarily overlaps with that of personal counseling. In relation to this, Gysbers and Lapan (2009) noted that a comprehensive guidance and counseling practice in a given schools system may involve personal/social, academic and career needs of students.

Although career development counseling focuses on the work-related portion of students’ academic life, it also recognizes the existing natural interdependence of career and non-career issues in a given students life (Jigau, 2007).The career development counselor, like all other

counselors', is required to provide time, support, attention, skill and a structure which enables client students' to become more aware of their own resources in order to lead a more satisfying academic life. It is therefore, career development counseling is seen as a process which enables people to recognize and utilize their own potential and resources to make career related choices, decisions and develop plans at their university years.

In alignment with this, one can find different career theories that career development counselors or the general guidance and counseling experts would use to assist the choice and career decision making of their clients such like the trait factor theory (By Frank Parson first in 1908 and that of Holland in the 1990's in a modern way), developmental theory by Savickas, Gottfredson circumscription theory, social cognitive theory by Lent, Brown, & Hackett, systems theory of career counseling (Patton & MaChon, 2006), and so on are concerned with the prediction, understanding, and optimization of career development. Moreover, the trait factor theory was criticized with its mechanistic approach and in diminishing the role of the career development counselor (Brown & Associates, 2002). Such process of talent matching was the predominant form of assistance available to people seeking career help until the 1960s (Nathan & Hill 2006).

In so doing, pieces such as genetic endowment, environmental resources and barriers, learning experiences, interests, abilities, values, personality, goals, choices, satisfaction, performance, change (or development) over time, and multiple transitions, such as school-to-work and retirement are all taken into account (Brown & Lent, 2005) and put together like solving a jigsaw puzzle but to create a moving picture.

Of all the existing career theories used by professionals, the oldest trait factor theory is highly influential, with all the professional critics against it, considered the simplest way to administer and arrive at matching clients interest, aptitude and motivation to a given college major which will most likely led to the chosen career path of students. However, the trait factor theory of career counseling is criticized with its lack of consideration of changing personality patterns and human behavior such as motivation (Patton & MaChon, 2006), interest, etc. and changes in the environment (Brwon & Lent, 2005) of clients as it considers all those as something permanent. In this regard, Nathan and Hill (2006) appealed the need for a new and flexible approach that could meet the dynamically changing work world, typical to the twenty first century. It is so, as

‘a job for life’ which is typical in the 1950’s and 60’s, where the trait factor theory was highly dominant are gone to never come back. In this case the need for a new career development counseling approach that encompass the dynamically changing world of work is highly recommended by many scholars in the field (Brown & Associates, 2002; Brown & Lent, 2005; Nathan & Hill, 2006; Patton & MaChon, 2006).

In this particular study, without denying the real importance of personal/social component of university students, this particular study focuses more on the academic and career aspects of students’ life. In this regard, emphasis is given to the services offered by SCDC than that of GCU as the former provides entirely in alignment with the purpose of this study while the later goes beyond that and attempts to address the personal/social demands of the students like Gysbers & Lapan (2009) and Jigau (2007) prescribed.

The university-industry link is assumed to be keys to enable universities to identify job opportunities and match with students before or upon graduation. A career services center is usually established for this purpose and will act as the link between university and industries. The center is belied to maintain relationships with industries and provide job-matching services to students. Career services within each university can also link with those in other universities to create a more widespread network of linkages, and may also maintain a database of industries and jobs that the students can benefit from.

Following graduation, students are unaware of the opportunities in the market. Neither are they able to seek out these opportunities and do not possess the basic knowledge on job-searching techniques. Basic soft skills such CV writing, personal grooming, communication, presentation, professionalism, etc. are lacking and significantly impact their ability to source for and secure a job. The career development center is expected to provide those and other related services to students such as assessments, CV writing workshops, mock interviews and communication workshops, which can result in significant and immediate impact in getting employed.

2.3. Practice of Career Development Counseling at AAU

A big driver of employability is the quality of graduates a university produces (MOE, 2017a). In this regard, the Ethiopian Education and Trainings Policy (ETP) (1994) prescribed the need for

enabling students to become problem-solving professional leaders in their fields of study and in overall societal needs. In so doing, the policy emphasizes the significant contribution of non-formal education provided through the co-curricular activities in the school system in a way it enable learners be able to develop problem-solving attitudes and abilities.

The National Employment Strategic Policy (NESP) of Ethiopia attempted to address three major areas such as social welfare, economic growth, and political stability (MOLSA, 2009). In this regard, how the prevailing unemployment in the country is shaking all those three pillars of which this country is built. Amongst many possible problems for the observed unemployment; lack of quality and relevance of graduates of HEIs' to meet the expectation of the labor market is considered a major one (MOE, 2018b; MOE, 2017a)

All the development strategic documents of the country starting from former Plan for Accelerated and Sustained Development to End Poverty (PASDEP) (2006) up until the current GTP II (2015/2016 to 2019/2020) recognize the existing underscored the existence of unemployment and underemployment in the country. Of the many strategies that those documents anticipated at different times, the need for improvising the quality and relevance of HEIs' was the one in which case this issue sustained the test of time and expected to continue the same as the issue of quality and relevance continues to adapt the dynamically evolving work world with growth in technology. Strengthening this, MOE (2018b) underscores the need of creating citizens that are holistic, balanced (between cognitive and non-cognitive skills includes value) and entrepreneurial appreciating the success of the Malaysian HEIs'.

Be that as it may, there are problems identified in the labor market practice of the country as underlying causes for unemployment. Causes identified by MOLSA (2009) are limited expansion of formal employment opportunity, rapid population growth, and rapid rural-urban migrations were the major ones. Similarly, UNDP (2018) identify the need for improvement in the functioning of the labor market to which well-developed employment service and information systems are considered important for the efficiency in the economy where skill is rewarded properly and productivity is maximized. However, the real practice in the country exemplifies the dominance of informal methods like personal networks as common ways of

hiring (UNDP, 2018). The national development priority areas identified by GTP II also underscores the need to eliminate rent-seeking attitudes in the labor market.

The current 70:30 discipline mix has produced relatively more graduates than the current labor market can absorb (MOE, 2018b). In reality, the quality of science and technology teaching is compromised by the serious shortage of qualified academic staffs and lack of sufficient and well-established laboratories and workshops in the area in the current states of HEIs in the country as discovered by the same.

In case of AAU, career development counseling services could be delivered through the well-established guidance and counseling units (GCU) and the newly launched student career development center (SCDC). Both ventures are described briefly in the following sections.

2.3.1. The Guidance and Counseling Unit

Yusuf and Bradley (1983) as cited in Tilahun (2018) pointed out that, in Ethiopia guidance and counseling services were introduced as early as 1960s in the educational sector. Similarly, the guidance and counseling practice in Ethiopian school system was dated back to 1960's (Yusuf, 1998 as cited in Selam 2014). Even so, up until the end of the century, very little progress has been recorded due to lack of professionally trained counselors and poor understanding of their role and contributions in the school system (Yusuf, 1998 as cited in Selam, 2014). However, none is known about how the practice begun and progress specifically at AAU and yet, the researcher believed that the university could possibly be one of the first institutes in the Ethiopian school system to attain the service. It is presumed that way as the training of professional in the field was the responsibility of the department of Educational Psychology of AAU back then (Tilahun, 2018).

More specifically, the practice of guidance and counseling services offered at AAU is assumed to encompass the personal/social, academic and career matters. Of those, the focuses of this study are the latter two. Concerning its organization and structure, the GCU are assumed to be organized in every college and under the student dean of the main campus. In most colleges found in the main campus, the GCU are supervised by the Managing Directors of respective colleges while those found in other campuses are supervised by the Student Services Team

Leaders. In fact, by the time of preparing this literature review, the researcher couldn't find how many total guidance and counseling experts were found at AAU.

2.3.2. The Career Development Center

The career development center at AAU has been officially established on May 2018 consequent to the declaration of MOE for its establishment on all the public universities found in the country (MOE, 2017b). UNDP (2018) also recognize the importance of matching job-seekers with firms noting how employers struggle to find workers with the required skills, and how job search is expensive and time taking for job seekers at the same time. In relation to this, among other things, the SCDC establishment is assumed to play a significant role in matching job-seekers with potential careers.

There were factors that are identified as causes for low graduates employability such as poor teacher competency and pedagogy, in effective students learning, lack of effective university – industry linkage, insufficient infrastructure and inputs, lack of effective leadership and administration, poor quality of university intake and impact of external factors such like lack of labor market information (MoE, 2017b). Of these seven key pillars identified as a major problems and areas to work on in Ethiopian Higher Institutions, the establishment of SCDC emanates from the third identified factor that is lack of strong university – industry linkage as one of those causes for the observable low graduates' employability in the country.

In this regard, that same MOE document attributed the low employment among graduates to the mismatch between the supply of graduates and demand by the labor market. The MOE admitted that there was little understanding on the needs of the labor market which led to a surplus of graduates in one area and a shortage in another. Even where there is demand or employment opportunities, graduates could be found good fits for the post due to loose linkage between the institutes and the industry to tailor the training to suffice the market's expectation.

MoE (2017b, p.17) put this lack of linkage as “there is little to no engagement or collaboration between universities and industries”. More specifically, the universities were found accountable for not equipping the students with necessary skills (e.g. practical and soft skills required by the employer beyond technical knowledge), identify job opportunities (e.g. job vacancies in

industries in the catchment area), seek employment (e.g. CV writing), prepare for interviews (e.g. analytical thinking, communication) and so on in which case all these issues are expected to be accomplished through the SCDC founded in May 2018 at public universities of which the SCDC of AAU is one of them.

Subsequently, the AAU SCDC is organized in such a way that one center director and thirteen college level coordinators and representatives were assigned from among the academic staff of the university. Besides, one team leader and eleven career development experts are going to be newly recruited. Of those twelve newly recruited, one team leader and two experts are expected to assume positions at the SCDC center located in the main campus while all the remaining nine experts are located at each college working in collaboration with the college coordinators and representatives. Therefore, the AAU student career development center is assumed to constitute a total of 26 academicians and experts who are directly held responsible to the Deliverology section of President Office. In this regard, though this career development service is a new one to the university as compared to the GCU; its organizational structure seems strong and centrally organized to have a greater impact.

2.4. Empirical Evidences on Career Development Counseling at University Level

One of the studies conducted in this regard was the one made by Rogers and Creed (2000). They explained that the current changing nature of work is placing increased pressures on young people to manage their own career paths in flexible and creative ways. The researchers then suggested that the school-to-work transition programs should typically be designed to assist students with this process by providing with skills and knowledge to prepare them to enter the world of work.

Robertson (2013) admitted that there were some studies of health impacts from employment related interventions that have shown the potential of career guidance to promote public health by contributing positively to both the prevention of mental health conditions and to population level well-being. Strengthening this, OECD (2004) explained the growing interest in relating career guidance services with public policy in many countries of the world. It has becoming that way as the work world is now full of uncertainty and change as a result of forces such as

globalization, downsizing, advancing technology and increased diversity in the work force (Lee & Johnston, 2001; Fabio & Bernaud, 2018).

Of the locally conducted studies, Abera and Gobena (2016), one could learn that career guidance and counseling is a vaguely implemented concept in most educational institutions, governmental and non-governmental organizations in Ethiopia. The authors also contended that 47.4 % of the students did not have a bright future which led them to exhibit decreased performance. Strengthening this, Brown and Lent (2013) emphasize the need for having work hope to look into the future without which the low students' performance and the consequent career confusion is inevitable. Abera and Gobena also found out that career development is important to better understand students job search skills, career choice directions and goals and personal values.

Concerning the Addis Ababa labor market, the study conducted by Berhe and Tsegay (2018) revealed the incidence qualification mismatch. More specifically, the authors found out that about a quarter of employees in Addis Ababa are mismatched with over-qualification in the sense that they are supposed to fill positions which require much less qualifications that they already have achieved. Their findings strengthened the MOE's observation concerning the existing university-industry linkage that demands the establishment of SCDC (MOE, 2017b).

2.5. Triangulation Maintained in the Study

2.5.1. In terms of Data Collection Methods

Data collection methods such as key informant interview, focus group discussion, document analysis and observation were used. In using these methods, the data collected through key informant interview, document analysis and observation have been collected from same sources in which case triangulation of data among these different methods was possible.

More specifically, key informant interview and observation methods were applied upon GCU experts, FGD was used among the students and key informant interview, document analysis and observation were applied upon SCDC.

2.5.2. In terms of Data Sources

Data has been collected from different sources such as the guidance and counseling unit (GCU) experts, student career development center (SCDC) staff and regular undergraduate students. All

of these are chosen to get involved so as to triangulate the data obtained from one source with the help of the other.

In so doing, the data obtained from the GCU and those of SCDC have been triangulated with the FGD data obtained from the students. Besides, that same data have been triangulated with the data collected through document analysis (for SCDC alone) and data collected through observation.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1. Method

This study employed a qualitative method which largely uses qualitative data so as to address the specific objectives formulated for the study. This method is found convenient as the knowledge and understanding of AAU regular undergraduate students in the subject matter is not known clearly to handle it in a quantitative manner or to employ the mixed method. In relation to this, Mason (2002) described that thinking qualitatively means rejecting the idea of a research design as a single document and in choosing this method, the researcher don't find it necessary to select any specific theoretical framework or model to interpret the findings of this study. But rather the overall status of the service delivery, associated challenges and existing career development needs of the students are assessed making use of the data gathering approaches and the data sources identified in the following sections of this chapter.

3.2. Description of the Study Area

The study was conducted upon regular undergraduate students of AAU. The university generally consists of around thirteen colleges within which more than sixteen thousand students have been enrolled during the 2018/19 academic year as could be seen in the Appendices section for details. More specifically, the university consists of organizational structures concern the student career development starting from the center established under the president office to each thirteen colleges and schools. More than twenty professional are assumed to function in an organized manner in the case of SCDC of AAU. On the other hand, AAU consists of GCU experts in each college/school and under the student dean in the main campus which are largely functioning independent one another for not known reason. Even so, in some colleges there might not be experts due to failure to replace timely in cases of employee turnover.

3.3. Population of the Study and Sources of Data

The population considered in the study is AAU regular undergraduate students. The study focuses in assessing the career development counseling service delivery, associated challenges and needs of this population. To this end, the students themselves, the academic staff and experts

working in SCDC and GCU, their office setup and their performance reports are identified as sources of data for this study.

3.4. Sampling Technique

The study employed purposive and convenient sampling techniques. More specifically, the researcher approaches those who were expected to have abundant knowledge, skill and experience in relation to the subject under study. Even so, at times when the initially selected respondents were not willing or not available to attend the one-on-one interview and/or the focus group discussions; equivalent replacements have been made with the interest of time.

3.5. Sample Size

The study used purposive and convenient sampling techniques employed repeatedly up until the end of collecting the required amount of data. In sum, a total of ten key informants were purposively selected from among GCU experts and that of SCDC.

Moreover, fifty three class representatives of different departments of different colleges (such as CSS, CEBS, AAiT, CNCS, CLGS and CBE) were selected through the support of undergraduate students' coordinators of each department. Of all those whose contact addresses have been collected, only eighteen of them involved in the focus group discussion (FGD) and was found adequate to obtain the required data. These groups of students were purposely selected as the student representatives have had the opportunity to function in student councils, gender office and all the available services found in the university in general for their personal consumption and as well as on behalf of the students in their department within which they are exposed for information and the overall services offered in the university of which the career guidance and counseling is the one.

3.6. Data Gathering Instruments

3.6.1. Key Informant Interview

The semi-structured interview schedule, having three items (see the sample attached in the Appendices section), was used to collect information regarding the career guidance and

counseling service delivery, challenges and existing needs of regular undergraduate students of AAU.

Semi-structured interview was used as it allowed the researcher to ‘probe’ for more detailed responses from interviewees to clarify what they have said and the subject matter. This method was also selected as a primary tool due to the exploratory nature of the study in which case the method was assumed to be ‘the best approach to examine feelings and attitudes’ (Gray 2004) of the respondents in addition to the verbal information collected.

Moreover, this method was assumed to be more useful as people may enjoy talking about their work rather than filling in questionnaires to which they may respond irresponsibly as there won’t be a chance to probe and keep them focused on the subject. This method was used to collect data from seven GCU experts (of which one assume a position of a team leader while all the rest are considered as experts) and three SCDC staff (of which one is the director, one team leader and one expert).

3.6.2. Focus Group Discussion (FGD)

Focus group discussion was organized and conducted using three semi-structured items (see the sample attached in the Appendices section). This method was chosen to collect information on the topic from students. The method was believed to be convenient for the student population as their knowledge and understanding was believed to be low to provide adequate information when asked individually. In this case, the students are assumed to have a better chance to explain more about the current career development counseling service delivery and their most important needs in relation to career development when given chance to discuss the issue in group than in any other data collection technique.

3.6.3. Document Analysis

This method of collecting data is chosen to triangulate the information collected through key informant interview of the SCDC and GCU staff members of AAU. And this method is used to summarize and synthesize data found in the interim and annual reports of those units.

The predefined checklist assumed to collect data was not found fit to the actual information found in the reports in which case the checklist is revisited accordingly (see the checklist attached in Appendices section).

3.6.4. Observation

This method of collecting data is chosen with the intent of triangulating the data obtained from key informant interview in relation to career development counseling service delivery and associated challenges. In this regard, the checklist has been developed based on the minimum standard developed by Food, Medicine and Healthcare Administration and Control Authority of Ethiopia (FMHACAE) (2013) concerning counseling service delivery and that of the American School Counseling Association (ASCA) ethical standards and yet, with an attempt to contextualize those standards with the AAU situation (see the checklist attached in the Appendices section for detail). More specifically, this checklist is applied to the office setup and organization of GCU and SCDC offices from which the key informant interview members are selected.

3.7. Procedures of Data Collection

The data collected through the interview guide was recorded using an audio recorder and note books. In this case, the audio recorder was found very appropriate to keep all the detailed data conveyed by interviewees. However, the researcher couldn't do the same for all the interviewees due to lack of the device and yet, a field note has been recorded using note books.

Besides, all the interviews were conducted at a quiet and comfortable places and offices of the respondents with the intent of maintaining the quality of data to be collected. In this regard, all the data collected from the GCU experts of AAU were collected at their respective offices. Similarly, the data collected from SCDC staff was also at their office. In both cases, the interview has been made in a one-on-one setting with the collaborative effort of those experts who shared the same office with the interviewees.

On the other hand, the data collected from KII 08 was made at one of the AAU staff lounge in the morning where only two or three people were in the room in those two hours of the interview. And the key informant interview sessions took an average of one hour.

The data collected through FGD were recorded using an audio device entirely which makes it easy to maintain all the important points arose during the discussion as it would have been difficult to the researcher to retain all of them using a note book only and moderate the discussion at the same time. In fact, the discussions have been conducted by involving a research assistant who was supposed to play an important role in recording all the points using the audio device by moving from one speaker to the other physically. The participants of the focus group discussion were nine in each of the two sessions. Being nine in each session was manageable from the scientific point of view of focus group method.

However, there was a challenge in making the students to speak up despite the fact that the researcher told the participants to discuss on the issue with their classmates before coming to the FGD. To motivate and promote the participation in the FGD, the assistant researcher makes payments to each participant of Br. 100 (one hundred) as a compensation for their transport expense and the two hours deliberations they have made. Besides, a job search planning handbook developed to youths by Aha Psychological services, which is the place where the FGD was organized, have been distributed freely to the FGD participants. Efforts have also been made to create a conducive and comfortable environment during the FGD session with adequate supply of refreshments like a bottle of water, 'kolo' and sweets.

The entire key informant interviews and the FGD have been conducted in the Amharic language with some sort of English combined, in fact.

The document analysis was made making use of a checklist presented under Appendix III of this paper after receiving the soft copies of the strategic documents, annual plan, interim and the annual report of the career development center. The main aim of this data was to triangulate the data collected through interview and to make the necessary comparisons in light of the specific objectives formulated to this study. In this regard, the document analysis was not applied to the GCU as the researcher couldn't find adequate written report to do so. The details of the summarized data of the document analysis of individual colleges/schools and that of SCDC are attached in the Appendices section while its condensed form is presented in the findings section of the next chapter.

The observation data has been collected and the rating of individual office setups and organizations are attached in the Appendices section while the condensed format is presented in chapter four. This rating has been made using the data collected through physical examination by the researcher by the time appointments for an interview were set and during data collection. In so doing, the judgments are simply used as additional data sources but not assumed to be entirely dependable in the eye of other professionals in the field.

3.8. Data Analysis Techniques

The researcher has transcribed all the audio recorded data of the key informant interviews and that of the focus group discussions making use of the given names of the respondents. Subsequently, the data in the transcriptions with given names is replaced with an arbitrarily given codes of the form KII00 and FGD1/2/00 to individual respondents.

Once the codes are applied, patterns were identified and ideas grouped. Responses and context were then interpreted by the researcher, which allowed for the identification of themes and subthemes; and as well as using their area of specialization all of which ultimately determines the presentation and interpretation of the collected data separately.

In so doing, direct quotations have been used when found appropriate and necessary to put the opinions of informants to give emphasis. Moreover, the analysis attempted to make triangulations by comparing and contrasting the data from different participants at different times and techniques employed.

On the other hand, the data collected through document review and observation have also been presented briefly on a separate sections and each of which are used to triangulate the data collected through key informant interview with regard to service delivery and associated challenges.

3.9. Ethical Considerations

This study was abided by the ethical standards of research in the sense that all citations were duly acknowledged and listed in the reference section. All the citations and referencing followed the APA style.

The researcher secures a legal supporting letter from the school of psychology before going to ask the consent of research participants. In this regard, the researcher follows the legal and organizational structures to collect the contact addresses of research participants. More specifically, the consent of guidance and counseling officers were obtained in two ways. The researcher had to go to the students' dean at the main campus and the students' service departments of two of the colleges in order to get a pass to contact individual guidance and counseling experts. In addition to getting the permission from those offices, the consent of the individual guidance and counseling experts were necessary but it was relatively easy and they were supportive as my visit was recognized by their supervisors'.

On the other hand, in collecting the contact addresses of the class representatives of prospective graduate students the researcher had to consult the colleges' associate deans, department deans, secretaries, administration offices, the academic staff (who were supposed to coordinate the undergraduate programs in their respective departments) and student councils. All of the contact addresses were secured by explaining all the questions asked from those bodies at every step in those colleges and departments from which the participants were selected. In so doing, absence of the research title on the support letter caused some challenges while trying to get a pass from College of the Natural and Computational Sciences Associate Dean office. In this particular situation, the researcher explained the case and it had been resolved easily as the dean's secretary was the former secretary of the school of psychology to witness the case.

The main reason that made the researcher to visit the associate deans, administrative offices and the student councils were at some colleges, such as the College of Business & Economics (CBE) and that of College of Natural and Computational Sciences (CNCS), the departments didn't have the list of student representatives, unlike those colleges found in the main campus, for not known reasons.

In relation to this, the researcher was told that due to low number of students, it was only the philosophy department which was not found to have a coordinator for the undergraduate students. And yet, the case in those two colleges i.e. CBE and CNCS were different or didn't have that kind of explanation but the contact addresses couldn't be retrieved so easily. In case of these two colleges, it was the students' council's leaders who were very helpful to provide the

contact addresses of class representatives of each department. Even so, in the case of CBE, the student council leader couldn't keep his promise to show up for the focus group discussion together with the other three representatives of the other departments in the college for not known reason.

In relation to ethics of research, this study considers the rights and privacy of informants as much as possible through informed consent when the time is right. Even so, the invitations to the focus group discussions were firstly made in the name of Aha psychological services private company as the chosen place to conduct it was their conference room and with the intent of the participants to take it more seriously to the extent of sacrificing energy, time and money.

In this regard, all the interviews were conducted separately from people around. For instance, in three of the offices found at AAU, there were more than one staff members sharing the same room, from which the interviews were made one person at a time and the interviewees were also considerate enough to be it that way.

All the necessary cautions have been taken to maintain the quality of data collected by choosing appropriate and comfortable settings and places to conduct individual interviews and the FGDs'. Besides, the issues of confidentiality were maintained at every step of data collection and during organization of this research report in keeping the entire note books of field notes and transcriptions of the audio data secured and returning the borrowed audio device clean.

The data analyses have also been done making use of the codes provided to each participant to maintain confidentiality and safety. In doing so, prefixes of KII and FGD together with a numeral is used to identify the real source of the respondents i.e. KII for Key Informant Interviewees and FGD for Focus Group Discussion participants.

CHAPTER FOUR: DATA PRESENTATION, FINDINGS AND DISCUSSION

4.1. Socio-Demographic Information of Research Participants

The data presented in this study were collected from undergraduate regular students. Those students were selected purposively as they are class representatives in their respective departments. They are also assumed to have a better level of awareness and exposure to the general service delivery in the University. Of a total of fifty three students whose contact addressed was collected originally, only eighteen of them were involved in two focus group discussions conducted in the study. More specifically, the demographic characteristics of student are summarized in Table 1 below.

Table 1. Focus Group Discussion participants selected from regular undergraduate students

Characteristics	Categories	Quantity
Gender	Female	8
	Male	10
Colleges of Participants	Social Sciences	9
	Education and Behavioral Sciences	1
	Institute of Technology	5
	Natural and Computational Sciences	3
Total		18

As can be seen from Table 1 above, nine females and ten males were involved in the focus group discussion. When seen from the colleges they came from, one could learn that the majority of them came from that of CSS and AAiT within which the overall student population and the number of individual departments are relatively many as compared to the others.

In addition to the students, AAU staff members who are working either at SCDC or GCU in relation to the career development counseling services were also selected purposively for the key informant interview. In relation to this, a total of ten staff members who were qualified from first degree to third degree level in variety of fields were selected. All the required details of them are summarized under Table 2 below.

Table 2. Key Informant Interview Participants of the Study

Characteristics	Categories	Quantity
Gender	Female	6
	Male	4
Educational Status	PhD Degree	1
	Master's Degree	2
	Bachelor Degree	6
Field of Specializations'	Manufacturing and Industrial Engineering	1
	Special Needs	1
	Counseling Psychology	2
	General Psychology	6
Total		10

From Table 2 above, one could learn that the total number of key informant interviewees were ten in number of which six are females and four males. All of whom are selected purposively from both the SCDC and GCU of AAU. With regard to their field of specialization, the majority of them (eight out of ten) are from the psychology background in which case they are more relevant for the career development counseling service provision at the university and to obtain the required data needed for the purpose of this study.

4.2. Key Informant Interviews with the AAU Staff

The study conducted key informant interview with those AAU staff members who are structurally and professionally expected to be responsible to work on the career development counseling needs of regular undergraduate students. More specifically, the SCDC director, two team leaders, and seven experts were involved in the key informant interview.

4.2.1. Responses of the GCU Experts

Under this topic, the responses obtained from a total of six experts and one team leader, working at three campuses, seat in four different offices, were involved in the key informant interview. It is therefore, the data collected from them presented in this section. In so doing, the data obtained with regard to the personal/social component of their guidance and counseling endeavors are not

included as they are beyond the scope of this study in which case only those which related to the academic and career aspects are presented here under. Their assigned ids' for the purpose of this presentation and subsequent discussion are KII 02, 03, 04, 05, 07, 09, and 10.

The interview data collected from them is then organized into three main themes such as the service delivery of career development counseling, associated challenges and identification of the career development counseling needs of students in the following separate subtopics.

4.2.1.1. Delivery of CDCS

This particular section attempts to present the overall service delivery scheme of the GCU offices involved in this study with particular emphasis to the Career Development Counseling Services (CDCS). In doing so, similar suggestions and opinions of respondents are compiled and treated together so as to make the presentation more attractive and to the point.

According to the information obtained from KII 02, 03 and 04 the structural organization of the guidance and counseling unit differs at different colleges and in the main campus. More specifically, the experts working in GCU found at the main campus are supposed to report to students' dean and/or to the managing directors of respective colleges; whereas those GCU experts working in colleges located outside of the main campus are expected to report to the Students Service Team Leaders. In other words, the structure and organization sounds irregular for not known reason.

Besides, almost all of the respondents working in GCU proved that they are working their job independent to one another and there is no formal structure to enable them to plan together, collaborate and share experiences one another in doing their job. To put it the other way, all the experts working in the GCU have no a common platform to collaborate one another and no definite chain of command that tie them together. Even their reports are directed to different bodies in which case the overall performance and their contributions seems not known by the top management of the university.

When it comes to their office use, most of the experts have their own separate rooms except the one KII 05 who is supposed to share an office with other units such as Gender and others in that specific college.

In relation to this, the researcher also learnt that not all colleges have such GCU experts, for not known reasons, in some colleges. For example, there was not found a GCU expert at CBE. In relation to this, KII 02 suspects that may be due to lack of commitment to make timely replacement when a vacancy is created due to turnover.

According to KII 10, the dominant problems presented to her from students are issues related to time management and study techniques.

According to the responses obtained from KII 05, 07 and 10, the average number of students who seek the guidance and counseling service in a given semester was on average six, seventeen and twenty respectively. Of these numbers, the ones mentioned by KII 07 were considered only counseling clients in which case there were a lot more number of students' who have been served in the form of guidance. KII 10 explained the scenario in the following words: "*Besemester haya temari bimeta new*" [*can be translated as: 'around twenty students visited my office in a semester'*].

KII 05, on her side, admitted that she have already been able to handle six students which indicates that a lot more should be done to create awareness of students' towards the availability of the service and she revealed that there was no another guidance and counseling expert in the post before her and she begun from scratch like that of KII 10 working in another college. Moreover, KII 05 has never been able to terminate the counseling sessions begun with either of those six client students formally in which case they simply don't come back after the first session except one of the client student who have had sustained for four sessions.

Unlike all the other experts working under GCU, KII 05 have had to work with the SCDC representatives of her college and participated in the trainings conducted on CV writing and job interview skills and witness how the students were satisfied with deliberations made through the trainings.

On the other hand, KII 02, 03 and 04 revealed that they only handle not more than ten cases in a semester, as a team, of which two of them may be referred to the campus clinic due to their severity. And these experts explained that the minimum length of counseling sessions were one and the maximum were five without counting the telephone follow-ups that they make. These

team of experts also mentioned that they have served more than 350 students last year who have received their guidance service.

KII 07 also justify that all his clients begin by signing consent before receiving a counseling service and yet, he reported that many of the students who visited his office sought more of guidance services and yet, a complete list of them was not recorded. On the other hand, KII 07 got offended by students who perceived guidance and counseling service as providing ‘advice’. KII 07 also remember his guidance and counseling post at secondary school where he has been supposed to function as the one who was responsible to keep track of students’ disciplinary problems, ‘yayin fiker’ (similar to what KII 08 has described) and so on. For KII 07 the situation is relatively better at AAU than secondary schools.

KII 07 introduces the services he delivered as something that are offered to students who got stuck in personal and social matters like facing stress, feeling depressed, and so forth all of which are primarily caused due to the academic pressure in their university study. And he confirmed that he have had counseling cases which lasted in three months (minimum) and eighteen months (maximum). On the other hand, KII 10, in five years’ time, has had seven sessions with one female student as the longest one and other than this one client all the other sessions she have had with students were only one day long.

With regard to address the career development needs of undergraduate students, except KII 10, all of the other respondents’ revealed that they have been organizing a one day orientation when the students first arrive to AAU in their freshman years. And they considered this endeavor as something very essential and quite adequate for the students to make their career choice decisions which will last for life. Despite her stay on the post as a guidance and counseling expert for the past five years, KII 10 revealed that she never received a quest related to career and she even never thought of it as well.

In reality, said KII 07, the profession itself is open to be abused, he exactly put it as *‘lalemetsi kalk lemalemetsi yimechal’* [translated as: convenient if one wanted to ‘fake it’]. And KII 07 doesn’t get it right when think of how some members of the GCU at AAU discharge their responsibility. On the other hand, he believed that the profession has the potential to resolve many psychological problems if used with integrity and a self-aware professional. KII 07 put it

simply as working in the profession is like ‘investing on a country’ in the long term considering the services offered in his respective office.

4.2.1.2. Challenges in Delivery of CDCS

In this section, the challenges associated with the delivery of the guidance and counseling services in general and that of the Career Development Counseling Services (CDCS) in particular are presented. The data presented is collected through the key informant interview of GCU experts selected from four different offices found at AAU.

KII 07, 09 and 10 also revealed that there is a problem of budget to organize awareness creation trainings both to the students and the staff due to lack of support from the Student Service Team Leader who is supervising them in their respective colleges which they thought is caused due to less attention to the contribution of career guidance and counseling endeavors. In relation to this, KII 07 and 08 have revealed their experience of organizing that kind of trainings fulfilling all the required procedures of their college and yet, the budget authorized was not released for bureaucratic reasons even though the program was conducted as planned. That incidence made them to get frustrated to organize that kind of training ever again for the past two years.

KII 10 also associate the problem of not getting the job done caused by lack of definite policy, guideline and on job training as to how the GCU relates with the academic endeavors of the university. This incidence was also mentioned by KII 03, 04 and 07. KII 02 and 05 on their part revealed that the GCU does have a legitimate guideline issued by the president office but still they also admitted those lacking elements like a definite policy and on the job training which would have been useful to accomplish their job effectively. KII 07 also revealed that the AAU website didn’t make any room to promote the services of the GCU which made him feel as the services offered not getting recognition.

KII 10 also revealed that her office is denied of having standard chairs and office set up to better serve the students. Besides, KII 10 mentioned lack of telephone, printer, stationary materials and other required inputs to accomplish the job. On the other hand, KII 09 sounds honest in putting how other AAU officials in the supervisory level, feel about the GCU experts and the contributions of the unit itself in the following words; “*kefelek sira kalefelek tewewe*” [*can be*

translated as “if you want to do what you think is expected of you do it otherwise leave it/move out”]. According to KII 09, no one cares whether the GCU experts does or doesn't do the job right. For KII 09, the higher officials of AAU thought that the unit has no real contribution somehow due to the failure of the experts themselves to create an impact in the field and on the other hand, they knew little or none about its importance.

According to the view of KII 09, the GCU is ignored compared to the Gender office given that these two ventures are working to support students. For KII 09, it is so perhaps due to lack of political connotation in case of GCU as compared to the gender issue in which case the existence of GCU in the university structure seems to simply suffice the formality of having the unit.

According to KII 09, most of the students knew everything that they need to the extent of not finding any support from the GCU experts; be it academic or career. For KII 09 ability to write CV and cover letter could easily be learnt by most students in which case those skills couldn't be considered as underlying causes for students not to get employed. And yet, KII 09 doesn't support the idea of having a degree to live a fulfilled life taking into account how some students' struggle far more than their competence for academic success in their course work.

Four of the GCU experts (KII 02, 05, 09 and 10) were the first ones or pioneers to their respective offices in which case they were supposed to establish the service from scratch without having the required technical and professional support. In this regard, being clueless they have been discouraged to function with confidence for significant number of years. KII 10 also stated that the attitude of people towards the field of psychology is not encouraging in the sense that people think of you as a 'witch' and at times asked me 'what I could see/read on their forehead by simply looking at them'. For KII 10, the public awareness towards the field of psychology is still distorted including among some members of the campus community.

KII 02 also reveals that she stayed for the past four years in her current position in the GCU and yet, the section didn't have a separate office and an operational budget until recently. Even so, the budget allocated is still to be shared with other units in which case it is not as such adequate to accomplish the annually planned activities.

KII 07 responded that most of the experts working under GCU at different campuses lack the required expertise and experience in which case they refer their client students' to him. On the other hand, he consider himself as someone who do have a better experience in the field working at different settings as a counselor for more than a decade.

According to the information obtained from KII 02, there is a high turnover in guidance and counseling experts due to low salary scale allocated to the position compared to the required qualification and work experience. The other challenge to function in this unit was lack of information that prescribe the scope and authority of the GCU in terms of giving witness about the psychological health of students to the academic units when needed, said KII 02. In fact, this lack of authenticity was also raised by KII 07 and 10 as well which they expect to be resolved when the ongoing guidance and counseling policy is legitimized and authenticated.

4.2.1.3. Identified CDC Needs of Students

In relation to the CDC needs of students', KII 02 explained that the major cases that she has been working on were facilitating life skill trainings, self-esteem, in an individual and group counseling arrangements and approaches. Similarly, KII 07 explained that the students do have concerns in areas such as depression, peer pressure and anxiety and they are considered much more prevalent at exam periods and grade report submissions as compared to the other times.

KII 07 also revealed that there are very many demands related to guidance but they are not recorded. In fact, KII 07 has given me a copy of one of such booklets which was prepared two years back for 2017/18 academic year entrants primarily developed to enable the students as to how to make an online registration making use of the AAU students' portal.

KII 05 on the other hand, valued the issue of self-awareness as prior need for students'. Next of creating awareness, KII 05 suggested that coping skills for exam phobia and stress, and issues of self-esteem needs to be addressed in the short run. Even so, KII 05 is afraid of the students' readiness to work on themselves in those matters remembering that the majority of them generally lack motivation to take the first step based on her personal observation of students. And KII 05 put it the seriousness of the problem using the following words "*belemena new*

tsirew yemidersachew – yemayet chigger ale [can be translated as: we are nearly begging them to show up for trainings conducted on life skill last year]”.

KII 05 also emphasized the importance of students willingness and happiness to go through the trainings even for the professional who sacrifice her/his time to share their experience with the students which she don't see on the part of most students.

Almost all the GCU experts believed that, it is the responsibility of the students' to seek the experts' guidance and counseling services. In other words, it is the students who are expected to pay a visit to the GCU experts found at their respective college.

According to KII 02, there is a growing demand of awareness creation activities to students' every year in issues such as cv writing skills, cover letter preparation and job interview skills in addition to some other personal/social matters. And all those skills trainings have been delivered for graduating students' after the graduation ceremony last academic year as revealed by KII 02. However, there were a lot of student populations who experience economic problems to the extent of dropping-out from their academic endeavors. In this regard, KII 02, 03 and 04 were busy raising funds and facilitate these services with the collaboration of charities named Emperor Hailesilassie Memorial Association, Meto Lomie and Abeba Fund. And the students who are getting economic support in either of those charities have demonstrated better academic performance every semester as explained by KII 02, 03 and 04.

According to information obtained from KII 02 and 07 the GUC experts facilitate and provide guidance to students' who wanted to apply for transfer from one department to another after they have completed a semester or two. In such cases, the main decision is made by the academic staff and departments. On the other hand, KII 09 admitted that there is that kind of career development need specifically related to the academic aspect and yet, many of those applications are not successful due to lapse of a semester or two to make that happen to another colleges. Even so, all of them have revealed that there are possibilities that the student's applications have been accepted and actualized.

KII 07 also revealed that there are bad behaviors like academic cheating among students and he has developed a brochure to communicate the destructive psychological consequences that it has with the students in his campus.

KII 05 observed that majority of students in her college lack communication skill exemplifying how they try to make a request while visiting her office and make greetings in which case she sense that they lack formal way of communication as they simply act like how they communicate with their peers.

4.2.2. Responses of the SCDC Staff

The study conducted three key informant interviews with three staff members, working under the student career development center, whose assigned codes for the purpose of the following presentation are KII 01, 06 and 08. The responses collected from each one of them are presented hereunder in the following subthemes.

4.2.2.1. Delivery of CDCS

In this section, the delivery of Career Development Counseling Services (CDCS) by SCDC has been presented as reported by the respondents from the office. In so doing, similar opinions are grouped together to avoid boredom and unnecessary repetition of ideas.

KII 08 explained the overall performance of the SCDC since its inception, and believed that despite the fact that the center has limitations which are presented in the challenges section of this study; the demonstrated performance with the concerted effort of all college representatives and coordinators together with the center worth his appreciation. KII 08 also recognizes the overall support and commitment bestowed by the university president in facilitating the work of SCDC.

KII 08 also recognize the contributions made by many collaborating firms found in Addis Ababa for their volunteer facilitation of employability and soft skill trainings at different colleges. Of those which have contributed in this regard, KII 08 mentioned Light House, Techno-serve, Ethio-jobs, and LonAdd.

KII 08 also confirmed that only three colleges have been able to recruit a career development expert so far, and the others are also in the process of recruitment except two colleges which are not allowed to have an expert due to less than 300 students found in them based on the civil service authorization. In this regard, College of Education and Behavioral Studies (CEBS) and College of Veterinary Medicine and Agriculture (CVMA) were found to have less number of regular undergraduate students in which case they are not supposed to have an expert in which cases it is the college representatives and coordinators assigned from the academic staff to take full responsibility for the student career development counseling issues. KII 08 added that the late deployment of experts in the other colleges is somehow caused by the imbalance between the qualification and experience expected of candidates and the salary allocated to the post.

All of the respondents, KII 01, 06 and 08 narrated the overall experience that SCDC has gone through in organizing the job fair in May last year. They revealed that the majority of invited firms didn't appear on the event and the problem was highly magnified on the part of government owned ones. Of all one hundred twenty four firms that has been identified as potential recruiters' through the respective departments'; only eighteen have appeared on the event. Of all those invitations has been sent the majority were government owned (as revealed by KII 01 and 08) and yet, only Commercial Bank of Ethiopia (CBE) showed up of all government owned ventures invited.

More specifically, KII 01 and 08 revealed that the expected networking between potential graduates and employers has been created with those available on the event. In this regard, there were potential recruiters which have collected CVs' of prospective graduates and put them on screening examinations'. For example, Abay Bank – 506, Techno Serve – 1000, Dereja.com – 1400 were mentioned as achievements.

On the other hand, KII 08 also believed that the newly established Job Creation Commission (JCC) under the Prime Minster Office has disclosed, in a recently held conference, that it has identified an average of one 1 million vacancies created every year in public universities all over the country. Besides, JCC is working to come up with a total of three million vacancies for this budget year alone which somehow sounds to serve as a quick fix of all the unemployment ever exists, KII 08 believed.

KII 08 admitted that the SCDC has not been able to collaborate so far with that of the GCU found at AAU. KII 08 is not so sure, as to how the two ventures collaborate with regard to the students' career development and yet, gave recognition to what have been demonstrated by the concerted effort of the CSS representative, the GCU expert and Gender expert working as team in the 2018/19 academic year.

KII 08 also considered all the coordinators as cooperative and committed enough to pursue the work of SCDC except the college of law and governance since the last few months. On the other hand, KII 01 has also recognized the strength of the SCDC structure and organization as compared to that of GCU which largely is dismantled and don't get the required attention. Same is true to SCDC in its one year journey and yet, KII 01 believed that it is promising to have a positive impact on the employability and overall life design of the students.

Both KII 01 and 08 confirmed that the college representatives and coordinators are benefited and compensated in two ways. On the one hand, a reduction of workload in their academic endeavors is made equivalent to those of department heads and on the other hand, they receive position allowances equal to the same.

KII 06 and 08 affirmed that three experts have been recruited at the beginning of the Ethiopian New Year at the three colleges namely the College of Health Sciences (CHS), College of Humanities, Language Studies, Journalism and Communication (CHLSJC) and Ethiopian Institute of Architecture and Construction (EiABC).

Almost all of the respondents' at SCDC (KII 01, 06 and 08) confirm that they make use of social media platforms such as Facebook, Telegram and Instagram to reach out and better serve the majority of the student population.

Similar to what has been stated by KII 08; KII 06 also revealed that life skills trainings have also been provided in the university through other offices such as gender, GCU, and special needs. KII 06 therefore, believed the importance of collaborating and working together with those ventures found at AAU.

KII 06 and 08 also describe how the work of SCDC would be important in reducing unemployment and subsequently, the political unrest, drug abuse and criminality among students

would be stabilized. For that to happen, KII 06 and 08 suggested a concerted effort from all the university community and all those firms with the required professional and technical experience to support the endeavor.

4.2.2.2. Challenges associated with CDCS Delivery

In this section, the challenges associated with the Career Development Counseling Service (CDCS) delivery mentioned by the SCDC staff interviewees are presented in such a way that similar opinions are grouped to avoid redundancy.

KII 01 and 08 have revealed that the career center is functioning without having any operational budget by simply asking for help from other relevant departments until recently. In fact, the center has been able to obtain some amount of operational budget for this academic year unlike the case before this budget year. Besides, the colleges are hiring experts on their part which sounds encouraging to better serving students in each campus.

Be that as it may, KII 01 and 08 also mentioned that the SCDC has received 4 desktop computers, two Lab Tops and a heavy duty printer in the academic year 2019/20. All of which are considered as one of the improvisation of the competence of the SCDC as compared to the scenario last year. Besides, SCDC is expecting to have adequate office space once with inauguration of the new building located in the main campus.

In this regard, though the career center was officially recognized by the president office of the university as KII 01 and 08 has revealed, some other offices in the university do not take it seriously as 'administrative issues got second place' (as KII 01 put it) in the university to that of academic affairs and the same is true to the staff. Due to this reason, the career center looks for the support and collaboration of neighboring offices for almost all things ranging from a photocopy to obtaining car transport for delivery of an invitation letter while organizing the job fair in the previous academic year. Of the total 124 invited companies, with lots of struggle to dispatch the invitation letters, for the job fair event organized by the SCDC, only 18 appeared in the event all of which were private firms except CBE as mentioned by KII 01 and 08. This carelessness and lack of cooperation on the part of stakeholders' have also been mentioned as part of the challenges that SCDC faced in the previous academic year.

KII 08 identifies the students' failure to look at advertisements posted on big banners during the soft skills training promotions organized at different colleges particularly at Addis Ababa Institute of Technology (AAiT), Yared Music School and the like. KII 08 also saw that the majority of students lack interest and motivation to attend short term trainings organized in the first year of operation. KII 08 suspects that the underlying reasons could possibly be course work overload.

Concerning the challenges that the SCDC had faced in the previous academic year, KII 08 didn't consider the deficit in budget and human resource as little ones compared to the lack of awareness and observed low interest on the part of the students to get involved in the endeavors prepared for them using the following words:

“‘adega sileminor gibewun be'aschekuwayi lekachihu kalewotsachehu timotalachehu woyim talkalachehu teblo banner bisekel ayayitum...lelaw kerto biyekeflu eyezoren yehiwot kihilot siletsena gebeza aderegen sayigegnu keru...tadiya sitseyeku min bilu tsiru new...wuyi resahut yiluhal...sew endet endih gedeyelesh yihonal?’”

This can roughly be translated as:

“the students are now well aware of their surrounding and much worse they don't read what is written on a banner.. if you wrote on a banner that is telling to leave the campus immediately for there is a dangerous threat, then they won't have a look at it... let alone that when they are directly told to attend a life skill training in front of class and confirm 'ok'.. they don't show up on the training at all and when asked 'oh I forgot it'... how could a student be careless as such?”

KII 08 continued his observation in this regard and said, let alone posting an invitation notice on the notice board and expecting the students to look at it which is almost impossible to happen. KII 08 also mentioned even when the invitation to an event or a soft skills training has been made in front of their lecture theater and promised to show up, they didn't attend for not known reason.

4.2.2.3. Identified CDC Needs of Students

In this particular section, the Career Development Counseling (CDC) needs of students as understood and explained by the SCDC staff are presented. Unlike that of GCU, the SCDC has a strategic advantage and organization to specifically focus on the career development counseling

needs of the students' right from its existence. Even so, the understanding and implementation of the SCDC staff matters for it to better meet those needs.

In the current academic year, SCDC is conducting a need assessments of the students but facing some challenges due to lack of students participation to complete the self-administered open ended questionnaire developed by the center as explained by KII 06. KII 06 mentioned that the questionnaire is designed to request the students' most preferred soft skill and employability skills training choices.

On the other hand, KII 08 prescribed that the CDC needs of AAU students are entrepreneurial skills, industry ethics (professional code of conduct), CV writing skill, life skill, career week events, experience sharing and networking platforms, job hunting/search skills, communication skills, and English language proficiency.

KII 08 also views the prospective graduates as having two major options; either to become entrepreneurs or employees. In the former case, trainings in areas such as proposal writing and business plan development needs to be organized while soft skills and employability skills are meant for the latter, KII 08 contended.

In addition to the ones listed above, KII 08 also emphasize the need for organizing a career resource center at every campus (if possible) in the university where the students may be able to research, obtain trainings, and all the required resources so as to work on identifying their career path and plan. Besides, the resource center may provide career counseling services such like mock job interviews, choice identification psychological testing and guidance etc to be able to work and take full responsibility of for their lifelong career journey as mentioned by KII 08.

KII 08 also confirm the signing of Memorandum of Understanding (MOU) between SCDC of AAU with African Leadership Development (ALD) for the provision of a leadership training and coaching programs for five thousand and five hundred students in the contract period. The other MOU has been signed with Pro Leadership Constituency (PLC) in areas of leadership support through which significant number of students are expected to obtain trainings and coaching services as revealed by KII 08.

KII 08 also mentioned the endeavor that SCDC is making to come up with a compiled labor market information guide using thirty two modules. Each of these modules is expected to be developed by each department found at every college as explained by KII 08. Once the modules are developed, they would be made available for the students' to be able to learn about the current general labor market information in their career options so that they could make choices in moving to the work world as explained by KII 08.

KII 08 also emphasizes the importance of creating employment opportunity to graduates using the following words:

“wode kedimo ershawna kebet tsibekaw sayimelese ezihu endiker madereg alemechal tilik bekinet new, mikeniyatum ande agerachew kegebu behuwala lemewutsat yegenzebum huneta amechi silemayhonelachew bezaw new yemikerut”

This can roughly be translated as:

“it is very essential to support students especially those who came from the farming and animal rearing to not go back where they belong and remain there would result a big wastage] new...as they are not usually not coming back in search of employment once they got their villages due to lack of budget required to search for a job”

4.3. Focus Group Discussions (FGD) among AAU Students

The FGD was organized at Aha Psychological Services in two different sessions each of which having nine participants. And the opinions and views of each participant is presented here under making use of the codes assigned to each participant. In this case, codes like FGD1/00 and FGD2/00 are used to identify the first round FGD and that of the second. And the last 00 are assigned numbers arbitrarily from 01 to 09 to each participant. In so doing, the data collected through FGD is grouped into two sections such as delivery of CDCS and their CDC needs. It is so as their views could not serve as explanations to the associated challenges of the CDCS delivery like that of the key informant interviewees.

4.3.1. Concerning Delivery of CDCS

In this specific subtheme, students' opinions and views towards the delivery of Career Development Counseling Services (CDCS) are presented making use of the assigned ids' to each

participant. In this regard, views with some similarities are grouped together so as to avoid unnecessary repetitions.

Of all the eighteen students participated in the focus group discussion, only FGD1/04, FGD2/01 and FGD2/02 witness the existence of the GCU service in their respective colleges. Even so, their perception and understanding of what it is and to who it really is meant differs greatly. And their views and understanding about the GCU service is presented here under separately. On the other hand, all of these participants' revealed that they never heard of the services offered through SCDC of AAU.

FGD1/04, on his part, mentioned that he has seen a caption on an office door in his respective colleges that reads as "Guidance and Counseling Office" but he never saw it open and functional. Not only that, none of his classmates or dorm mates has ever obtained any service from that office and he don't think that no service announcements has ever been made in the past two years as far as he could remember. FGD1/04 has attended one life skill training during his freshman year.

FGD2/01 on the other hand, revealed that there are services delivered by a GCU expert in his respective college. And yet, FGD2/01 has limited knowledge about what he is doing for real except that distribution of materials such as soft, menstrual pad and the like to female students only.

Similarly, FGD2/02 explained that the GCU service, for him, is meant to those with financial problems and looking for small monthly supports such like soft and soap using the following words:

"seweyehu tsikaken negerochin yiredal lemesale softna samuna,..e'.. eyelekefugn new men ladreg, yemesaselut...egnam yaweqenew yetemariwoch tewokay bemehonachin enji lela temari betitseyik manem yawukewum...yemikemetsew yet endhonem manem yawuqem"

This can roughly be translated as:

"the 'man' [not knowing whom to call the guidance and counseling expert] make some small offerings to female students such like soft, soap etc... but nothing else... we only happen to

know him as we are class representatives but no other student would tell about him ..no one knows where his office is”

Both FGD2/01 and FGD2/02 revealed that they happened to know about the existence of the GCU in their campus simply because they are class representatives and they were meant to notify the female students in their class to collect those monthly supports. If not for that, said both of them, no other student in the department would tell about the existence of GCU in their respective campus.

When it comes to the students’ knowledge about the existence of SCDC and its services, it was only three FGD participants who have had some knowledge about it i.e. FGD1/01, FGD2/04 and FGD2/07. The specific experiences and knowledge about the center is presented in the following few paragraphs.

FGD1/01 explained that she came to know about the activities of the SCDC since last year, due to her service as a student’s council and her participation at the gender office of her college. According to FGD1/01, the participation of the students into the job fair organized by CDC were very low compared to the total student population of AAU, it is so, in her view, due to lack of awareness on the part of the students and on the part of the employer organizations as well. According to FGD1/01 only few of the companies have come and collected CVs’.

Moreover, FGD1/01 witnessed the delivery of different life skill trainings which have been demonstrated by the tripartite agreement of SCDC, her college’s gender office (*note that this participant didn’t knew about the GCU expert involved in that same event*) and Light House (a human resource consultancy firm) in CV writing, life skill, job interview and so on. But it was all delivered to the graduating class students. On her view, those trainings are also important and valuable if delivered to juniors and sophomore students too. FGD1/01 believed that early exposure on those matters would make the majority of students well aware of them and they won’t be strange by the time the students reach their final years.

FGD2/04 on her part mentioned that it was during the job fair event that she happened to know about the existence of the SCDC services in the university. For FGD2/04 the provision of the service is too late for a university student and it would rather go down to early school years as it

matters the most in students life. FGD2/04 admitted that she and most of her peers didn't know about all the options available to them when got to the university. We never knew we have had twenty two different options in the social science field, FGD2/04 contended.

FGD2/07 believed in the importance of the services delivered by SCDC. For FGD2/07 those trainings offered through SCDC service are very useful to lead a meaningful life. FGD2/07 emphasize the importance of having knowledge about the of the market requirement to which the SCDC is useful to bridge the university-employers linkage.

On the other hand, of all those eighteen FGD participants thirteen of them have never heard of about GCU and SCDC of AAU and their services. These participants' were FGD1/02, FGD1/03, FGD1/05, FGD1/06, FGD1/07, FGD1/08, FGD1/09, FGD2/03, FGD2/05, FGD2/06, FGD2/07, FGD2/08 and FGD2/09.

Not knowing about the existence of the GCU and SCDC services in the university all the opinions of those thirteen participants' are used to only substantiate the possible career development needs that exists among students. In fact, some of those participants have their own views and opinions to say with regard to the service delivery in a different way and yet, it is not believed to show the exact scenario. For instance, FGD1/05 has revealed that she had been trying to find the services offered by GCU during her freshman year, being a class representative, and find none, and she still believe that it doesn't exist even by the time of the FGD.

On the other hand, without the knowledge of those GCU and SCDC members are responsible and participants in the endeavor, there are FGD participants' who shared their views upon the freshman orientation sessions which were meant to help them chose their majors. FGD2/01 on his part don't believe that the orientation, made at their freshman year and at the beginning of the academic year, was something professional to assist the students in making career choice and decisions; as the presenters mainly focus on the presenters personal achievement and the highest salary that that there is in the market to professionals in the field. For FGD2/01, they simply make 'dilela' [*brokerage*] upon us by trying to impress us with the money they are making and the projects that they professionally undergone. For FGD2/01, no real take away have been delivered in those sessions to make his career choice and decision. Similarly, FGD1/06 explained that the choice of his current major influenced by the presenter in that first orientations without

having the required knowledge about what it really is and how competent himself is to pursue that career journey. FGD2/08, on her part explained that, she didn't know who to become in the field of social sciences when put into the freshman orientation. And FGD2/08 remember the session in the following way: *“yemeretsugn keskesa...bezih field betemaru ...mercha alachehu...yihen yahel demoze tagegnalachehu”*[it sounds like a ‘vote for me Champaign’ with little importance and relevance to make career choice and decisions].

4.3.2. Concerning their CDC Needs

In this section, only those needs that were found much more related to the academic and career aspects of the students are presented in which case those issues raised by the students in relation to their personal and social matters are skipped as they are not the focus areas of this study.

Once the meaning and purpose of career development and counseling has been explained to the FGD participants by the moderator at the beginning of the session; six out of eighteen felt that they are already late to benefit from it and thought that it would have been good if they have got the chance in their secondary education. Accordingly, FGD2/02 and FGD2/ 03 put it as ‘at least starting from grade 10 or 12 so as to make a better and timely choice of where to head. FGD1/06 and FGD1/01 as well admitted that it would have been very good if it was done at early stage. FGD2/07 on his part appreciate it relevance at early school and its utility as well for non-professional citizens working at different walks of life. FGD1/06 put is as “we are lost as a child and we all have been longing to become an engineer, medical doctor and pilot” but never heard of any other fields of study like we encounter at our admission in the university admitting that he never thought to become a chemist.

So far as the employability and soft skills trainings, six of the participants mentioned what they believe is useful for most students. Firstly, FGD1/01 admitted that CV writing, Job interview, soft skills, and the like have been facilitated in the previous academic year and yet, her concern lies in the number of students who are given chance to attend as compared to the overall population. According to FGD2/01 and FGD1/05 self-awareness is considered as the most important first thing to be done and addressed to students. For FGD1/05, soft skills trainings such as communication, problem solving, leadership, creativity, and innovation are good to be included in this academic year. On the other hand, FGD1/05 believed that ethical, moral, and

time management skills could be handled by the students themselves without the need to be trained. FGD2/05 on his part mentioned that leadership skill and work ethics are important areas to be considered. Finally, areas such as career choice and decisions (by FGD2/01 and FGD2/08), career planning, networking and job interview skills (by FGD1/05), environmental adjustment (by FGD2/06) are suggested to be considered in this academic year.

With regard to the current 70/30 policy of higher education training, three participants condemned it for the failure of student to pursue their chosen career. In relation to this, FGD2/07, FGD2/01 and FGD2/06 revealed that the policy determined their fate without their consent. Of those three, FGD2/06 admitted that he was challenged with his first career choice as an engineer and transfer to the physics department where he is learning by now.

With regard to the academic pressure and associated stressors, FGD2/01 and FGD2/08 explained some relevant information; and some of their opinions. FGD2/01 mentioned the case in his campus as the academic stress is manifests itself through excessive withdrawals and no government body ever tried to learn about the underlying reason. For FGD2/08, on her part contended that, simply earning a degree is not meaningful emphasizing the need to socialize and develop all the required skills and behaviors to cope life's challenges mentioning the four suicidal acts happened last academic year which was also confirmed by most other participants as well including FGD2/01. FGD2/01, on his part, saw some commonality among students who withdrew from their college in the sense that most of them joined without having the required academic competence and interest but to simply satisfy the demands and expectations of their parents and other family members. FGD2/01 also added that there are lots of students who left their engineering education after two years and went to the social science fields to begin anew, which he thought is a waste of time and life unnecessarily.

In relation to awareness creation, the participants' identify the need to do that on the part of the students and that of the community at the same time. In relation to the need for students' awareness, four of the FGD participants such as FGD1/03, FGD2/03, FGD2/05 and FGD2/09 have forwarded their views. According to FGD1/03, both the GCU and CDC should firstly focus to work on creating awareness among students in the sense that most students don't hope to get a job through participation of those employability and soft skill trainings as it is mostly associated

with having relatives and contacts in the labor market. FGD2/03 on his part stated that he and his friends prefer to learn from people who are already in the labor market before them to get dependable information than mere participation of those mentioned trainings. FGD2/05 on his part admitted that it is becoming dreadful to think of getting a job in the minds of Ethiopian students since the primary level. FGD1/03 vigorously explained that no matter how many life skill and employability skill trainings, job fairs, and so forth are organized through announcements on banners and notice boards of any kind; the students won't show up or be interested to get involved. FGD2/01 on his part mentioned that having the current major, he would have around four possible career options and yet, not sure career option to take and don't think that it could be professionally supported with the current services offered by GCU and SCDC of AAU. FGD2/09 also revealed that she could have different career options in the world of work using the following words: *"maximum eske UN yasketeral and minimum ...Astermari lel neber esum tsiru new e'..e'..e'.. woreda...lay lesera yichilal [can be translated as: the current major may lead me maximum to the UN and minimum to... 'teaching' oh this is in fact a good one...e'.. e'.. district level"]* and not clear where and how to proceed. Finally, FGD2/03 thought that it is too late to think of such services by the time he is going to graduate as if it has no use for him to attend and receive any of those services offered through GCU and SCDC.

On the other hand, the importance of creating awareness on the part of the community and society has been emphasized by five of the FGD participants such as FGD1/03, FGD2/08, FGD2/03, FGD2/01 and FGD2/07. For those respondents' lack of awareness on the part of the outside community affected the career path and options the students take without their consent but by outside pressures with a misconceptions about the overall options available in the education and as well as the world of work. FGD1/03 put his opinion as 'what we want to become and what others around expect from us is different'. FGD2/08 and FGD2/03 also added the importance of creating awareness concerning all the available career options both in the education system and in the work world arguing that only engineering and medicine are still known by most people. For FGD2/03 even thought that those limited conceptions of among parents are among the possible reasons for the observed suicide by the time students' couldn't cope up the fields that they have joined without their choice in the following words:

“it seems as if, that there are no options other than academics to lead a meaningful life in this world and an awareness should be created upon them”.

FGD2/01 on his part mentioned that there are students who claim that ‘they are learning for the sake of their family or to meet the demands and expectations of their families which is the result of lack of awareness on the part of family. Also FGD2/07 suggested that it is due to lack of awareness on the part of employers, being members of the society, for the observed unemployment to be pronounced in some fields of studies claiming that they failed to know its importance and utility in the labor market and promotion of each field of study should be part and parcel of the works of GCU and SCDC for this participant.

FGD2/01 revealed that he and his colleagues are attending parallel degree education in areas such as accounting, management and economics using the following words:

“none us know who to become, for instance my uncle may introduce me with some building engineer and that guy may tell me how much is making and invite me to work with him and I may remain there without know how productive and effective I would be as a civil engineer.....self-awareness the most lacking element among the students....”

FGD2/04 indicates that a library service is a kind of scientific and professional practice and yet, she is having problems obtaining a library service in the past two years in her stay at AAU. She put the problem that those librarians caused to her using the following words:

“the way the books are classified is very bad... and even when the catalogue indicates that there is the book in there....if they don’t find it because they misplaced it themselves; they would shamelessly tell you that the book is not available... it seems that they are assigned there to ‘spoil’ us”

In relation to internship, FGD2/04 was also tired off the department’s secretary and messenger as not cooperative enough using the following words: *“Ezih gibe eco menem tesakto ayakem...echi! Einegnih degmo metu....yilunal”[in this campus, not many things are possible.. unwillingly and with belittling their efforts”].* FGD2/04 also revealed that there is a high resistance to change and new ways of doing things in their dep’t for the most part. She mentioned how she and her friends struggle to went out for an internship attachment and without the existence of a definite guideline and most us came back doing nothing. *“Aye lemen yegelochun atemokerum...mengest mesriyabet*

atasebut eshe atebalum...lela bota...". FGD2/09 admitted the existence of an internship at her department and confirms that they go out for internship attachment every year at the second semester but what needs to be done going there is not known as she put it.

FGD1/03, put it as most students don't see any future, himself included, in what they are learning but they don't want to drop out simply for people around them; their family, relatives and colleagues. FGD2/03 also affirms that most graduates in engineering are engaged in other business activities and earn the degree to simply satisfy the need that their parents demanded. For FGD2/01 as well, all people wish to make business while graduated engineering as there is no a job opportunity around. FGD1/03 put the scenario using the following words:

"yihen wuyiyit matsatsale felegie ayedelem, neger gen amenachehum alamenachehum abezagnaw ye-engineering temari degrewen lemagegnet lelitna qen eyatsena siwotsa gen birsu endemayisera new yemeyasebew...be'ene imnet qidimiya mekerref yalebet chiger ale..yihewem chigger keminchu kaleteserabet besteker bendih ayinet wuyiyit yifetal biye alasebem...bezelakinet lemeqeref kehone"

This can be roughly translated as:

"don't want to belittle the effort made to launch this discussion, but believe or not the majority of engineering students knew that they don't get employed with the degree that they are going to earn working day and night ...there is a serious problem and that needs to be resolved targeting on its source but not such a discussion....if it has to be sustainable."

4.4. Document Analysis on Bi-weekly, Interim and Annual Reports

The documents analyses has been made using the following check list which is developed from the detailed activities included in those reports themselves. The document analysis of the SCDC annual report also indicates that the attitude and understanding of the university staff was very low in which case the awareness creation is not done on the part of the students only but on the staff members themselves. In relation to this, the researcher himself have had a challenge to get where the office of the center is and no one had ever heard of the name of the office let alone where it is located. In this regard, it is very difficult for the few members of the center only to

introduce the center and its services to the whole university community. It is therefore, the awareness creation should also demand the involvement of the university administration itself.

The annual document also ensure that the all the departments show no motivation and interest to support the establishment of the career event centers' in their respective campuses. This seems that the department's may attach the activity of SCDC as part of the political components on the part of the university administration in which case they may not well aware of how important it is for the career, academic and personal/social aspects of their students'. Thus, the SCDC should aggressively work on making them aware of the real importance and mission of the center to individual students by supporting the existing problem of unemployables and related life and professional challenges of their students facing these days, together its overall national impact in the economy, social and political context using empirical evidences.

Table 3. Document review summary of interim and annual reports of SCDC

Dimensions	No of Stud	No. of Events
Awareness on SCDC opening	-	6
Mentorship/Experience sharing	-	3
Career guidance	12	0
Employability Skills Trainings	13	2
CV writing and Cover Letter writing	99	2
Mock Interviews/ Job Interview skills	-	1
Job search/ job hunting	99	2
Industry visit/ Field Trip	-	1
Internship	10	1
Career Week	-	1
Awareness on CDS	-	2
Visibility shows	-	1
Workplace adaptation skills	-	1
Community Service	-	3
Job Fairs/ Career Expo	-	1
Life Skills Trainings	354	-
leadership skills	-	1
Emotional Intelligence	-	1
Communication skills	31	-
Motivational Speech	30	2
Students profile database	-	1
Sub total	648	31

As can be seen from Table 3 above, the SCDC of AAU has managed variety of trainings to 648 graduating class students found at different colleges and conducted different kinds of activities in thirty one instances of the same. When compared to the total of more than four thousand five hundred eighty six (See Appendix V in the Appendices section) graduating students enrolled in the academic year, the coverage is amounted to be 14.13%. For more details and distribution of those figures across colleges, one could refer to the attached detailed summary of the document analysis in the Appendices section (Appendix VII).

On the other hand, the report of CHLSJC indicated that all those trainings such as CV and cover letter writing, job hunting, industry visits and internship have been made available to all the students in some of the departments found in the college regardless of being a graduating class or not unlike the case in the other colleges and departments. It is so, as those employability skills are embedded in the existing curriculum of those departments found in the college. For example, CV and cover letter preparation and internships were found to be included in the exiting curriculums' of almost all the departments found in the college. More specifically, rare additional opportunities were found to be included in its two of the departments; Modern European Languages (MEL) (which included the paid internships and job hunting skills) and French Language and Professional Skills (which included the job hunting skills only) unlike all the other departments found in the college.

Moreover, the documents indicated that the identification of potential recruiters and participation to the job fair event has been given to individual departments.

4.5. Observation on Office Organization and Setup

Looking at office spaces and record keeping structure of four GCU offices and that of SCDC making use of the checklist attached in the Appendices section; the researcher reached at an observation rating of each office which is again attached in the same. For the purpose of this section then only the summary or the mean score of all the observed offices is presented in Table 4 below.

Of all those five offices visited by the researcher, only one has been attempted to be organized as a separate consultation and counseling room and yet, it is not a sound proof one to keep the clients' personal affairs unheard.

Table 4. Observation summary of office setups of CDC and GCU (*1 poorest to 5 excellent*)

No	Criteria	Rating
1	Career guidance and counseling services are centrally located and readily accessible to all students, including those who are physically challenged.	2.4
2	Career guidance and counseling services are physically separated from administrative offices, campus police, and judicial offices.	2.2
3	Organization of individual sound-insulated offices.	1.4
4	Each office should have a telephone, computer, printer, and furniture that create a relaxing environment for students.	3.2
5	Career guidance and counseling service staff have access to computers and technology support for scheduling, record-keeping, data storage/file management, research, and publication activities.	1
6	All current client records are maintained in a central location that is secure and accessible to appropriate staff.	2.2
7	Career guidance and counseling services have library resources that include professional journals, books and other materials, and access to internet sources.	1
8	An area suitable for group counseling and testing is made available, consistent with the needs of the center.	1
9	Career guidance and counseling services with training components have adequate audio-visual recording	1
10	Career guidance and counseling services are equipped with material inputs and other supplies.	2.8
Overall Average		1.82

As can be learnt from Table 4 above, the overall average 1.82 is near to the poor. In this case, the office organization and setup indicates how inconvenient it is to somehow serve the students with comfort and sense of confidentiality from access to non-authorized personnel especially with regard to career counseling aspects.

On the other hand, the offices won't be as such inconvenient to serve a limited number of students who seek career guidance services. Of all those four offices observed, one of them is entirely held by the GCU expert in which case it would be more convenient to conduct the work

of career development counseling services and maintain confidentiality than the others. But all the other four offices are shared by two or more experts in which case, comfort, silence and confidentiality couldn't be maintained unless and otherwise the office members wait outside on the corridors when consultations and counseling is held inside.

All the four GCU offices use computers which do have an internet access. But when it comes to other resources such like chairs, printers and so on; it seems that they have some problems. More specifically, the three offices have some things in common as they don't have resources such as printers and only one of the experts have been able to print from her office.

In terms of physical accessibility to all groups of students, only one of the offices was found to be convenient in such a way that it is located on the ground floor and accessible for wheel chair users and others as well. On the other hand, all the remaining three offices are not located on the ground floor and are not accessible for wheel chair users and for those with severe physical disability of any kind.

On the other hand, when it come to the availability of required working documents; AAU doesn't seem to having policies, protocols and ethical standards that will guide the works of its guidance and counseling experts and yet, they are experts working in the position at different campuses without having none of those documents except a guideline in which case the way they serve the students depends on the strengths and weaknesses of each one of them. If AAU has had those missing documents, the counselors' would clearly know their responsibilities to students', parents/guardians, other staff members (both the academic and administrative), with their supervisors and the horizontal relationship with their colleagues and professional associates that they are expected to maintain among themselves. In fact, this would have been simplified as the university consists of professionals educating in the field who could support in the development with consultation to all potential stakeholders.

4.6. Discussion on Major Findings

In sum, career development counseling focuses on how students manage their journey through life, learning and work/career in the sense that the individual students should take the leading and full responsibility in the activities such like making career choice, planning, exploration, change

and life long career development matters. All of which required having an updated labor market information and knowledge of all the available career options to learn into and making them available for students to make their choices and decisions.

In this section, the three specific objectives formulated at the beginning of the study taken turn by turn to be discussed making use of the findings presented above and the literature reviewed at the initiation of the study.

4.6.1. Delivery of CDCS

With regard to the Career Development Counseling Services (CDCS) offered at AAU, data has been collected through the key informant interviews with the AAU staff and the focus group discussions conducted with the students. All those data have been presented in the previous sections of this chapter. Some of that data have also been able to be triangulated making use of the information collected through document analysis of reports and observations of the office setups.

From the data collected from GCU experts themselves their main focus is on the personal/social aspects of the students' life in which case much of their time has been dedicated to a small number of students as compared to the total student population found in the regular undergraduate program of AAU. In this regard, their contributions in relation to the career development counseling needs of the students has been demonstrated very limited to more of the startup orientation sessions organized during admission of the students. In those orientations, the experts attempted their level best to enable the students to make the right career choice and decisions by involving the academic staff in the presentation.

Be that as it may, the majority of students don't admit the relevance and adequacy of those orientations to make a good career choice and decisions for different reasons. Some of the participants revealed that they have seen no relevance as the majority of the presentation focus around the personal professional achievement of the presenters while the other participants considered it as '*a vote for me campaign*' (FGD2/08) and kind of '*brokerage*' (FGD2/01) to obtain more number of admission of students to their respective departments.

Due to those reasons, the majority of students remember that they consult professionals out there in the labor market to arrive at their decisions (FGD2/03). While some others arrive at their final decisions by discussion all the available options with their peers even when very little is known among themselves (FGD2/08) and some others have been made their career choices and decisions making use of those orientation sessions by being impressed with the presentation made to a particular field without taking into account their personal interest and level of competence in that specific field which they regret today (FGD2/06 and FGD1/04).

From the responses obtained from the FGD participant students, it sounds that knowing all the available options in each social and natural science field in itself is a very big deal for almost all of the students since their decision up until their freshman years. In this case, the GCU experts seems not taking this presumable sounds 'silly' but is a big one for the students while making their choices. It would be good if the GCU experts and those of the SCDC develop simple leaflets that would provide the exhaustive list of available majors during admission and before making their choice.

In reality, some of the GCU experts also knew that those orientations made at the beginning are not quite adequate to all the students. In relation to this, the GCU experts has revealed that there are a number of applications from students that request a transfer from one department or field of study to the other for different reasons (KII 02, 03, 04, 07 and 09). And those applications are presented for two different reasons: some may ask due to lack of the required academic competence while others ask for having just the opposite for the fact that they didn't have the chance that first choice due to their entry level previous grade. Both scenarios exemplify the inadequacy of those first shot orientations for the students to make their life long career choice and decisions with adequate career development counseling support.

In relation to the service delivery of the SCDC, it targeted the prospective graduate students' from its vision and mission. Even so, except that is only recently that started to function, all group of students other than the graduating ones are also allowed to obtain the required career guidance service through the assigned college coordinator and representative and the expert assigned to that specific college, though the recruitments are not yet completed. In this regard,

the majority of students who have been participated in the FGD didn't have a chance to get to know this recently introduced venture of AAU.

Be that as it may, SCDC has been able to reach only 14.3% of last academic year graduating class students through the short term trainings. In fact, a lot more number of students were involved in different career related activities in one way or the other as it can be inferred from the document analysis presented in the previous section of the this chapter.

The service delivery is not yet fully supported with the current available technology in which case the number of students who have been received the career development services were limited. In fact, efforts which worth recognition have been made by the both the GCU (KII 07 and 09) and SCDC staff (KII 06 and 08) in making use of social media platforms with the intent of reaching the majority of students.

Due to its competitive advantage, SCDC unlike GCU, has been able to address the most pressing issues that determine the employability and life long career journey of the students. In this regard, the SCDC has been able to enjoy the voluntary service of many HRCs' such as LonAdd, Ethiojobs (through its Dereja.com), Light House, Techno Serve and Transsion (the mother company of Techno mobile) in its infant stage. In this regard, SCDC would better serve the students if being able to collaborate with the age old guidance and counseling unites found at every college and under the student dean office. In fact, the study found out that the SCDC has already been able to work together with the GCU found at the College of the Social Sciences (CSS). And this practice should encompass all the other unites as well in which case the GCU would be able to get empowered and involved to better focus on the career aspects of the students than the personal/social.

More focus on the personal/social in itself was not found to be weak in the sense that that intervention has greatly improved the academic performance and competence of significant number of students who have been supported in economic matters (KII 02, 03, 04 and 07). Despite that, with lapse of time, the GCU experts have come to see their entire responsibility is sitting in the office waiting for the students to quest for help unlike the expected duty of a given counselor in a school setup. In other words, the school counselor is responsible in the academic

and career issues of students in addition to their personal/social (ASCA, 2016) which they have forgotten with lapse of time focusing on the personal/social component.

In both of the ventures, GCU and SCDC, the major weakness observed, more applicable for GCU, is lack of awareness creation about their offices and the services they offer to the students. In this regard, both of them claim to attempt their best and yet, the majority of the students who already have stayed for the past two to four years confirmed that they never heard of that those services even exist. On the other hand, the GCU experts attach the small request for their service as failures of the students as having lower value to their service which the student never knew exist as learnt from the data presented above.

On the other hand, the SCDC staff (KII 08) and GCU (KII 05) mentioned that the majority of the student population is not interested to get involved in the career development counseling endeavors organized for their own good. On the contrary, the students admitted that the majority of them don't expect to get employed by simply participating in those endeavors. In their reasoning the students explained that these days employment is made through kinship and informal communications in most cases (FGD1/03). This argument of the students has also been supported by UNDP (2018) in the sense that this United Nations document admitted that the Ethiopian labor market involves informal network and communications in recruitment. Similarly, the GTP II document also prescribed the need to eradicate rent seeking attitudes from the labor market to achieve the development strategy of the country.

McIlveen (2009) revealed that of the three predominant forms of career development practice in Australia, career education is dedicated to integrate the career development issues of the students into the exiting educational curriculum. In this regard, the experience found at the College of Humanities, Language Studies, Journalism and Communication (CHLSJC) especially in the department of Modern European Language (MEL) issues of CV and cover letter writing, job search skills and paid internships are a very good examples of preparing students for life long career development competence that fits the evolving world of work.

4.6.2. Challenges Associated with the Delivery of CDCS

With regard to the challenges that the GCU and the SCDC are facing, data has been collected in three different ways. Firstly, the key informant interview enable each of them to reveal what challenges that they face in providing career development counseling services. Secondly, the data collected through observation enable the study to understand the existing infrastructural and organizational challenges in light of the existing practice in the literature together with what they have said about it. Thirdly, the study attempted to collect the existing challenges, especially those of SCDC, from the bi-weekly, quarterly and annual reports.

Common to GCU and SCDC, almost all of the offices observed in this study lack adequate space and; the necessary equipment's and furniture to better provide the CDCS to students. Besides, the required human resource is also not fully in place in both cases for different reasons, in fact. In the case of SCDC, it is due to slow and bureaucratic procedures of recruitment and lack of office space for those who are already employed (KII 01, 06 and 08). On the other hand, the case of GCU seems due to lack of commitment (KII 02) on the part of the respective colleges to make timely replacements.

The problem of academic cheating has been found prevalent in HEIs' by the study conducted by MOE (MOE, 2018). Similarly, the KII 07 revealed that there is high degree of cheating in exams to which the GCU attempted its best to bring about the desired behavioral change.

As the GCU expert (KII 05) and that of the SCDC (KII 08) revealed, the majority of students lack the required motivation and interest to enjoy and make use of the services they deliver as a one of the major challenges. In fact, this is one of the most pressing challenge that needs to be taken seriously as the students sense of despair to work with their degrees' is deteriorating as learnt from the focus group discussions (FGD1/03, FGD2/01, FGD2/02 and FGD2/03). In relation to this, Brown and Lent (2013) explained the importance of sense of 'work hope' to serve students in their career development needs. Perhaps, the observed despair of the students is caused by the current rent seeking behavior in the labor market (GTP II), the informal network in hiring (UNDP, 2018) and the ongoing political instability and ethnic violence; whatsoever the case may be, it needs to be considered seriously by not only the GCU and that of the SCDC but by all the university community as a whole. In alignment with this, the study conducted by Abera

and Gobena (2016) indicated that 47.4 % of the Madda Walabu University students had no bright future in their career and the scenario would sound much more devastating these days given what is going on in the economic, social and political aspects of the country.

4.6.3. Identified CDC Needs of Students

As Career Development Institute (CDI) (2014), based in the UK, well noted, there has never been a time when career guidance has been so important for young people as it is now and the researcher believed that the case require much more attention in Ethiopia than any other country in the world. In relation to this, some of the students admit that they do have two or more career options after they graduate (FGDs/01 and FGD2/09) but are clueless as to how to proceed. In this regard, the GCU and SCDC could focus on explaining issues such what job outlook is and how job matching decisions can be made by the students with the support of those HRCs' working with SCDC already as they are good at it and presumed to have had better experience in this regard.

Musset and Kurekova (2018) stated that empirical evidences point towards career guidance services in school have a positive influence on understanding of themselves and the world of work, and can often improve educational, social and economic outcomes. In relation to this, the need for self-awareness has been demonstrated by significant number of FGD participants before career development needs (for example, FGD2/01 and FGD1/05) with a belief that it is a starting point for everything else.

The other important pressing need that the students do have with regard to their career development counseling is the issue of awareness of their families and the community at large (FGD1/03, FGD2/08, FGD2/03, FGD2/01 and FGD2/07). According to these students, the limited knowledge about the available education and career options on the part of their respective families and among the society pushed them to pursued fields of studies that don't match their interest and competence in which case excessive withdrawals and cases of suicide have been reported in the discussion. Some of the FGD participants have revealed that it is common to hear many students attending their current major to suffice the demands of their parents and loved

ones without seeing any future to pursue with it in their transition to the world of work. Besides, some other FGD participants have also mentioned the fact that most engineering students are attending parallel degrees in business fields with the intent of getting employed with the business degrees feeling desperate to loss of job. MOE (2018b) also admitted that the 70:30 formula mix of disciplines has already produced lots of science and engineering graduates who don't have the required employment.

According to CDI (2014, p.6), the landscape of education, training, and employment opportunities that the students need to navigate are “more complex and more challenging” than it once was in the previous generations. The situation in Ethiopia may be even worse than this in the sense that linkage between university and the industry is relatively weak (MOE, 2017b and MOE, 2018b).

All those employability and soft skills which came up with the introduction of the SCDC are all valued good by the majority of the students. In this regard, all that is expected of the both the GCU and SCDC is to hold hand in hand and disseminate those services to the majority of the student population not only the graduating ones but the others as well. On the other hand, from what has been learnt from those quests for self-awareness, excessive withdrawals, academic stress and suicidal cases; the GCU and SCDC staff could learn the importance of applying variety of psychological testing and assessments tools and one-on-one and group counseling sessions to better serve meet the career development counseling needs of the students. In so doing, the impact that is going to be created on the academic and career related aspects of the students would bring about the required attention of the remaining university community to stand by their side and resolve all those infrastructural problems discussed above.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The purpose of this study was to assess the career development counseling service delivery, associated challenges and identify the career development counseling needs of the regular undergraduate students. These services are the responsibilities of both the newly launched SCDC and the oldest GCU of AAU.

To this end, the study employed a qualitative approach. Variety of data gathering tools such like key informant interview, focus group discussions, document analysis and observation have been used to collect the required data. In this regard, there were a primary and secondary data sources from whom the data were collected. With regard to the primary data sources, the GCU and SCDC staff members and their offices were considered whereas performance reports of the SCDC have been used as secondary data sources. Moreover, the focus group discussion has been used to collect data from the students who are also considered among the primary data sources.

Having all those data through variety of methods and from different sources, the study made the following conclusions with regard to the specific objectives formulated from the very beginning:

- The service delivery of career development counseling through SCDC was found to the point and at the same time limited to the graduating class of the students. On the other hand, the majority of GCU experts' time and energy has been dedicated to address the personal/social aspects of limited number of students. In this regard, the study found out that the GCU experts, unlike those of SCDC, don't go to the students to provide the service but wait for those small group of students who are going to knock their doors for support specifically in personal/social matters which somehow do have indirect implications to the academic issues of those students though their number is very small compared to the whole student population found in the university. On the other hand, the service delivery seem lack of using psychological assessments' and tests to better support the students effort in helping themselves. Be that as it may, the study found out that the majority of the students seem unaware of those services to be found in the university so far.

- There seem a lot of challenges on the part of GCU and SCDC so as to provide their career development counseling services to students. In this regard, the main gaps that the study identifies are related to resource inputs such as office spaces, equipment's and furniture's on both cases. Whereas lack of the required human resource was the pressing challenge for SCDC while lack of clear guidelines, policy, protocol and the required skill are quests of those members of GCU of the university.
- Concerning the career development counseling needs of the students, SCDC was found to have a better understanding and structural competence to directly work on those needs related to employability and equipping the students to the world of work i.e. soft skill packages than the GCU. In other words, due to lack of clear direction and organizational structure, the efforts of the GCU don't take into account the needs of the majority of students but specific vulnerable groups of students. On the other hand, the study found out that most students have never heard of career guidance and counseling services before and after they have joined AAU. Due to that reason they were unable to mention what needs that they have in the beginning of the FGD and later on they have mentioned some. For instance, the issue of self-awareness, career choice and decisions were valued high together with those employability and soft skill packages that came with the introduction of SCDC. Moreover, the students revealed that how the limited knowledge about the available education and career option for them and on the part of their family; make them experience unexpected academic pressure that doesn't take into account their personal interest, motivation and competence. In this regard, the need for creating awareness upon all those available education and career options seems need to go beyond the territory of AAU so as to support the students.

5.2. Recommendations

Based on the conclusions made for this study, the researcher recommends the following to further strengthen and adequately meet the career development counseling needs of regular undergraduate students of AAU.

The new and strong SCDC should focus on producing audiovisuals (in all those areas) which are easily accessible through the university web site/portal so that the whole student population can

have access to it. In so doing, a lot of awareness creation events and group counseling sessions should intensively be organized both face to face and through the web based application so as to eradicate the biased and pessimistic view of the world of work among the majority of regular undergraduate students. In the production of audiovisuals, involving many successful Ethiopian from different walks of life such as business people, professionals like veteran professors, entrepreneurs', artists and the like could share their experiential learning's in a way that it gives insight and elicits interest to students free of charge or using funds obtained from sponsors. This and other audiovisuals recordings produced by the new SCDC would probably serve the students much better if they are prepared in three or more local languages as the study indicated the demand for multicultural career development counseling approaches among significant number of student population. Expanding it in collaboration with all the GCUs' available at every college would even strengthen its service coverage to reach a lot more students. This at the same time would enable the GCU to get engaged and stop waiting the students' to pay them a visit like before.

Besides, a one-on-one counseling sessions needs to be organized for those who need to get supported so closely and immediately. On the other hand, making use of additional social media platforms (such like Chat rooms, Telegram, Facebook, Whatsup, Skype, and/ or Imo and the like) would also enable the new SCDC to undertake online individual and group counseling services so easily to all of the AAU students without the need to affect their time allotted for course work with few number of centrally organized staff and relatively less operational cost.

The actual trainings, events and internship experiences should also be well recorded and made available for online access. Besides, the compilation of *Labor Market Information Database* should also be made and displayed on through web based applications so that the students could make use of it to plan their career path and make decisions in those issues from where they are in which case it is only when they require additional support that they would contact SCDC. In fact, doing this would take a lot of time and expertise; therefore, coordinating and initiating a concerted effort among stakeholders both from the government side (MOLSA, BOLSA and CSA), associations like ESA, international organizations (such as ILO and IOM) and together with the local human resource consulting and recruitment firms (HRCs' like IMS, YES, SIRA, LonAdd, Light House, Techno Serve, and so on) would make it relatively easy.

The CDCS should be tailored to the needs and priorities of students in which case enabling them to see as to how it is quite important to become good at one and only one area/profession would have many folds of benefit to both the candidates' and their families in particular, and the nation in general. The career development counseling need of students could be identified by involving different stakeholders such as their instructors, the SCDC, GCU, HRCs' and making use of psychological assessment tools upon the students. In this regard, the SCDC and GCU would be able to prioritize their activities and design new ways of addressing those identified needs to meet in a best possible way. At the same time, the SCDC and GCU need to work as to how to avoid the prevalent practice of attending parallel bachelor programs in different professions in which case the students' would be able to save much of their energy, money and time so that they would be able to come up with a highly specialized skill and knowledge in their particular field of study which will bring the necessary innovations and creative quality from them. For this to be realized, reinforcing career education should be the long term goal of the SCDC so that all those employability and soft skill packages and internship arrangements should be integrated into the existing curriculum and the center would support outlier who are looking for extra support in all those issues.

5.3. Future Research Direction

It would be good if the career development center or the CHLSJC college itself assess the employability rate of those departments which specifically integrate the employability skills and internship attachments (paid or unpaid) with their curriculum (conducting a kind of tracer study). If at all significant differences could be found then the student career development center (SCDC) would be able to enforce the need to integrate the employability skills, internship attachments' and soft skills into the existing curriculum. This is what was called career education by McIlveen (2009) and with this the graduates would grow much stronger to take full responsibility of their life long career development. Besides, the Alumni package that the student career development center launched would be able to serve as a good source of information for future researchers' to assess and examine the services effectiveness on the employability and career related competence of graduates.

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APPENDICES

Appendix I/ Semi-structured Interview Items

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM

Dear Participant

You are selected to participate in this interview due to your assignment in the career support of undergraduate students. These items are used to interview the CDC staff and GCU experts at AAU. Thank you in advance for investing your precious time and energy to participate in this interview.

Semi-structured Interview

1. What is the nature of “Career Guidance and Counseling” services delivered in the University? What services have you been delivered so far in relation to this?
2. What kind of “Career Guidance and Counseling Needs” are there among regular undergraduate students of AAU? (taking into account its implications in the academic and career matters of students)
3. What are the missing benefits of “Career Guidance and Counseling” to AAU students? (taking into account the additional possible benefits of the career development counseling services to the overall wellbeing of individual students’ and to the country’s economy and social development)

Appendix II/ Items for Focus Group Discussions

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM**

Dear Participant

You are selected to participate in this FGD due to your assignment as a student representative in your class. Thank you in advance for investing your precious time and energy to participate in this FGD.

Themes of selected for FGD

1. What is the nature of “Career Guidance and Counseling” services delivered in the University? What services have you been delivered so far in relation to this?
2. What kind of “Career Guidance and Counseling Needs” are there among regular undergraduate students of AAU? (taking into account its implications in the academic and career matters of students)
3. What are the missing benefits of “Career Guidance and Counseling” to AAU students? (taking into account the additional possible benefits of the career development counseling services to the overall wellbeing of individual students’ and to the country’s economy and social development)

Appendix III/ Document Analysis Checklist

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM**

Document Analysis Check List

NO.	Dimensions	No of Participant Students	Frequency of Events
1	Awareness on SCDC opening		
2	Mentorship/Experience sharing		
3	Career guidance		
4	Employability Skills Trainings		
5	CV writing and Cover Letter writing		
6	Mock Interviews/ Job Interview skills		
7	Job search/ job hunting		
8	Industry visit/ Field Trip		
9	Internship		
10	Career Week		
11	Awareness on CDS		
12	Visibility shows		
13	Workplace adaptation skills		
14	Community Service		
15	Job Fairs/ Career Expo		
16	Life Skills Trainings		
17	Leadership skills		
18	Emotional Intelligence		
19	Communication skills		
20	Motivational Speech		
21	Students profile database		

[Developed based on the details included in the bi-weekly reports sent from individual colleges, interim and annual reports compiled by SCDC and sent to the Delivery unit of the AAU President Office. In other words, the above checklist is not believed to be comprehensive enough to include all the employability skills and soft skill trainings that the SCDC is expected to undertake but to simply summarize what have already been done and reported through all those documents consulted for the purpose of this study.]

Appendix IV/ Observation Checklist for Office Setups of SCDC and GCU

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM

Observation Checklist of the Office Setups and organization of SCDC and GCU

No	Criteria	Rating (1 poorest to 5 excellent)
1	Career guidance and counseling services are centrally located and readily accessible to all students, including those who are physically challenged.	
2	Career guidance and counseling services are physically separated from administrative offices, campus police, and judicial offices.	
3	Individual sound-insulated offices are organized at the main campus and each college.	
4	Each office should have a telephone, computer, printer, and furniture that create a relaxing environment for students.	
5	Career guidance and counseling service staff have access to computers and technology support for scheduling, record-keeping, data storage/file management, research, and publication activities.	
6	All current client records are maintained in a central location that is secure and accessible to appropriate staff.	
7	Career guidance and counseling services have library resources that include professional journals, books and other materials, and access to internet sources.	
8	An area suitable for group counseling and testing is made available, consistent with the needs of the center.	
9	Career guidance and counseling services with training components have adequate audio-visual recording	
10	Career guidance and counseling services are equipped with material inputs and other supplies.	

(Developed by the researcher make use the minimum standard set by Food, Medicine and Healthcare Administration and Control Authority of Ethiopia [FMHACAE] and the standards recommended by the American School Counseling Association [ASCA]. In so doing, attempts have made to contextualize the evaluation points to the university setup. In this regard, all what was recommended by FMHACAE is as a requirement to private counseling practice in Ethiopia in which case of some of the issues might sound luxurious for a school setup as the practice is limited in some ways and difficult to maintain in that kind of setting.)

Appendix V/ Total student population enrolled in the Academic Year 2018/19

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM**

Total student population enrolled in the Academic Year 2018/19 in the undergraduate regular program of AAU

No.	Colleges & Departments	F	M	Total
1	Addis Ababa Institute of Technology (AAiT)	963	2834	3797
2	Ethiopian Institute of Architecture Building Construction & Development	420	916	1336
3	College of Natural Sciences	727	905	1632
4	College of Health Sciences	1242	1851	3093
5	College of Veterinary Medicine	79	215	294
6	College of Education and Behavioral Studies	251	336	587
7	College of Business and Economics	298	899	1197
8	School of Commerce	439	416	855
9	College of Law and Governance	136	184	320
10	College of Social Sciences	412	467	879
11	College of Humanities, Language Studies, Journalism and Communication	701	494	1195
12	SB College of Performing and Visual Arts	225	397	622
13	Yared School of Music	25	137	162
14	School of Fine Arts and Design	13	106	119
15	School of Theatre and Development	187	154	341
Total Student Population		6,118	10,311	16,429

(Source: The AAU main registrar- and of all those 16,429, only 4,586 are graduating class students' which are normally target groups for the services offered by SCDC in the academic year.)

Appendix VI/ Observation rating of the individual offices and the mean score

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM

Observation Checklist of the Office Setups of SCDC and GCU (1 to the poorest and 5 to excellent)

Locations of the Observed Offices and their ratings in the scale 1 to 5						
Criteria	AAiT	CNCS	Student Dean	CSS	SCDC	Mean Score
1	1	5	2	2	2	2.4
2	4	4	1	1	1	2.2
3	1	3	1	1	1	1.4
4	4	2	4	2	4	3.2
5	1	1	1	1	1	1
6	1	1	3	3	3	2.2
7	1	1	1	1	1	1
8	1	1	1	1	1	1
9	1	1	1	1	1	1
10	2	2	3	3	4	2.8

(Rating was made by the researcher making use of physical observation notes and photographs taken during paid visits')

Appendix VII/ SCDC Document Analysis Summary

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY, GRADUATE PROGRAM

Document Analysis Checklist of the SCDC (Abbreviations used to indicate colleges with the interest of space)

Dimensions	AAiT	CNCS	CSS	CEBS	EiABC	CPVA	CVMA	CHLSJC	CLGS	CBE	CHS	YMS	STD	SCDC	No of Stud	No. of Events
Awareness on SCDC opening	3*				1*						1*			1*	-	6
Mentorship/Experience sharing				1*			1*		1*						-	3
Career guidance							12								12	0
Employability Skills Trainings	2*				13										13	2
CV writing and Cover Letter writing		99						1**						1*	99	2
Mock Interviews/ Job Interview skills			1*												-	1
Job search/ job hunting	1*	99						1**							99	2
Industry visit/ Field Trip								1**							-	1
Internship	10							1**							10	1
Awareness on CDS						1*								1*	-	2
Visibility shows				1*											-	1
Workplace adaptation skills														1*	-	1
Community Service						1*	2*								-	3
Job Fairs/ Career Expo														1*	-	1
Life Skills Trainings		99	160				40				55				354	-
leadership skills														1*	-	1
Emotional Intelligence											1*				-	1
Communication skills							31								31	-
Motivational Speech			30			1*				1*					30	2
Students profile database														1*	-	1

Keys: * indicates frequency of events or facilitation workshops, ** indicates the facilitations are not because of SCDC establishment but through the use of the existing curriculum that involves all those employability skills. In this regard, departments such as Modern European Languages (MEL), French Language and Professional Skills, Arabic Language and Communication Skill, Chinese Language and so on have CV writing, job search skills, and internship arrangements either in credited or non-credited manner. Even more, MEL involves a paid internship unlike the others.