

**DETERMINENTS OF QUALITY GUIDANCE AND COUNSELLING SERVICES,
SOCIAL ADJUSTMENT, DISCIPLINE OBSERVANCE AND STUDENTS'
ACADEMIC ACHIEVEMENT IN ADAMA AND ADDIS ABABA SCIENCE AND
TECHNOLOGY UNIVERSITIES**

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ABSTRACT

It is evident that student social maladjustment, misbehavior and disciplinary breaches interfere with academic achievement. The main objective of this study was, therefore, to explore the current status of guidance and counseling services, correlation among guidance and counseling service, students' social adjustment, discipline observance and academic achievement. The study is also aimed to examine the predictive validity of guidance and counseling service, social adjustment, discipline observance in students' academic achievement in ASTU and AASTU. To achieve its objective, the study employed the System Theory, which is also used to integrate Person Centered Theory, Bandura's Social Learning Theory and Social Exchange Theory. By setting relevant criteria, the study attempted to identify the most appropriate model of guidance and counseling services for the study population. The main sources of information were six guidance personnel and 324 graduating students of the two universities. Students were selected randomly after stratification according to their school. The guidance personnel were purposefully included in the study. To gather information from the respondents, questionnaires with open ended questions and Likert scale type were developed based on the theories and circumstances affecting the provision of guidance and counseling in Ethiopia. Interviews were also used to substantiate the data obtained through the questionnaires. In the analysis of data, qualitative description of information from the open-ended questions and interviews and quantitative interpretation of data obtained from closed-ended questions and converted to statistics such as frequency, percentage, correlation and multiple regressions were employed. The study reveals that there is lack of awareness among the student population on the availability of guidance and counseling service in their campus and its benefits; there is lack of confidence in guidance and counseling services to positively influence academic performance, to deal with troubles and challenges in disciplinary problems, and to improve interpersonal relations and to solve all sorts of psychological problems. There are strong associations among existence and proper functioning of guidance program, social adjustment, discipline observance and academic achievement. It was also found that existence of guidance program; social adjustment and discipline observance predict students' academic achievement. Finally, some criteria in the selection of a model relevant to the Ethiopian context were set. A model was developed and reviewed for two rounds by experts before it is taken for granted. Suggestions for further investigation were also made.

Keywords: University, guidance and counseling services, social adjustment, discipline observance, students' academic achievement

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Guidance and counseling is an interaction process co-joining the counselee who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself/herself and the reality of his/her environment (Mubanga, 2014). Guidance and counseling services aim at the personal, social, educational and vocational development (American School Counselor Association - ASCA, 2007) and self-actualization of individuals (Kepceoglu, 1994) who have normal mental health (Korkut, 2004). Guidance and counseling services help in self-awareness, opportunity awareness, decision-making skills and transition skills (Watts et al., 1996; Lussier, 2005; Koul, 2006).

Kenny et al. (2006), and Scheel and Gonzalez (2007) identified that guidance interventions can contribute to quality education by developing students' sense of engagement in school, higher levels of motivation and fewer disciplinary issues. Besides, guidance and counselling service has high impact on students' social and emotional adjustment (Collin, 2007; Gatua, 2012). Its absence has immense impact on students' adjustments. Muango and Joel (2012) indicated that lack of functional guidance and counselling increase indiscipline, drug abuse, immoral behavior, cheating in examination, unwanted pregnancies, rebellion, and maladjustment.

The success of guidance program contributes to success rates in the transition of students from one level to another, reduction in repetition and dropout rate, increase in graduate output, and fewer disciplinary problems (Collins, 2007; Mikaye, 2012). However, as educational and labor market pathways as well as personal/social adjustment become increasingly complex in nature, the demand for guidance and counseling is more critical now than at any time in the past. Thus, the provision of guidance and counselling in a university is not a matter of option; rather, it is a vital aspect of education that enables

each student to gain the maximum benefit from the education system, to make healthy interaction with the environment, and to be effective in meeting his/her various needs. .

However, the existing guidance and counseling services in higher learning institutions are found to be mostly nominal. For instance, a study by Appiah (2013) on Kwame Nkrumah University of Science and Technology (KNUST) and Ashesi University College in Kenya indicated that both institutions have instituted guidance and counseling units to address the immediate and future needs of their students to ensure academic excellence by their students. However, at KNUST, the guidance and counseling approach and delivery was not motivating enough and the service was not as effective as desired.

Similarly, in spite of the emphasis given to the development of physical and mental potential and the problem-solving capacity of individuals by the Ethiopian Education and Training Policy (MoE, 1994) and the pressing need to rethink of provision of guidance, it appears that the existing guidance practice is not serving its desired purpose to the degree expected in theoretical frameworks to promote personal growth and development. There are inadequate guidance and counseling services due to absence of comprehensive guidance model and professionally qualified guidance counselor, lack of attention given by universities, high student-counselor ratio, and inability of universities to respond to individual student in distress (Yirgalem, 2013).

Yilfashewa (2011) confirmed that, in Ethiopia, there is a lack of systematically organized guidance in universities. Limited attention has been given to academic, personal/social, and career guidance. As a result, guidance and counseling program could not support students' acceptable behavior and promote emotional maturity, personality development, self-responsibility, creativity, and ability to solve problems. Consequently, students have always experienced academic problems, disputes with fellow students, indiscipline, and poor social relationship. Lack of sufficient knowledge on the role of guidance and counseling, role ambiguity, overwhelming workload, lack of continuous professional development (Bunce & Willower, 2001; Brigman & Campbell, 2003), lack of facilities and resources, and inadequate training of counselors are other problems impeding the

provision of guidance and counseling services in Ethiopia. Additionally, there are no policy guidelines on the use of guidance and counseling services. Furthermore, lack of knowledge or awareness of the presence of guidance and counseling service and unfavorable attitude held by students towards seeking help determines how effectively counseling resources are used. A study by Yilfashewa (2011) on Haramaya University revealed that the students do not have much knowledge of the guidance counseling services offered by the educational institutions and nearly 52% have the attitude that guidance counseling services have never reduced students' academic, vocational, social, and personal stresses. Yirgalem (2013) also indicated that the school community had poor awareness about the presence of guidance and counseling services at their schools. While students with positive attitude toward seeking help are more likely to benefit from counseling than those with negative attitude; , the latter ones are likely to enjoy little or no benefits from the service. Consequently, students are faced with many difficult situations in today's university life.

On the other hand, a study by Adane (2016) on the status of utilization of school guidance and counseling services in Sidama Zone Secondary Schools in Ethiopian indicated that there is high counselor student ratio in the study areas and lack of awareness on the part of students about the service in their school.

Njeri (2007) indicates that where school administration, other teachers, and parents adequately supported guidance and counseling programme, adequate resources were allocated and students were aware of the role and importance of counseling in their schools, guidance and counseling services were successful. Where counselors had little training in guidance and counseling, guidance and counseling programme face a number of challenges including lack of specific time allocation to guidance and counseling activities and lack of commitment.

Based on findings from various studies and the researchers' personal observations, it is evident that some of the problems of students that need counseling and intervention are low self -concept, lack of proper study skills, time management problem, lack of

assertiveness among female students to cope with school challenges, and problems of students with special needs. Other problems for underutilization of the service are related with professional incompetency of counselors and lack of policy direction about the service and administrative problems. Thus, it appears that guidance and counseling services at universities are not contributing to students' educational, vocational and personal/social development as required.

The main objective of this study is, therefore, to examine the effectiveness of guidance and counseling services in Adama and Addis Ababa Science and Technology Universities to support students' social adjustment, behavioral change, and academic achievement. The study also aimed to examine the correlations among guidance and counseling service, social adjustment, discipline observance and academic achievement, and the predictive validity of the former three in academic achievement.

1.2 Statement of the problem

In Ethiopia, there is a tendency to rely on traditional helping professionals. According to Endrerud and Charinet (2004), in Ethiopia, youngsters get guidance and other advices on their educational or social problems from older people, family members, and friends depending on their individual problem. If the problem is more personal, it is common for most people to share their problems with individuals outside of their family rather than members of the family. Religious institutions such as churches and mosques are also responsible in offering guidance services for their followers. Compared to the long history of Ethiopian education, the service of guidance counseling in Ethiopian schools is at its early stage. The service is offered mainly in secondary and higher learning institutions.

Despite the government's efforts to expand guidance and counseling service to enforce discipline, social adjustment, and academic achievement in Ethiopia higher learning institutions, some social maladjustment and academic problems have continued in universities with new dimensions. Not only have students grown more violent, destructive, and socially maladjusted but they are also becoming academically more

challenged. There seems to be lack of effective intervention strategy to contain student discipline, social adjustment, and academic achievement. Despite the existence of guidance and counseling in universities, indiscipline, social and academic problems still continue unabated. This can be realized from the fact that universities in the whole country continue to experience student indiscipline on the one hand, and social and academic problems, on the other. As stated earlier, most of the research carried out on the role of guidance and counseling service (e.g., Yirgalem, 2013, Selam, 2014 and Adane, 2016) focus on high school. Moreover, the existing research has not given much attention to the role of guidance and counseling in management of student discipline, social adjustment, and academic achievement. ASTU and AASTU are no exception with regard to student indiscipline and social and academic problems. Moreover, inefficient university guidance and counseling service organization and facilities and inadequately trained guidance personnel seem to have made the problem more serious.

However, students should get psychological support in order to be able to make informed and wise choices that could help them achieve in academic and co-curricular activities, and they should socially adjust themselves to their peers, teachers, and parents. They also need to be supported on how to spend their leisure time and adjust to proper heterosexual relationships. To this end, this study seeks to establish the role of guidance and counseling in management of student discipline, social and academic problems in ASTU and AASTU, Ethiopia. It also seeks to establish the predictive validity of the existence of guidance program, social adjustment, and discipline observance in students' academic achievement. The intention of this research is to answer the following research questions:

Main research question:

What are the determinants of quality guidance and counseling service, students' social adjustment, discipline observance and academic achievement?

Sub research questions:

1. Are there effective institutional student counseling and guidance policy, programs, facilities, and provisions in Addis Ababa and Adama Science and Technology Universities?

2. How is guidance and counseling service organized to ensure students' social adjustment, discipline, and academic achievement?
3. What are the correlations among guidance and counseling service, social adjustment, discipline observance, and academic achievement?
4. What is the predictive validity of guidance and counseling services, students' social adjustment, and discipline in students' academic achievement?
5. What are the hindrances of effective guidance and counseling services in Adama and Addis Ababa Science and Technology Universities?
6. What are the criteria useful in the selection of relevant guidance and counseling model that support students' social adjustment, discipline and academic achievement?

1.3. Objectives of the study

The main objective of this study is to examine determinants of effective guidance and counseling services, students' social adjustment, discipline observance and academic achievement in Adama and Addis Ababa Science and Technology Universities.

The specific objectives of this study are to:

1. Inspect the effectiveness of institutional student counseling and guidance policy, programs, facilities, and provisions;
2. Examine the extent to which guidance and counseling services are designed in a way that supports students' social adjustment, behavioral change and academic achievement.
3. Find out correlations among guidance and counseling service, students' social adjustment, discipline and academic achievement.
4. Examine the predictive validity of guidance and counseling services, social adjustment, and discipline observance in students' academic achievement.
5. Identify major impediments in provision of quality guidance and counseling services.

6. Point out criteria useful in the selection of relevant guidance and counseling model that support students' social adjustment, behavioral change and academic success in university.

1.4 Conceptual framework

This study was based on the premise that there cannot be good student discipline, social adjustment, and academic achievement in a university without effective guidance and counseling services. In order for guidance and counseling to be effective in the management of student discipline, social adjustment, and academic achievement, universities should have clear guidance policy and strategies, trained guidance and counseling personnel, and required facilities provided for guidance and counseling activities. Besides the need for counselors' and students' positive attitude towards guidance and counseling services, the university administration itself should have a positive attitude towards, and support for, the provision of guidance and counseling services by allocating appropriate budget and assigning the required human resource. Moreover, the gender of the counsellor is likely to make clients of the opposite sex refrain from seeking his/her support. Counselors' workload can also affect proper implementation of guidance and counseling service. Among the important factors which require guidance and counseling in discipline management, social adjustment, and academic achievement include family factors, environmental factors, and personal factors.

There are two methods used for guidance and counseling in universities, namely, group/peer counseling and individual counseling. Group counseling has an advantage over individual counseling in developing appropriate discipline and social skills and in contributing to academic success as students share experience and get the opportunity to support each other and try out new styles with other members of the group. Therefore, family factors, environmental factors, personal factors, and methods of counseling in a university set up will interact to determine the level of student social adjustment, discipline, and academic achievement. Quality guidance and counseling services

contribute to high level of student discipline, social adjustment, and academic achievement.

Figure 1 below shows issues that need guidance and counseling interventions. The counselor can either use group, peer or individual counseling to counsel students that have problems emanating from family, environment, and personal factors since these are some of the causes of students’ social maladjustment, indiscipline, and poor academic achievement. In general, the provision of educational, vocational, and social/personal guidance and counseling service depends on guidance policy, support and facilities, counselors’ qualification, and beneficiaries’ attitude. These in turn affect the effectiveness of guidance and counseling in students’ social adjustment, discipline observance, and academic achievement.

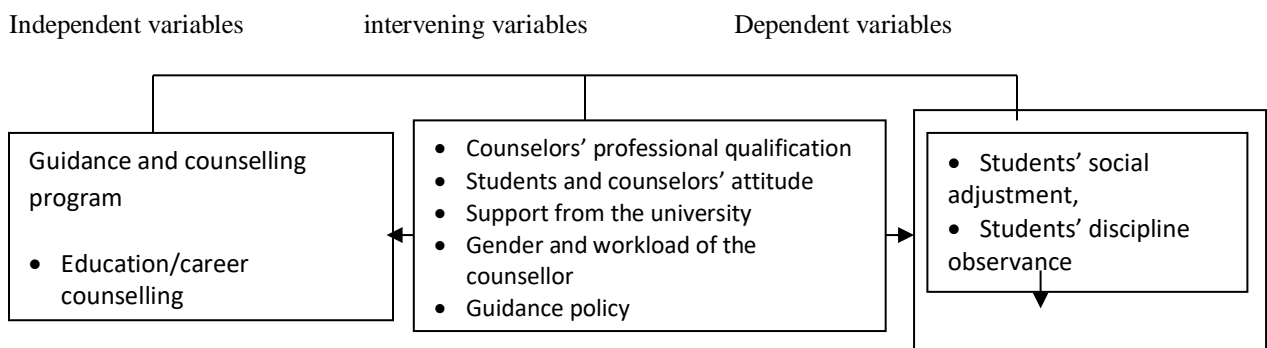


Figure 1: Conceptual framework of the study

1.5 Significance of the study

The results of this study may benefit guidance personnel as a source of reference in designing and implementing the program in their respective universities. The study may also be useful to the two universities, Ministry of Science and Higher Education, and other stakeholders to come up with effective policies and strategies aimed at strengthening guidance and counseling services through provision of adequate resources and trained personnel. It may also be beneficial to teachers in sensitizing them on the crucial role they should play in promoting and supporting guidance and counseling service. Finally, the students will in the end reap the benefits of effective and efficient counseling and guidance services for their overall growth, development, and welfare. The

study may be helpful to other researchers who aspire to conduct further research in the area by serving as a reference material.

Besides, the findings of the study may encourage the two universities and NGO's to establish professional service centers. Such centers for educational and vocational guidance can focus on:

- Identification of clients' aptitude and interest using psychological tests;
- Providing information on academic success, social adjustment, discipline and labor market;
- Giving consultancy services for those institutions which need such services;

1.6 Delimitation of the study

In order to have more comprehensive information, it would have been better if the study had included universities in different settings of the country. However, to make the study more manageable and to complete it within expected time limit, the researchers found it necessary to confine the study to two science and technology universities in the country, namely, Adama Science and Technology University and Addis Ababa Science and Technology University.

1.7 Limitations of the study

This study may have some limitations owing to the fact that it is confined to two universities and limited factors (guidance and counseling service) in students' social adjustment, discipline observance, and academic achievement. Demographic factors (age and educational level), support from family, peers, and elders, and personal coping strategies were also not included. Time limit, teaching commitment, and additional responsibilities of the researchers might have their own impact on the study.

1.8 Operational definition of important terms

Guidance and counseling services: A program that prepares individuals (counselors) to apply the theory and principles of guidance and counseling to the provision of support for the personal, social, educational, and vocational development of students in university.

Guidance and counseling program: A package of guidance and counseling service that is intended to improve a range of student learning and behavioral outcomes which are comprehensive in scope, preventive in design and developmental in nature. It is a collaborative effort between the counselor, families, community stakeholders and other educators to create an environment resulting in a positive impact on student social adjustment, discipline and academic achievement.

Social adjustment: Adaptation of the person to the social environment that may take place by adapting the self to the environment or by changing the environment.

Discipline observance: Compliance of students with university's rules and regulations.

Academic achievement: It is a performance outcome that indicate the extent to which students have accomplished specific goals that were the focus of activities in instructional environments in colleges and universities (commulative grade point average (CGPA) in this study).

Guidance personnel: Individuals who are by their profession responsible to provide support for the personal, social, educational, and vocational development of students in university.

Quality guidance and counseling service: May refer to inputs (numbers of guidance personnel or counselor-student ratio, amount of guidance personnel training, facilities), processes (amount of time allocated for guidance and counseling services, extent of applying relevant counseling principles and theories), outputs (solved psychological, social, disciplinary and academic problems), and outcomes (general adjustment in subsequent life). Additionally, quality guidance and counseling service may imply simply the attaining of specified targets and objectives related to personal/social, academic and vocational issues in terms of the extent to which guidance and counseling service has influenced change in students' knowledge, attitudes, values, and behavior.

1.9 Organization of the study

The foregone sections on Background of the problem, Problem statement, Objectives of the study, Importance of the study, and the Scope of the study have been highlighted in Chapter 1. Chapter 2 deals with a brief history of guidance and counseling service and

makes an overview of guidance models and theories, firstly, as they are applied worldwide, and then as they are known and used in Ethiopia. The research methodology and design are presented in Chapter 3. Chapter 4 presents the findings, the interpretation, and discussion of empirical research. Summary, conclusions and recommendations of the study are given in chapter 5.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the concept of guidance and counseling service, its historical development, and theories of counseling. The chapter also describes the role of guidance and counseling services in general and in relation to students' social adjustment, discipline, and academic achievement. Attempts have been also made to review guidance and counseling service in the Ethiopian context. Finally, challenges in guidance and counseling and the theoretical frameworks of the study were discussed.

2.2 Overview of guidance and counseling service

Various psychologists and scholars have given several credible but slightly different definitions of the terms guidance and counseling (Mbugua, 2006). According to UNESCO (2000:8), guidance is a process by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations. It is sequential, systematic and developmental program planned and implemented to meet the needs of students in preparation for their future (Gysbers & Henderson, 2012). Guidance encompasses activities ranging from providing factual information to giving technical advice. It is organized around three broad areas of human needs: vocational, educational, and socio-personal. Thus, according to Watts and Kidd (2000) guidance is designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development.

Personal/socio-emotional guidance focuses, mainly on areas of socialization, self-esteem, relationships, and good citizenship. Personal/socio-emotional development emphasizes learning of social rules and convention, attainment of self-control, establishment of positive social relationships, development of communication skills and adaptation to new situations. It also helps to demonstrate respect and appreciation for individual and cultural differences and helps to describe stereotypes and their impact on self and others. Educational guidance focuses on the areas of self-awareness, effective study skills, learner attitudes, time management, maximum utilization of resources, building academic

strengths, and future educational planning. Career/vocational guidance focuses on the areas of career awareness, interests and skills, career exploration and planning, maximum utilization of career resources, seeking, obtaining, maintaining, and changing jobs, and connecting classroom learning with future career decisions and leisure. In general, guidance would certainly help to brighten the lives of many young people for it promotes emotional maturity, personality development, self-responsibility, creativity and ability to solve problems (Alice, Alice, and Patrick, 2013).

On the other hand, counseling is a situation where a counselor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose (BACP, 2006). Makinde (1987 as in Shaterloo and Mohammadyari, 2011) defined counseling as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. Like guidance service, counseling service assists students to understand themselves, their environments, and their opportunities, so that they make appropriate adjustments and decisions and accept personal responsibilities for their choices (Gysbers & Henderson, 2012).

Counseling does not deal primarily with the mentally ill but with normal individuals facing all the difficulties. The specific goals of counseling are to help the individual access a greater part of their personal resources, enabling them to regain their lost energy and get back on track (Egan, 2002), to enable or help the individual to live more competently and/or with contentment (BACP, 2006; McGuinness, 1998), and to improve the mental health and reduce psychological disturbances (Egan, 2002; McGuinness, 1998). According to the American School Counselors' Association as cited in Ajowi (2005), counseling promotes change in attitudes, skills, behavior, knowledge, or awareness. Mutie and Ndambuki (2004) assert that counseling service is the brain and heart of the guidance program

While aspects of guidance are much more concerned with provision and interpretation of information, counseling is concerned with feelings of the heart; it is more to do with helping as a process. Counseling is more of an interacting relationship rather than giving advice or information. It is more emotion-oriented where guidance is cognitively-oriented. Moreover, counseling is highly personalized and confidential, while interactions during guidance can be less intimate or more public. However, the most widely accepted position is that guidance and counseling are like two sides of the same coin, with one complementing the other.

2.3 Major theories in counseling

Mbugua (2006) identified three major theoretical frameworks in counseling. They are psychoanalysis, behaviorism, and person centered theory (PCT). The ideas of Sigmund Freud (Psychoanalysis), B. F. Skinner (Behaviorism) and Carl Rogers (Person-Centered Therapy) have formed the basis for and influenced early and current attempts to understand and change human behavior. It is widely recognized that the three approaches to counseling are the basic approaches to counseling (Nye, 1996).

2.3.1. Psychoanalysis

Psychoanalytic therapy was founded and propagated by Sigmund Freud (1856-1939). Freud trained initially as a medical doctor, a neurologist. He emphasized the dualistic nature of human kind (mental as well as in the physical field). This manifests itself in three ways: The person as a biological and as a social being. The conflict between the consciousness versus the unconsciousness and factors in the environment that bring about the development of personality, the acquisition of values; and the tendency to seek pleasure and avoid pain underlie this framework. The human mind is, therefore, an exploration of thoughts, feelings and fantasies.

The focus of therapy in psychoanalysis is, therefore, on the relationship between the conscious and the unconscious personality, the 'talking cure'. According to Freud, life experiences are stored in the unconscious mind. Freud refers to it as the hidden domain.

For instance, human behavior is heavily influenced by childhood experiences that are deeply rooted in the unconscious.

According to Freud, sex and aggression drives are dominants of human behavior and the individual is always seeking to undo the repression of sexual impulses or drives. The young adolescent in the school will feel the urge to sneak from school to go and buy a cigarette or a loaf of bread but at the same time fears the danger of being caught and punished for breaking the school rules and regulations. Thus, the teacher would be expected to provide guidance on how to deal with discipline issues in the schools. The best-known Freudian model of personality is the Id, Ego and Superego. The first of these is the Id, the biological component and the source of energy. It is instinctive, illogical, lacks in organization, seeks pleasure and is largely unconscious (no contact with the world). The school/university must tap that energy in the form of co-curricular activities. As much as possible, basic human needs should be met. The second is the Ego, the psychological component that has contact with the world. The ego is realistic, organized, logical and intelligent, and controlled. It is to this part of the human personality that the school/university guidance and other fundamental principles such as school/university rules must be directed. The final part is the social component, the Superego. It is judicial, ideal, strives for perfection and the person's moral code. Adolescents typically believe that they are invulnerable to most risks including social, discipline and academic risks (Boone, Lefkowitz and Romo, 2003). According to Elkind (1974), adolescents at this stage are egocentric which results in feeling unique and special from others. One aspect of egocentrism is the wrong belief that negative things cannot happen to the self but to others (Boone et al., 2003). The teacher might, therefore, make use of such knowledge to deal with behavioral problems and the possibility to expose themselves to risk, menace especially the vulnerability and susceptibility of the youth (Wango, 2001a) and appeal to the ego where and when the superego is unrealistic.

2.3.2. Behaviorism

Behavioral therapy is a set of theoretical hypothesis on the emotional-behavioral functioning of humans and how it can be changed. Behavioral-cognitive approach

integrates thought and behavior. Scholars like Lazarus Arnold, B.F. Skinner, Pavlov, Albert Ellis, Wolpe and Albert Bandura founded this theory. Behaviorism has its origins in the 1950s–1960s as a radical departure from the predominant psychoanalytic perspective in that they (the behaviorists) believed that behavior is not influenced by past experiences. According to them, behavior is mechanistic (psychoanalysis- deterministic). Thus, behavior can be learnt, unlearnt, and/or relearnt and thus can be modified. The learnt behavior is the problem and not the symptom of the problem. They believed that human beings are the products and producers of their environment (Bandura, 1986). The implications of this theories for guidance and counseling are that the teacher has to see those aspects of the home (for example, inept parents), society (violence, drugs and other substances of abuse) and the school (school culture and ethos, rules and regulations) that produce the child/ren in the school. It also has implications for changing behaviors by rewarding acceptable social norms.

At the center of behavioral-cognitive therapy is the concept that events do not force people to have emotional behavioral reactions. Rather, it is their interpretation of thoughts and events that precipitates emotional and behavioral reactions. The basic argument, according to Ellis, is that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. The university would look up to the university rules and regulations that could assist in this aspect. The target for change in therapy are those thoughts, attitudes, beliefs and meanings that create emotional/behavioral disturbance and it would be hoped that the university rules would define a way of conduct that does not conflict with the university norms. Indeed, Ellis theorized that humans have the capacity to interpret reality in a clear, logical and objective fashion. Equally, humans are thus pre-disposed to irrational interpretations. Thus, if young people were well orientated to the university, for instance, they would easily adapt to the environment. Behavioral change is, therefore, based on the idea of learning and that behavior can be learnt and unlearnt and this can further be understood by considering three major areas of development: classical conditioning, operant conditioning, and social learning.

The underlying beliefs in *classical conditioning* are that behavior can be controlled and that human beings can be made to do things without being aware of them. Like Pavlov's conditioning of a dog to salivate at the sound of a bell, the university environment can be manipulated to produce a desired behavior or response. For example, the teachers' positive and welcoming attitude towards the pupils and students can lead to mutual trust and enhanced learning in counseling; the client can be conditioned to produce the desired results such as undoing a seemingly negative practice such as fear.

B.F. Skinner propagated *operant conditioning*. According to Skinner, rewards and punishment make people behave in certain ways. There is negative and positive reinforcement. Positive reinforcement aims to increase the frequency of a response by filling it with a favorable event (reward), while negative reinforcement makes use of punishment or withdrawal of reward/s. Another useful technique in operant conditioning is shaping. This involves reinforcement of successful approximations of targeted behavior until the desired behavior is acquired. Behavior could be reinforced continuously, in a scheduled way or intermittently. Therefore, the university should continuously or intermittently reinforce positive behavior by rewarding it.

Social learning theory was started by Albert Bandura (1986). Social learning theory postulates that people are capable of learning vicariously by observing the behavior of others as well as its consequences and by initiating that behavior. Key aspects include observing, retaining, motivation and imitation. Learning is a process and such practices such as peer counseling should be enhanced. The role of cognitions and feelings in influencing behavior especially the faulty thought patterns (low self-concepts, self-defeating statements etc.) is recognized in social learning theory, and how they lead a person to produce maladaptive behavior.

It must be noted that the behavioral approach and traditions of Pavlov, Skinner, Thorndike, and Watson and the thinking of Bandura greatly helped to produce effective ways of managing social problems, disciplinary violations and issues related to academic challenges. This was mainly through behavior modification techniques and the principles

of reward and punishment. Behavioral therapy offers various action-oriented methods to help people take steps to change what they are doing and thinking. Many behavior techniques particularly those developed in the last decade emphasize cognitive processes (Nelson-Jones, 2001). The modern behavioral approach is grounded on a scientific view of human behavior that implies a systematic and structured approach to counseling. Behaviorists help the client by teaching them how to act or behave appropriately in congruence with their world. This is meant to bring about a healthy and stable self mentally and (therefore) physically. Cognitive counselors concentrate on the cognitive mapping of their clients and search for the disabling factor/s that prove(s) to be crippling the client.

2.3.3. Person centered theory (PCT)

Person centered or client-centered therapy has its basis in Carl Rogers' work (1902-1987). It is one of the most important approaches to counseling and one of the most widely used orientations to counseling and therapy over the years. Indeed, person centered or client-centered therapy has supplied ideas and methods that have been integrated in other approaches (Thorne, 1992). Person-centered therapy emerged in the 1950s as a reaction or alternative to psychoanalysis and behavioral therapy and came to be known as the 'third force' in contrast to the earlier two approaches. Client-centered therapy (Rogers, 1951, 1957, 1983) has its roots in the existential humanistic tradition. The humanistic approach works in the "here and now" and examines the client's feelings, thoughts and actions by exploring their fantasies and myths, thus enabling them to come to grips with the reality of their lives.

Person centered therapy is a relationship model. The focus in counseling is on the person and the issue(s) they bring to the counseling session. According to person centered therapy, the person of the counselor is the key therapeutic factor (McGuiness, 1998). It is the quality of the relationship that the counselor creates with the counselee that is in itself healing or therapeutic.

Carl Rogers maintained that the individual has within the self vast resources for self-understanding, for altering the self-concept and for self-directed behavior. These resources could only be tapped if a definable climate of facilitative psychological attitudes is provided. Principally, therefore, the solution to the problem is in the hands of the client. However, teachers dealing with children and young people might not be convinced that it is possible for them to make seemingly correct decisions about their lives or behavior.

Four major concepts attest the client-centered therapy. These are: a) That clients should be allowed to find solutions to their problems (that is counseling should be non-directed and not prescriptive); b) The focus should be on the client/counselee (this changed the focus of attention in counseling from the counsellor to the client and hence the approach client-centered therapy); c) The role of the counsellor is to provide the necessary and sufficient conditions to enable the client reach his/her goal; that is, the counselor should create a conducive environment to facilitate a healing process. These conditions of therapeutic change are empathy, congruence, and acceptance (unconditional positive regard) and came to be referred to as the core conditions; and, d) the counsellor must be able to communicate this empathetic relationship to the client.

The implication is that students should be assisted, and their decision should not be dominated by others to solve their social maladjustment, disciplinary problems, and academic challenges. The counselors play facilitative roles.

Overall, it is widely recognized that the three approaches of psychoanalysis, behavioral and humanistic psychology represent the fundamental ways of viewing humans and their emotional behavioral problems (Mahler, 1989; Mcleod, 1997). This study together with social learning theory, the social exchange theory, and the system theory uses the person centered approach as its base. The person centered approach was chosen because of the following reasons: 1) The focus on counseling should be the client, that is, the student in the university/school; 2) The purpose of counseling is to offer help or to assist the student

in this case; 3) Counseling is associated with change that is accompanied by a psychological process of acceptance of the self and others.

2.4 The role of guidance and counseling service

Ashraf (2017) identified that university students are undergoing one of the most difficult periods of life. Besides pressure from physiological change, the access to unlimited information of all sorts has posed a great threat in smoothening this transition. To some extent they don't know which information is good and which is bad and how it will affect their personality and thinking. They have to do outstanding performance in exams and do all assignments. They also have faced with confusions, uncertainty, and alienation that past generations have not faced (Myrick and Myrick, 1983).

National Council of Educational Research and Training (2015) also identified that academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, HIV/AIDs, crime, changes in lifestyle, divorced/single parents and so on are some of the concerns which require support of guidance and counseling services to school/university students. That is to say, complexities of modern life have placed heavy demands and responsibilities on students. Students are facing numerous personal, academic, social and emotional needs, and problems which, if unattended, could lead to host patterns of undesirable behaviors (Weiten, 2007 in Ashraf, 2017).

Guidance and Counseling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others (Ramakrishnan & Jalajakumari , 2013). Guidance and counseling plays a vital role in preventing educational, personal, social, mental, emotional, and other similar problems among university students. Broadly speaking, guidance and counseling provides information services, placement services, appraisal services, vocational guidance

services, counseling services, referral services, evaluation services, follow-up services, consultancy and research services (Nwachukwu, 2007). This means that all university students would require counseling services in order to develop their academic, social and personal competencies.

Thus, guidance and counseling aim at orienting individuals to face the ever-changing challenges in today's fast-moving technological world in the areas of educational, vocational, avocational, social, moral and health guidance. *Educational Guidance* focuses on education, the curriculum, the methods of instruction, other curricular activities, and students' disciplines. *Vocational Guidance* is concerned with assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it. A *vocational guidance* helps the child to judiciously utilize the leisure time. *Social guidance* helps in developing social relationship and in becoming tolerant towards others. Social guidance will help the students to attain intellectual and personality development through pragmatic opportunities provided to them. *Moral guidance* provides with socially desirable and culturally valuable moral support. *Health guidance* centers on preventive and curative guidance, for example, habits of cleanliness, healthy food habits, awareness on nutrition, prevention of communicable diseases, measures and practices for the prevention of pollution, maintenance of body fitness, and importance of physical exercises. More specific roles of guidance and counseling service related to social adjustment, discipline, and academic achievement are eventually discussed.

2.4.1 The role of guidance and counseling service in students' social adjustment

Adjustment refers to a process in which an individual finds and adopts modes of behavior suitable to or the changes in the environment. The need for guidance and counseling services in all universities cannot be overstated due to increasing complexities of modern life that have placed heavy demands and responsibilities on university students. These students, as also mentioned elsewhere, are faced with numerous personal, academic, social and emotional needs and problems which, when unattended, could lead to host patterns of undesirable behaviors (Gatua, 2014; Weiten, 2007). It was concluded that

guidance and counseling services helps in enhancing positive social and emotional adjustments amongst secondary school students.

Conger and Peterson (1984) articulate that guidance counselors contribute to students' behavior modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis. In addition, Theodore (2002) contends that counselors apply individual or group counseling techniques to help students acquire social values such as love, acceptance, humility, and integrity. As noted by Stewart (2003), guidance counselors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit.

Waiten (2007) has observed that emotional adjustment among adolescents is the most profound and important experience that culminates to the change of behavior. Resultantly, Collin (2007) depicts guidance and counseling as an ultimate icon that addresses students' social and emotional adjustment. Karega (2008) argues that lack of adequate social and emotional capacity of adjustment among secondary school students has resulted in unrests, riots and violent disturbances.

Auni, Odhiambo and Lyanda (2014) identified that student unrests, indiscipline cases, and poor social relationship among students and teachers are due to poor guidance and counseling service. Thus, guidance and counseling program has a pivotal role in assisting students adopt acceptable behavior in the university environment. Hence, it is imperative to have guidance and counseling in universities to prepare students to handle varied life situations as guidance and counseling program had inadequately contributed to students' social adjustment as a result of inadequate facilities, inadequately trained counselors, and ineffective strategies of guidance and counseling.

2.4.2 The role of guidance and counseling service in students' discipline

Indiscipline is a severe problem in our present educational system. As a result, discipline is becoming more and more an integral part of the teaching-learning process in any learning institution, without which effective teaching-learning may not occur (Samoei, 2012). Students in universities are in their adolescent stage characterized by numerous changes and may end up being unruly resulting to indiscipline problems. Lateness, bullying of the students, and disobedience are the commonest offences that student commit. Muchiri (1998) also identified some forms of indiscipline commonly experienced in schools which are also true of university students. These were absenteeism, non-completion of work, fighting in the school/university compound, deviance from school/university rules, refusal to carry out punishment, smoking, late coming, laziness, abuse of drugs such as alcohol, tobacco, cannabis sativa (bhang), heroine, Miraa, cocaine and mandrax, teenage pregnancies, juvenile delinquency, and school drop-out, among others. In addition, Ayieko (1998 cited in SAMOEI, 2012) explained that discipline problems may include destruction of school/university property such as burning of dormitories.

Therefore, for Collins (2002) it is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves and their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behavior where counseling services are essential elements in discipline management of people in all societies (Mikaye, 2012). From the literature review, Mikaye (2012) also found that character formation is achieved through intense formal and informal programs for guidance and counseling.

Raffer and Johnson (1981) as cited in Samoei (2012) also maintained that many student discipline problems that occur in secondary schools might not exist if guidance and counseling services were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in the management of students' discipline in

schools and universities. Thus, guidance and counseling is a preventive measure to indiscipline problems resulting from frequent mood shift leading to anger, hostility, frustrations, emotional stress, embarrassment and anxiety that in turn lead to resistance to authority, hyper criticalness towards adults, and oversensitivity to adult suggestions regarding friends and appropriate use of time.

Consequently, Holden (1971), cited in SAMOEI (2012), observes that counseling is intended to increase a client's sense of responsibility for his or her own life to help him or her make up his/her own mind and act upon his/her decisions, cope sensibly with situations he or she has hitherto disliked, resented or rejected, and come to terms with circumstances which cannot for the moment be changed.

Besides, teaching self-control through counseling methods used to maintain discipline in university/schools include suspension, reprimands, detention, enforced labor, manual work, fines for carelessly damaging property, and loss of privileges like removing students from class for hours or days or be demoted from being a perfect reprimands. If administered calmly and without anger, these methods can be very effective.

In general, guidance and counseling plays the following roles in discipline management; it motivates students to do what is right for the right reason. It reduces psychological pains and develops self-awareness among students.

2.4.3 The role of guidance and counseling service in academic achievement

Education has a vital role in the development and abilities of students. With education, students can develop to their full potential and qualified personal (Shaterloo & Mohammadyari, 2011). However, there are a host of problems which cause students to attain poor academic performance including anxiety, poor self-concept, poor methods of study, poor reading techniques, and indiscipline (Napier 1972 in NJERI, 2007). Anxiety is incompatible impulses, desires and values. Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Positive self-concept helps a

student in academic achievement. The more positive a student's self-concept, the better will be his/her academic achievement.

Poor methods of study are also the source of academic problem. Mutie and Ndambuki (1999), in NJERI (2007) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But they emphasize that through academic counseling, teacher counselors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

Poor reading technique is also an obstacle to academic success. Many university/secondary school students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not comprehend what they read. Poor concentration has been an issue to many students who have poor reading technique and performed poorly. Academic counseling is, thus, a good remedy for students with reading problem by training them to have effective reading skills.

Indiscipline, being an act of disorder in a student against the established norms in a school/university, has widely affected many students' academic performance. Lindsay (1983) identified two reasons for adolescents' indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent, while the external reasons are demands that arise from the social environment including individuals, administration, and the community. When the students' needs are not met, then they are frustrated and this affects their academic performance.

The application of guidance and counseling techniques improves the academic performances of students and significantly reduces drop out ratio (Mehmood, Rashid, and Azeem, 2011). In addition to causes of poor academic performance mentioned above, many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Obilade, 1987; Ladipo, 2000;

Eweniyi, 2002). The attitudes of human beings play significant role in their behaviors. Moral education and counseling contribute to change human attitude, thereby influencing the academic performance of students (Tonbra, 2013). From their empirical study, Eliamani, Richard, and Peter (2015) also found that guidance and counseling services offered proved to be effective in influencing students' study life and in shaping students' attitude towards studies and career choice. A guidance and counseling program in a university assists students to harmonize their abilities, interests and values, thereby developing their full potential. All these efforts are geared towards improving the self-image of the students and facilitating better achievement in their academic performance (NJERI, 2007).

2.5 The interaction among students' social adjustment, discipline observance and academic achievement

Success in a university is the interactive effect of multiple factors such as university environment and students' characteristics. University environment refers to quality of education (in terms of the curricula, teachers' readiness, and facilities) and student support system. Students' characteristics refer to students' intelligence, social and academic competence, motivation, self-image and behavior. The effect of one of the support system, guidance and counseling service, on social adjustment, discipline observance and academic achievement was extensively discussed in the preceding sections. This section presents the interaction of students' social adjustment, discipline observance, and academic achievement.

Academic achievement differs with social adjustment. Failure to adjust to school/university environment can lead to mental health issues, poor academic achievement, refusal or school/university dropout. Students who are socially adjusted exhibit good academic achievement (Lakhani, Jain & Chandel, 2017), and there is a significant relationship between academic achievement and social adjustment (Srivastava, 2018). Surekha (2008) and Safari, Shirazi and Nejat (2014) also point out that a significant positive high correlation exists between academic achievement and adjustment including social adjustment. Mahmood (2015) further found that there is

positive significant relationship between psychological adjustment and academic achievement among students. In spite of a general conclusion that maladjustment leads to devastating lifelong impacts on students' personality that ultimately affect academic performance, some researchers (e.g., Malik & Khalid, 2012; Nazli & Irfan, 2009) concluded that there is a negative relationship between psychological adjustment and academic achievement of students.

Significant relations were also found among adaptive behavior, social adjustment, and academic achievement (Richmond & Blagg, 1985). The implementation of effective discipline at school is a key measure for the student in the journey to adulthood (Ehiane, 2014). It becomes imperative in recent times that many schools and universities have traded away discipline and, as a result, led to poor academic performance of students (Ehiane, 2014). Disruptive behavior amongst students can be eliminated through good discipline at school/university. School/university discipline controls students' behavior and, thus, affects students' general academic performance. That is, there is a positive relationship between the lack of discipline and poor academic achievement. Pasternak (2013) found a positive and significant correlation between all four discipline skills (perseverance, the ability to meet schedules, the capacity for goal-setting and planning for goal achievement and completion of unpleasant tasks) and classroom conduct and academic achievement. Pasternak (2013) also found positive and significant correlations among the four discipline skills and all the chosen measures of academic achievement: arithmetic, science, written expression, grammar, reading comprehension and English. The capacity to complete unpleasant tasks was also very highly correlated with all the academic achievement measures. Thus, discipline is one of the meaningful and important prerequisites for academic success (Tought, 2012). In the absence of these skills, students will find it exceptionally difficult to successfully perform at the desired levels.

2.6 The status of guidance and counseling service in Ethiopian context

Ethiopian higher learning institutions are currently faced with many challenges. Coupled with unemployment and unable to focus on job creation instead of job-seeking, the most

common problems include violation of school/university rules and regulations, bullying, alcohol addiction, drug abuse among youths, socially unacceptable sexual ventures, low motivation in academic achievement and academic underachievement, poor study habits, teenage pregnancies, truancy, juvenile delinquency, and serious misunderstandings between teachers and students. There are also increased violence, strikes, and burning of properties. Furthermore, breakup of cultural norms, rising unemployment rates, and stress from overloaded curriculum have been cited as the causes of the continued problem (Yirgalem, 2013).

A study by Selam (2014) revealed that guidance and counseling is a remedy to such problems; thus, it becomes a central and decisive component of the university/school system. However, in Africa in particular, it is still at an early stage of development (Mahlangu, 2011). Currently, the situation in Ethiopia is not much different. The three most serious problems are lack of proper understanding of the use of guidance and counseling service and shortage of professionally trained counselors and lack of adequate material resources to support guidance and counseling service (Yusuf, 1998). The most serious problem, however, is unavailability of professionally trained counselors.

Yirgalem (2013) also indicated that there is poor awareness about the presence of guidance and counseling services at schools. The schools guidance and counseling programs do not have written plans, specific roles and responsibilities, and private counseling rooms. There is loose coordination among principals, teachers, and guidance and counseling programs. Thus, the rationale to offer guidance and counseling services to high school students is clear. The high school years are a period of academic, social, personal, emotional and intellectual growth for most adolescents. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their academic achievement can be improved and their overall development can be enhanced. On top of this, the increasing complexities in the society, industrial and technological development, changes of the nation's educational system, and increasing number of students necessitated the provision of effective guidance and counseling service

A study by Adane (2016) on the status of utilization of school guidance and counseling services in Ethiopian secondary schools in addressing the psychosocial and academic needs of secondary school students revealed that students face different psychosocial and academic problems that need the help of school counselor. The study further revealed that the majority of students are not utilizing school guidance and counseling services properly to be successful in their academic life mainly due to lack of awareness about the service in their school, weak link between school counselors and school community. Accordingly, low self-concept, lack of proper study skills, time management problem, lack of assertiveness among female students to cope with school challenges, and different problems students with special needs face were identified as a potential problems that need intervention of school counselors. Other problems for underutilization of the service are related with professional competencies of the school counselors, lack of policy direction about the service and administrative problems. Based on the findings, it is recommended that there should be clear policy, manual and job description for professionals, employing additional professionals, and offering necessary pre-service training on school counseling for new graduate to improve and strengthen school guidance and counseling services to address psychosocial and educational needs of students in the nation.

Furthermore, empirical evidence showed that guidance and counseling programs have significant influence on improving discipline problems (Baker & Gerler, 2001), enhancing students grades (Gerler, Kinney & Anderson, 1985), strengthening social skills (Verduyn, Lord & Forrest, 1990), helping students make wise decision on career development and college choices (Whiston, Sexton & Lasoff, 1998), and developing positive study habits and study skills (Abid Hussain, 2006).

2.7 Challenges in the provision of guidance and counseling service

Like professionals in any field, counselors also face different challenges and problems in exercising their profession in university setting (Yilfashewa, 2011; Adane, 2016). Some of the major interconnected problems are lack of necessary training in school guidance and counseling services, lack of awareness about the role of counseling services (students

do not have sufficient knowledge on the kind and the extent of guidance counseling services offered in the university campuses), lack of proper supervision, administrative problems, attitude of teachers, awareness and attitude of students and lack of resources. Lack of proper physical facilities and arrangement of the counseling office, neatness of the office, and lack of appropriateness of the location of the office to practice counseling have their own negative impact in delivering successful counseling service. In addition to these physical setups, the office should have necessary stationary, computer and internet service, and a waiting room.

Majoko (2013) and Adane (2016) identified that Ethiopian secondary school counselors have serious scarcity of material resources, a situation that impedes the provision of effective services to their clients. The other problem in the provision of school guidance and counseling is related with problems in the quality of human resource like lack of counselors without formal professional preparation and training and lack of professional on job training: introduction to new scientific research, technology and how to handle cases. The greatest of all is lack of binding policy document and related guidelines. In Ethiopia, absence of clearly stated policy document, job description for counseling staffs assigned in universities (as they are preoccupied with routine works coming from the school administrators), and secondary schools and any other guidelines that describe about the service in secondary schools and universities is a major challenge. Ethiopia is one of the countries where no evidence could be found to suggest that counseling is available or officially valued in universities and schools. As a result, the service is not effectively solving students' academic and psychosocial problems.

Concerning the Ethiopian context, Egan (1990), in Kamore and Tiego (2015), , also identified that lack of training in guidance and counseling for the teachers and inadequacy of learning from one's own experiences, from experiences of colleagues, from reading, from seminars, and from interactions with clients as professional counseling are some of serious problems. More than giving advice, competent counselors must keep in touch with the current developments in their profession and have repertoire of professional education and application. Kamore and Tiego (2015) further identified the

level of motivation and commitments of the school counselors, and they indicated that offering quality and effective guidance and counseling services in secondary schools largely depends on their level of motivation. However, due to lack of attention by the government, lack of respect for the service, lack of facilities, lack of promotion and inadequate payment, there is low motivation and commitment on the part of counselors.

Unsuccessful students' prior counseling experiences are the other challenges in the implementation of guidance and counseling service. Ngii (2015) pointed out that students' unfavorable attitude towards guidance and counseling service and their failure in prior counseling experience are also barriers in the effective implementation of guidance and counseling service. Those who have had good past experience in counseling process consider it positively as they anticipate that counseling will be beneficial the next time they visit a counselor. On the other hand, if the student had a bad prior counseling experience, he/she will develop negative attitudes towards it. He/she may develop fear and he/she will be extremely cautious and defensive. Similarly, fear of others such as the family, peers, and the society in general and what other staff members might think of counseling and the person who consults a counselor may be a hindrance. The fear may derive from some basic attitudes the students themselves have learned from the significant persons in their environment. Delayed changes in behavior may also be a hindrance. Counseling is expected to bring about changes in attitudes, thinking, outlook, understanding, and behavior, and these changes may not come immediately. This can cause students frustrations and may exhibit development in the desired direction.

Finally, according to Pereira and Rekha (2017), counselors face several problems, difficulties and challenges like lack of awareness of counseling among people, inadequate pay, job insecurity, absence of a professional body to regulate counseling, lack of network of counselors and mental health professionals for seeking supervision and consultation, and so on.

2.8 Theoretical framework of the study

This study was based on the combined principles of person-centered, social learning theory, the social exchange theory and the systems theory. The person centered theory

emphasizes on the human interaction between two people (the counselor and the client, in this case) (Rogers, 1980 in NJERI, 2007). Social learning theory, on the other hand, postulates that a child learns behavior through social interaction in the form of observation and imitation of what other people in the society are doing (Albert Bandura, 1986 in NJERI, 2007). Social exchange theory assumes that all human relationships depend on the subjective cost-benefit analysis and assessment of existing alternatives (Nyarangi, 2011). According to Bailey (1994) as cited in Nyarangi (2011) the systems theory (which is also a leading theory that guided this study) postulates that every system that produces results is part of interlinked parts and, therefore, every change that affects one or more parts in the system causes the whole of it to change either positively or negatively. The four theories altogether indicate the need for empathy, unconditional positive regard and warmth to the client, environment that produces good models where the whole system contributes positively and the clients benefit more from the service. These theories are important in explaining students' social adjustment, discipline observance, and academic achievement as counselors' approach, interaction with immediate environment and the whole system determine effectiveness of guidance and counseling services in general and students' adjustment, discipline, and academic success in particular.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to examine the determinants of guidance and counseling program on students' social adjustment, discipline, and academic achievement. In this chapter, the research design and methodology that were devised as part of the empirical study are described in detail. The chapter includes descriptions on research design, source of data, population, sampling procedure, sample size, sampling techniques, instruments, data gathering procedures, methods of data analysis, and ethical considerations.

3.1. Research design

The current study used descriptive survey research design with mixed research approach that combines quantitative and qualitative research methods. The use of a mixed approach provides an in-depth, comprehensive, and complete picture of a research problem (Williams, 2007). Mixed research method was used to obtain a more substantive picture regarding the complex nature of guidance and counseling services in students' social adjustment, discipline observance, and academic achievement.

In this research, descriptive survey design was used as it can generate large amount of data from relatively wide area (Cohen, 1994; Grey, 2004). Such a study portrays the status of a phenomenon at a particular time, determines what happened during a given activity, and deals with the relationships between variables. It mainly focuses on the test and measurement procedure of a reality, and on the statistical analysis that is entailed in working with responses to research questions requiring numerical data (Williams, 2007). The decision to make use of this method was, therefore, to reflect a desire to generalize the findings from the sample to the entire population. Thus, the study combines quantitative and qualitative methods so as to collect data about the complex nature of guidance and counseling services in students' social adjustment, discipline and academic achievement to merge and analyze results from quantitative and qualitative data to better understand the research problem.

The qualitative research method is aimed at obtaining principally verbal data to add meaning to numbers by exploring the meanings that people attach to their experience. Qualitative research takes the form of a detailed and value-laden inquiry that focuses on the discovery, the processing and the making of meanings, rather than on measuring in terms of quantity (Denzin & Lincoln, 1994).

A phenomenological, qualitative research approach is, therefore, useful for exploring a phenomenon and the meaning that it has for the individuals involved, in order to gain a better understanding of the complexity of phenomena (Mitchell, 2005). It allows phenomena to speak for themselves. For the purpose of this study, phenomenology was used to investigate the experiences, perspectives, views and perceptions of head of guidance and counseling services regarding the contribution of guidance and counseling service in students' social adjustment, discipline observance, and academic achievement.

3.2. Study population and the sample

The study population was Adama and Addis Ababa Science and Technology Universities students. Fifth year engineering students who were registered during the 2012/13 academic year were the source of data for this study.

3.3. Sampling procedure

Multistage sampling technique was used to get the required study participants. First, schools/colleges were selected randomly; then, departments were selected using simple random sampling, and students within selected departments were further selected by simple random sampling using list of names of the selected departments. The number of study participants in each department was determined by the proportion they have in the study population. Head of guidance and counseling services and counselors in each university were included in the sample using availability sampling. Accordingly, 188 out of 1800 students from ASTU and 136 out of 1400 students from AASTU were selected. A total of 6 counselors were included in the sample. Two heads of guidance and counseling service unit were selected using purposive sampling technique.

3.4. Data gathering instruments

To gather information from the informants, self-reporting questionnaires with open ended questions and Likert scale type, which were developed by taking into account the context of the study and based on the existing guidance and counseling theories and practices were utilized.

The questionnaire for guidance and counseling personnel has ten parts. The 1st part focus on general information. The 2nd, 3rd, and 4th parts focus on policy and/or guideline, guidance program, and availability of resource for guidance and counseling program respectively. The remaining six parts focus on the roles of guidance and counseling service in students' social adjustment, discipline observance, academic achievement, challenges involved in the process, and associated measures taken. The questionnaire comprised of structured questions in the form of five point likert-scale items based on scale from "5=strongly agree" to "1=strongly disagree" that enable the researcher to get relevant and consistent information about the current practices, and challenges associated with the provision of guidance and counseling service, students' social adjustment, discipline observance and academic achievement.

In addition to the questionnaire, interview was used as a data collection tool to obtain information from two heads of guidance and counseling service unit in the two universities.

3.5. Data collection procedure

The data were gathered from students in a door-to-door situation by identifying their dormitories. For the purposes of data collection, four data collectors (two from each university) were recruited and trained for data collection. They spent three to four days in data collection. Interview was made on a face-to-face basis by the researcher using leading interview questions.

3.6. Study variables

The independent variables of the study are guidance policy, programs, facilities, and provisions of guidance and counseling service. The dependent variables include continuous variable of students' social adjustment, discipline, and academic achievement.

3.8. Pilot study

The questionnaire was validated by three psychology instructors before it was pilot tested and used as data collection tool for this study. The pilot study was conducted on selected 32 fifth year students prior to the utilization of the instrument to collect data for the main study. Following the pilot study, amendment was made on some items of the questionnaire. Cronbach's alpha coefficient was used to measure reliability of the questions. Cronbach's alpha coefficients for the questionnaires exceed 0.80 for all parts. Accordingly, reliability for existence of guidance program is 0.949, and 0.970 for social adjustment, 0.951 for students' discipline observance, and 0.964 for students' academic achievement. The high reliability of the items indicates the high level of dependability of the instrument to get the required information.

3.7. Methods of Data Analysis

The data collected through the questionnaire were organized and analyzed using descriptive statistics, like mean, percentage, standard deviation, and a range of statistical tools. Coefficient of correlation was used to measure the relationship of academic performance, social adjustment, and discipline of students with the provision of guidance and counseling service. Linear regression was employed to examine the predictive validity of the guidance and counseling services, social adjustment, and discipline observance in students' academic achievement. In the analysis of data from the open-ended questions and interviews, the data were first transcribed and then organized into emergent themes, categories, and sub-categories. Finally, they were integrated with qualitative analysis.

3.9. Ethical consideration

Permission was obtained from the two universities to gather information from the

participants. Participation in this study was firmly on voluntary basis and the participants were fully informed the purpose of the study. They were informed that they could refuse to join this study without explaining their reason and that they could decline the request and even withdraw from the study at any time freely. Based on this, informed consent was obtained from the student respondents. Thus, participation in this study was based on the full knowledge and interest of the participants. Data were used for research's purpose only. Confidentiality was maintained by omitting their name and personal identification, and the data were utilized only for the purpose of the current research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the presentation and analysis of data obtained through both qualitative and quantitative tools. Data analysis was made in line with the research objectives and themes emerged from information obtained from students and counselors in the two universities. The parametric statistics were used in the analysis of data. Descriptive statistics such as frequency, mean, and percentile, and inferential statistics regression were employed. The analyses were thematically organized around demographic information, students' awareness of, and interest in, guidance and counseling services, universities' support with human and material resources, disciplinary problems and measures taken, guidance program as it is related to students' social adjustment, discipline observance and academic achievement, and challenges in the provision of guidance and counseling service.

4.2 Results

4.2.1 Results from students' response

4.2.1.1 Demographic information (N=324)

Table 1: Demographic information of students

Demographic variable	Response	Frequency	Percent
University	ASTU	188	58.0
	AASTU	136	42.0
Sex	Male	201	62.0
	Female	123	38.0
Age	17-20	37	11.4
	21-25	269	83.0
	26 and above	18	5.6
Range of CGPA	below 2.00	13	4.0
	2.00-2.25	65	20.1
	2.26-2.50	92	28.4
	2.51-2.75	67	20.7
	2.76-3.00	34	10.5
	3.10-3.25	29	9.0
	above 3.25	24	7.4

As shown in Table 1, a total of 324 (M=201, F=123), that is, 188 students from Adama Science and Technology university and 136 students from Addis Ababa Science and Technology university participated in this study. The age range of the participants is from 17 to 25 years. There are 13 (4%) students with a CGPA of below 2.00 and 24 (7.4%) students with a CGPA of above 3.25. Most of the students' (48.5%) CGPA ranges from 2.00 to 2.50. More than 90% of the students are in the age range that needs close supervision and associated guidance and counseling service focusing on students' social adjustment, discipline, and academic achievement.

4.2.1.2 Awareness of availability of guidance and counseling service

The research participants were asked whether they are aware of the existence of guidance and counseling service in their respective university. Their responses to the items regarding this are shown hereunder.

Table 2: Awareness of existence of guidance and counseling service (N=324)

Item	Response	Frequency	Percent
Awareness of existence of guidance and counseling service	Yes	147	45.4
	No	177	54.6
Awareness of service offered	Yes	106	32.7
	No	218	67.3
Tendency to seek guidance and counseling service	Yes	80	24.7
	No	244	75.3

As we can see from the table, more than half (54.6%) of the respondents have reported that they are not aware of existence of guidance and counseling service. The remaining 45.4% reported that they are aware of its existence. Similarly, the majority (67.3%) of the respondents is not aware of service offered and 75.3% do not have the interest to seek guidance and counseling service. These results indicate that an important ground has not been laid for the effective implementation of guidance and counseling service, that is, awareness creation about the benefits of guidance and counseling service and motivating students in case they are socially, behaviorally and academically challenged.

Table 3: Number of times students sought guidance and counseling service (N=324)

Item	Response	Frequency	Percent
Number of times students sought guidance and counseling service	.00	297	91.7
	1.00	12	3.7
	2.00	10	3.1
	4.00 or 5.00	5	1.5

The vast majority (91.7%) of students have never sought guidance and counseling service. Only a total of 8.3% sought guidance and counseling service from one time to five times. This problem may be attributed to lack of awareness of the existence of guidance and counseling service, the type of service offered, and lack of interest to seek guidance and counseling service. Where they seek guidance and counseling service, some of their reasons are related to academic and family problems, peer pressure, problem in time management, inability to get psychological support from other academic and administrative staffs, exam anxiety, feeling of helplessness, stress due to different socio-economic problems like regionalism, biases and discriminations, and stress and instability in social interaction.

Table 4: Whether students feel comfortable to discuss their problem with Counselors

Response	Frequency	Percent
Yes	119	36.7
No	205	63.3
Total	324	100.0

Table 4 reveals that most of the students (63.3%) do not feel comfortable to discuss their problems with counselors. Students do not want to share their problems with counselors may be because of lack of awareness, lack of trust on the confidentiality of personal issues, and lack of confidence in whether guidance and counseling service solve their problems. There can also other problems that need further investigation.

Table 5: Whether the universities take guidance and counseling service seriously or not

Response	Frequency	Percent
Yes	74	22.8
No	250	77.2
Total	324	100.0

The respondents were asked whether or not the universities take guidance and counseling service seriously. The majority of respondents (77.2%) feel that the two universities never take guidance and counseling service seriously. Universities take guidance and counseling service as supplementary rather than as their key duties and responsibilities.

Table 6: Major guidance and counseling service provided

Type of guidance and counseling service provided	Frequency	Percent
Career guidance	29	9.0
Educational guidance	207	63.9
Psychological guidance	53	16.4
Social guidance	33	10.2
Other	2	.6
Total	324	100.0

From Table 6, it is possible to understand that guidance and counseling service that is mainly provided is educational guidance (63.9%) followed by psychological guidance (16.4%). This implies that attention is not given to career and social guidance, which is also important in students' selection of career paths, adjustments, and academic success.

Table 7: Students' feeling on the benefits of guidance and counseling services (N=324)

No.	Item	Response	Frequency	Percent
1	Guidance and counseling service has positive influence on academic performance	Yes	148	45.7
		No	176	54.3
2	Guidance and counseling help students to learn to deal with troubles and challenges to improve academic performance	Yes	138	42.6
		No	186	57.4
3	Guidance and counseling benefits for teaching-learning	Yes	193	59.6
		No	131	40.4
4	Guidance and counseling benefits for interpersonal relations	Yes	147	45.4
		No	177	54.6
5	Guidance and counseling benefits for discipline observance	Yes	189	58.3
		No	135	41.7
6	Guidance and counseling benefits in solving all sorts of psychological problems	Yes	132	40.7
		No	192	59.3

From Table 7, it is possible to understand that the majority of students do not have

confidence in guidance and counseling services to positively influence academic performance (54.3%), deal with troubles and challenges to improve academic performance (57.4%), improve interpersonal relations (54.6%), and solve all sorts of psychological problems (59.3%). However, the majority of the respondents believe that the service benefits them in teaching-learning (59.6%) and discipline observance (58.3%). Overall, the overall students' feeling on the benefits of guidance and counseling services is low. What is encouraging here is the fact that they indicated guidance and counseling service as helpful in solving disciplinary problems. Some of the disciplinary problems committed by many students are discussed below (see Table 8).

4.2.1.3 Challenges in the provision of guidance and counseling service

One of the major challenges in the provision of guidance and counseling service is students' violation of universities' rules and regulations that often take different forms. These disciplinary problems are presented and discussed as follows.

Table 8: Students' discipline problems (N=324)

No.	Item	Response			
		Yes		No	
		Frequency	Percent	Frequency	Percent
1	Drug taking	280	86.4	44	13.6
2	Laziness	153	47.2	171	52.8
3	Bullying of new students	73	22.5	251	77.5
4	Rudeness to the teachers	100	30.9	224	69.1
5	Fighting among students	129	39.8	195	60.2
6	Students not ready to confess	96	29.6	228	70.4
7	Theft among students	179	55.2	145	44.8
8	Sexual harassment	82	25.3	242	74.7
9	Homosexuality/ lesbianism	65	20.1	259	79.9
10	Damaging university property	172	53.1	152	46.9
11	Participating in student protest	128	39.5	196	60.5
12	Exam cheating	196	60.5	128	39.5
13	Classroom disciplinary problem	111	34.3	213	65.7
14	Others	21	6.5	303	93.5

According to the respondents, the most frequently observed disciplinary problems are drug taking (86.4%), exam cheating (60.5%), theft among students (55.2%), and damaging university property (53.1%). There are also some degree of problems associated with laziness (47.2%), fighting among students (39.8%), participating in student protests (39.5%), and classroom disciplinary problems (34.3%). These results imply the need to give attention to disciplinary problems that have destructive effects on

students' social adjustment and academic achievement. Thus, there is a need to take disciplinary measures that are likely to fix the problem.

Table 9: Disciplinary measures (N=324)

No.	Item	Response			
		Yes		No	
		Frequency	Percent	Frequency	Percent
1	Social service	178	54.9	146	45.1
2	Replacing lost/damaged property	112	34.6	212	65.4
3	Suspension	125	38.6	199	61.4
4	Putting a student out of class	112	34.6	212	65.4
5	Guidance and counseling	117	36.1	207	63.9
6	Imposing fine	66	20.4	258	79.6
7	Expulsion	101	31.2	223	68.8
8	Oral warning	187	57.7	137	42.3
9	Written warning	171	52.8	153	47.2
10	Others	11	3.4	313	96.6

Oral warning (57.7%), social service (54.9%) and written warning (52.8%) are the most commonly used disciplinary measures by the universities under consideration. Imposing fine (20.4%) is rarely used to correct disciplinary problems. However, there is a need to use a variety of disciplinary measures on the basis of the type and magnitude/seriousness of disciplinary problems committed by students.

Table 10: Challenges of guidance and counseling service (N=324)

No.	Item	Response			
		Yes		No	
		Frequency	Percent	Frequency	Percent
1	Lack of information on the existence of guidance and counseling service	262	80.9	62	19.1
2	Lack of information on the location of guidance and counseling office	244	75.3	80	24.7
3	Lack of knowledge on the benefits of guidance and counseling service.	205	63.3	119	36.7
4	Students' unwillingness to discuss their problems with counselors.	186	57.4	138	42.6
5	The location of the office is not suitable for privacy or confidentiality.	183	56.5	141	43.5
6	Lack of confidence on the competence of guidance counselor to solve students' problem.	205	63.3	119	36.7
7	The students do not take guidance and counseling correction seriously.	214	66.0	110	34.0
8	Lack of time to use guidance and counseling service.	162	50.0	162	50.0
9	Lack of private room for guidance and counseling.	191	59.0	133	41.0
10	Students are reluctant to use the service.	202	62.3	122	37.7
11	Other	97	29.9	227	70.1

More than 50% of respondents in all cases have reported the existence of challenges in student guidance and counseling practices. The first three very serious challenges as

reported by the participants are lack of information on the existence of guidance and counseling service (80.9%), lack of information on the location of guidance and counseling office (75.3%), and failure of students to take guidance and counseling correction seriously (66%). Lack of knowledge on the benefits of guidance and counseling service, students' reluctance to use the service or unwillingness to discuss their problems with counselors, unsuitability of location of counseling office for privacy or confidentiality, and lack of confidence in the competence of guidance counselor to solve students' problems are the other barriers reported in the implementation of guidance and counseling service. Lack of time to use guidance and counseling service by students has also apparently contributed to challenges in the implementation of guidance and counseling service.

Reflecting on the challenges in the implementation of guidance and counseling service, one of the interviewed counselors articulated the issue as follows:

In spite of the fact that duties of university counselors include providing instruction on psychological and social issues, vocational guidance, counseling, early intervention and special needs services, the office is not serving its purpose as required. It should also go further and maintain academic standards and set goals for academic success, train students on study habits, time management and social skills, maintain students' discipline, and identify their interests, strengths, and aptitudes through assessment. However, the existing guidance and counseling service is not helping students resolve personal or interpersonal problems either through group or individual counseling and it is not intervening with a disrupted learning environment (interview participant 1).

According to interview participant 2, "Guidance and counseling service is not helping in managing students' behavior, reducing tensions and strikes in the university, realizing their mistakes, and developing positive attitudes towards the university." He further elaborated that "there should be a shift from an ancillary, crisis-oriented service to a proactive, comprehensive guidance and counseling service that includes preventative and responsive activities and is designed to meet the needs of the students it serves".

4.2.1.4 The Relationship among guidance program, social adjustment, discipline observance and students' academic achievement

The existence of guidance program is important in students' social adjustment, discipline and academic achievement. There are also relationships among students' social adjustment, desirable students' discipline and students' academic achievement. Furthermore, guidance program, social adjustment and discipline observance contribute to students' academic achievement. Thus, this study has examined the relationships among guidance program, social adjustment, discipline observance and students' academic achievement to understand the magnitude of their relations. In addition, regression analysis was run to examine the predictive validity of guidance program, social adjustment and discipline observance in students' academic achievement.

Table 11: Correlations among existence of guidance program, social adjustment, discipline observance, and academic achievement (N=324)

		Existence of guidance program	Social adjustment	Discipline observance
Social adjustment	Pearson Correlation	.626**		
	Sig. (2-tailed)	.000		
Discipline observance	Pearson Correlation	.713**	.650**	
	Sig. (2-tailed)	.000	.000	
Academic achievement	Pearson Correlation	.696**	.754**	.724**
	Sig. (2-tailed)	.000	.000	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Guidance and counseling programs are designed to address the physical, emotional, social, vocational, and academic difficulties of adolescent students. In this study, it was found that there is strong association between existence of guidance program and social adjustment ($r=.626$, $p<0.001$), discipline observance ($r=0.713$, $p<0.001$), and academic achievement ($r=0.696$, $p<0.001$). There is also strong association between students' social adjustment and discipline observance ($r=0.650$, $p<0.001$), social adjustment and academic achievement ($r=0.754$, $p<0.001$), and discipline observance and academic achievement ($r=0.724$, $p<0.001$). From these data, one can safely conclude that the higher the quality of guidance program, the better students' social adjustment, disciplines

observance and academic achievement. The higher the social adjustment and discipline observance of students, the better academic achievement. Thus, putting guidance and counseling service in place and focusing on students' social adjustment and discipline will help in improving students' academic achievement. More elaborations are given on the association among these factors below.

The existence of guidance curriculum focusing on knowledge and skills appropriate for students' developmental and guidance interventions that promote academic performance, career development, personal/social development and self-management skills would improve students' social adjustment, discipline and academic achievement. Developing individual plans focusing on personal goals, educational success, and career prospects will also help in students' social adjustment, discipline observance, and academic achievement. Responsive services focusing on coping with immediate issues, concerns, and needs and individual counseling, group counseling, referral service, consultation service and peer assistance programs further help to bring about the desired change in students' social adjustment, discipline observance, and academic achievement.

The more the students are socially adjusted, the more they develop self-control in terms of discipline and the better academic achievement they would register. Teaching students social skills providing them with psycho-educational support (reactive/crisis) when they are at risk of experiencing personal-social difficulties and peer helper training in conflict resolution help to foster, promote, and increase interpersonal competencies. Such a measure will also help in developing positive feelings of belonging, upholding the social values of students, understanding of oneself and others, and respecting the rights and needs of others. Such intervention will further help students to overcome and adjust to a host of social challenges experienced at university, and promote social values such as love, acceptance, humility and integrity. Finally, it helps to avoid distrust, anxiety, pessimism, selfishness, worthlessness, depression, loneliness, normlessness, and powerlessness.

The more the students are disciplined, the less disruptive behavior/discipline problems they would display. Likewise, the more the students are socially adjusted, the more they are academically successful. Some of disciplinary problems, as identified by this study, that directly affect students' behavior are drug taking, laziness, bullying of new students by the senior ones, impoliteness to the teachers, fighting among students, lack of readiness of students to admit their mistake, theft among students, sexual harassment, homosexuality/lesbianism, damaging university property, participating in student protest, exam cheating, and classroom disciplinary problem. These disciplinary problems require intervention from the concerned bodies. Specially, counselors have to be proven effective in designing prevention and intervention programs for the youth at risk in their university, preventing them from committing crimes, lessening inappropriate behaviors, and promoting positive attitudes. Counselors are also responsible for decreasing students' aggressive and hostile behaviors, preventing violence behaviors, implementing guidance and counseling service that is intended to suppress, control or redirect undesirable behavior, and maintaining good discipline among students.

The availability of guidance and counseling programs that focus on academic issues influences students' academic performance, reduces test anxiety, minimizes university dropouts, and reduces students' classroom disruptive behaviors, indiscipline or disturbances to focus on the teaching-learning process. It also helps students to improve their self-image, earn higher grades, develop time management skills, reduce absenteeism, have high expectations, and increase their on-task behavior. It resolves behavioral problems and enables students to have sense of direction and overcome personal difficulties and behavior interfering with their academic performance. It fosters their effective study skills by avoiding poor methods of study and assists them to have the right orientation and attitude to study, and eliminate the hurdles faced by students in their studies. Collectively taken, all of these factors will largely determine students' academic achievement.

Table 12: Influence of existence of guidance program, social adjustment and discipline observance on students' academic achievement

Model		Sum of Squares	Df	Mean Square	R Square	F	Sig.
1	Regression	79902.372	3	26634.124	.686	232.680	.000 ^b
	Residual	36629.320	320	114.467			
	Total	116531.691	323				

a. Dependent Variable: academic achievement

b. Predictors: (Constant), discipline observance, social adjustment, Existence of guidance program

The existence of guidance program, students' social adjustment and discipline observance altogether influence academic achievement of students ($F(3,320) = 232.680$, $p < 0.001$). About 68.6% ($R^2 = .686$) variation in academic achievement is accounted for by discipline observance, social adjustment, and existence of guidance program. The three variables independently have a significant contribution to the variance of academic achievement (see Table 13 below).

Table 13: Independent influence of existence of guidance program, social adjustment and discipline observance on students' academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.768	2.066		1.824	.069
	Existence of guidance program	.251	.052	.225	4.785	.000
	Social adjustment	.374	.038	.429	9.894	.000
	Discipline observance	.525	.089	.285	5.909	.000

The three variables, namely, guidance program, social adjustment and discipline observance independently contribute to students' academic achievement. Social adjustment is the major contributing factor followed by discipline observance.

4.2.2 Results from guidance personnel responses

Data were also gathered from six guidance personnel in the two universities and organized around demographic information, attention given to guidance and counseling services in terms of training, budget allocation, types of guidance and counseling services that are frequently offered, and academic purpose for which guidance and counseling services are used. The analysis is further organized around existence of guidance and

counseling policy and/or guideline and guidance program, availability of adequate resource for guidance and counseling program, influence of guidance and counseling on students' social adjustment, discipline observance, and academic achievement, and challenges of guidance and counseling service.

4.2.2.1 Demographic information

Table 14: Demographic information (N=6)

Response		Frequency	Percent
Age	20-29 years	1	16.7
	30-39 years	3	50.0
	40-49 years	2	33.3
University	ASTU	3	50.0
	AASTU	3	50.0
Highest qualification	Bachelor Degree	2	33.3
	Master Degree	4	66.7
Specialization	Counseling Psychology	2	33.3
	Master of Public Health (MPH)	1	16.7
	Psychology	2	33.3
	Social Work	1	16.7
Service year in university	1-5	3	50.0
	5.1-10	1	16.7
	10.1-15	1	16.7
	15.1-20	1	16.7

These data were gathered from six guidance personnel (three from ASTU and three from AASTU). Their age ranges from 20 to 49, and 3 of them are in the age range of 30 to 39. Two of the guidance personnel are bachelor's degree holders and four of them are master's degree holders specialized in Counseling Psychology (2), Master of Public Health (1), Psychology (2) and Social Work (1). Three of them have served in university from one year to five years. The rest have served for more than five years. From the analysis, it is possible to conclude that the guidance personnel are fairly represented from the two universities and they have the minimum desirable qualification, specialization, and experience. However, two of them (who specialize in Master of Public Health and

Social Work) are from other specializations which are not directly related to guidance and counseling services.

4.2.2.2 Attention given to guidance and counseling service

Attention and support given to guidance and counseling service crucially determine its success in students' social adjustment, discipline observance and academic achievement. Attention and supports given to guidance and counseling service can be explained by guidance personnel participation in upgrading programs, budget allocation and time allocated to guidance and counseling service. Table 15 below provides detail list of areas of attention and support.

Table 15: Attention given to guidance and counseling service (N=6)

Item	Response	Frequency	Percent	
Guidance personnel participation in upgrading programs	For how many hours did you take in-service training on guidance and counseling services?	1 – 10 hours	3	50.0
		More than 50 hours	1	16.7
		Not at all	2	33.3
	Refreshment courses, workshops and other upgrading programs	Yes	3	50.0
		No	3	50.0
	Internet to explore global situations (trends in guidance and counseling approach).	Yes	5	83.3
		No	1	16.7
Using updated research findings (journals, books, etc.) in guidance and counseling	Yes	3	50.0	
	No	3	50.0	
Engaging in research activities to integrate theory and practice in guidance and counseling	No	6	100.0	
	Using feedback from students, colleagues, teachers and other stakeholders that assist you in improving guidance service	Yes	4	66.7
No		2	33.3	
Budget allocation	What financial provision does the university make annually for the university guidance program (in birr)?	<1000	1	16.7
		10,000+	1	16.7
		Other	4	66.7
Time allocation	Is guidance and counseling assigned a specific time in the university?	Yes	4	66.7
		No	2	33.3
	Is the time assigned for counseling adequate given the number of clients?	Yes	3	50.0
		No	3	50.0
	How many hour(s) do you spend per week to give guidance and counseling services?	1 – 10 hours	1	16.7
		More than 20 hours	1	16.7
Not at all		4	66.7	

Attention given to guidance and counseling services was assessed in terms of the guidance personnel's involvement in upgrading programs and the budget and time allocation for guidance and counseling services. Three of the guidance personnel have

got short training from 1 hour to 10 hours. It is only one counselor who has got training for more than 50 hours. The rest two counselors have not got any training at all. Again, only three of them have got refreshment courses, workshops, and other upgrading programs and use updated research findings (journals, books, etc.) in guidance and counseling service.

All of them have indicated that internet access is not a problem in their respective university to explore global situations (trends in guidance and counseling approach). Four of them claim that they use feedback from students, colleagues, teachers and other stakeholders to improve their service. All of them have admitted that they do not engage in research activities to integrate theory and practice in guidance and counseling service.

Regarding the budget allocation the universities make annually for the university guidance program one respondent said that less than 1000 birr is allocated, while another respondent indicated that a budget of more than 10,000 birr is allowed for the program in his university. Four of them reported that they have no clear information about the budget allotted to guidance and counseling services.

From the interview, participant 2 stated, “The University doesn’t take guidance and counseling seriously as indicated by lack of budgetary allocation, facilities and equipment.” Similarly, participant 1 revealed that “Ineffectiveness of guidance and counseling services was caused by lack of support by administration, inadequate funds, and lack of clear policy.”

Concerning time allocation for guidance and counseling service in the university, more 4 of the respondents responded ‘yes’, while 2 of them responded ‘no’. They were also asked whether they assigned adequate time for counseling given the number of clients. Half of them responded ‘yes’ and the other half said ‘no’. Even though the counselors do not know the exact number of students in their university, two of them indicated that fewer than 100 students participate in the university guidance and counseling program per year and four of them said between 101 and 500 get the service. They have the view

that many students are not interested in guidance and counseling service. For instance, a participant had the following to say during the interview session:

In spite of the existence of the service and faced difficulties, several students are not interested in and seek the service. I think sometimes students are embarrassed to ask for help. Despite the availability of counseling services in universities, it has been documented that only a small number of university students who experience psychological distress seek professional counseling. A very small percentage of between 0.5% to 1% of university students seek counseling services (participant 2).

With regard to hour(s) spent per week to give guidance and counseling services, one of them reported that he spent 1 – 10 hours; another one claimed to have spent for more than 20 hours, and four of them admitted that they have spent no time at all.

From the analysis, it is possible to conclude that attention given to guidance and counseling service is not satisfactory. All the guidance personnel are not given the chance to meaningfully participate in upgrading programs, no adequate budget is allocated to run the guidance and counseling programs, and no sufficient time is allocated to offer the guidance and counseling service.

Table 16: Types of guidance given more attention

No.	Type of guidance	Frequency	Percent
1.	educational guidance	3	50.0
2.	personal-social guidance	2	33.3
3.	university adjustment	1	16.7
Total		6	100.0

Unlike students' responses, the data from the counselors show that more attention is given to educational guidance (3) than other types of guidance, followed by personal-social guidance (2). The least attention is given to university adjustment. With reference to the academic purpose for which guidance and counseling services is given, more attention is paid to improving academic achievement, followed by fostering positive attitudes toward university learning and work , increasing acquisitions and application of conflict resolution skills, and decreasing dropouts respectively. .

Interview participant 2 also expressed that “Educational guidance related to learning difficulties and time management and solving interpersonal conflict is emphasized to some extent. On the contrary, assisting students in subject choice, learning about careers, choosing a career, job finding, how to contact job-related agencies, organizing incoming speakers, and arranging visits to outside events are ignored.” Interview participant 1 also revealed that “Great interest is in the good academic achievement of the students rather than in any other area. Psychological and social guidance that promotes peace of the mind to create good chances for concentration in learning and that is useful in producing students who are disciplined and visionary in life is ignored.”

Guidance services provided are ranked from first to ninth. They are vocational guidance services, counseling services, information services, placement services, consultancy and research services, appraisal services, evaluation, follow-up and referral services in that order. Though attention given to guidance services are ranked as indicated above they exist in name only, from personal observation of the researcher they are not actually on the ground.

Table 17: Guidance and counseling policy and/or guideline (N=6)

No.	Item	Number of Response				
		1	2	3	4	5
1	Your university has clear policy or guideline on how to employ guidance and counseling service.	3	2	0	1	0
2	The university has legal instruments promoting different aspects of guidance and counseling service.	3	1	1	1	0
3	Your university has guidance policy contributed to students’ learning.	2	1	2	1	0
4	Guidance and counseling service in your university tends to be voluntary rather than mandatory.	0	2	1	1	2
5	In your university, there is clear direction on whether or not guidance and counseling service should be given as a discrete course, integrated with other courses or as extended provision through special activities.	2	3	1	0	0
6	The university is under pressure to develop a range of guidance and counseling services.	2	2	1	1	0

1=definitely disagree, 2= disagree somewhat, 3=undecided, 4= agree somewhat, 5=definitely agree

Formulating a guidance policy and proper guideline has a desirable influence on the implementation of guidance and counseling service. Five of the guidance personnel disagree that their university has a clear policy or guideline on how to employ guidance and counseling service that contribute to students' learning. Four respondents disagree that the university has legal instruments promoting different aspects of guidance and counseling service, while one remained 'undecided'. On whether the guidance and counseling service in their university tends to be voluntary rather than mandatory, two respondents disagree 'somewhat' and one remains 'undecided', whereas one is not sure whether it is voluntary or mandatory. Three of them 'agree somewhat' or 'definitely agree' on this issue. Five of the counselors disagree with the existence of clear direction on whether guidance and counseling service should be given as a discrete course, or integrated with other courses, or as extended provision through special activities. Four of them indicated the absence of pressure to develop a range of guidance and counseling services.

The two interviewed heads of guidance and counseling service unit unanimously agreed that there is no policy guideline at university level on how the university could use guidance and counseling to manage students' behavior.

The formulation of clear policy and guidelines should be accompanied by assignment of qualified counselors. However, four of the respondents disagree with the statement that the university has budget which is meant for guidance and counseling service. Two of them agreed 'somewhat', in this case.

In general, it seems that there is no policy that gives direction, neither are there guidelines and strategies that are decisively important in the implementation of guidance and counseling service. Besides the absence of guidance and counseling policy/guideline and inadequate budget allocation, guidance program is nominal to address students' educational, vocational and social/personal problems (See Appendix D for specific problems). .

Most of the guidance personnel confirmed absence of a guidance curriculum designed to assist students to develop knowledge and skills appropriate for their personal, social and intellectual development. There are no computer programs and online services in students' academic, personal-social and career planning and there are no peer counseling and peer mediation programs/process to reduce conflict and impact aggressive behavior. Half of them have designated that the university does not have guidance curriculum interventions that are designed to promote students' career development. Still half of them disagree with that the university has guidance curriculum interventions that are designed to promote the areas of personal/social development and that also assist students in coping with immediate issues, concerns, and needs. There is no agreement among the counselors about the existence of individual counseling, group counseling, referral service, consultation service, and peer assistance programs. Lack of consistence in guidance personnel's response indicates the existence of problems with regard to the presence of guidance program useful in students' academic, career, and personal/social planning and development.

The establishment of guidance program should be backed by allocation of appropriate resources (See Appendix E for the status of resources for guidance and counseling program). Except on the availability of reference library materials, student owned text books, books on social psychology, adequate full-time counselors, computers, and photocopiers, the majority of guidance personnel agree on the unavailability of resources for guidance and counseling program. The unavailable materials and resources include relevant software, audio and visual materials (resources), psychometric tests, student inventory, handbook for different occupations, filing cabinet, and so on. The interviewed head of guidance and counseling unit also agreed on the scarcity of resources which are meant for guidance and counseling services. They have pointed out the need to equip their offices with essential materials and facilities required for offering guidance and counseling services so as to properly assist students in bringing about desirable behavioral changes.

From these analyses, it is possible to understand that there are lack of important supports, resources, and facilities for the guidance program. These situations undoubtedly affect the implementation of guidance and counseling services directly or indirectly.

4.2.2.3 Influence of guidance and counseling service on students' social adjustment, discipline, and academic achievement

The adjustment difficulties of university/college students have been an emerging issue. Behavioral, emotional, social, and concentration and depression problems are some of the problems that interfere with their academic performances. Thus, counselors help students to be well disciplined, thrive academically, personally and socially, and assist them in exploring their options. Counselors also help in creating a caring and inviting environment for students to grow and realize their potentials for whole-person development. The following sections deliberate on the status of guidance and counseling service in influencing students' social adjustment, discipline observance, and academic achievement.

Influence of guidance and counseling service on students' social adjustment

Unlike their student counterparts, almost all guidance personnel have favorable regard for the actual influence of guidance and counseling service. They strongly agree that the work done by counselors to help students develops their social skills and positive feelings of belonging; it helps students to be resilient when they were at risk of experiencing personal-social difficulties. In the light of this, they reported that they have supported students directly in their academic life to foster, promote, and increase interpersonal competencies, developing an understanding of themselves, and respecting the rights and needs of others. They feel that they have trained students in conflict resolution and upholding the social values of students and assisted them to overcome, and adjust themselves to, a host of social challenges they experience at university. Their counseling intervention addressed behavioral problems of students to promote their social adjustments or sustain their interpersonal values and helped students acquire social values such as love, acceptance, humility, and integrity. They further feel that they have equipped students with better knowledge and skills that solve their interpersonal conflicts

amicably and profitably and assisted students to learn to control their anger in order to adapt to their social worlds. They claim that they have helped students to avoid distrust, anxiety, pessimism, selfishness, worthlessness, depression, loneliness, normlessness and powerlessness.

Regardless of guidance personnel's favorable evaluation of their work in influencing students' social adjustment, the disciplinary problems they have pointed out show the presence of problems in social and psychological adjustment of students. Among disciplinary problems which are directly related to social and psychological adjustment problem are drug taking, laziness, bullying of new students, disrespect to the teachers, fighting among students, students' unwillingness to confess their wrongdoings, theft among students, sexual harassment, damaging university property, and participating in student unrest.

Influence of guidance and counseling service on students' discipline observance

The influence of guidance and counseling service on discipline observance was assessed from the perspective of guidance personnel and the results are presented hereunder. Four guidance personnel strongly disagree or disagree with the idea that there are prevention and intervention programs for the youth at risk in their university. Half of them disagree with the claim that counselors have proven effective in preventing students from committing crime and lessening inappropriate behaviors so as to increase students' positive attitudes. However, four of them agreed or strongly agreed that counseling programs have decreased students' aggressive and hostile behaviors. Similarly, five of them agree or strongly agree that counseling programs have helped students to prevent themselves from developing violent behaviors and are used as essential elements in discipline management and maintaining good discipline. However, there is a mixed feeling among the counselors with regard to the effectiveness of guidance and counseling services in the prevention of students' disciplinary problems.

According to five counselor respondents, one of the most frequently utilized disciplinary measures taken against students' disciplinary breach is making the student deliver some

social service. Three of them indicated that sending a student out of class and oral warning are the next most frequently utilized disciplinary measures. Forcing a student to replacing lost/damaged property, suspension from..., guidance and counseling, imposing fines, expulsion from..., and written warning are rarely used to correct undesirable behavior.

Influence of guidance and counseling service on students' academic achievement

Guidance and counseling service is one of the useful tools in improving students' academic achievement. However, most of the counselors reported that guidance and counseling service is hardly ever used their respective university to improve students' academic achievement, reduce test anxiety, prevent students from dropping out of university, and reduce students' classroom disruptive behaviors, indiscipline or disturbances so as to enable them to focus on the teaching-learning process. It is also seldom used to support teachers to provide quality instruction designed to assist students in achieving high academic standards, earning higher grades, managing their study time properly, and attending classes regularly by reducing absenteeism. Furthermore, it is used once in a while to influence students' future academic plans by encouraging them to have high expectations, to impact their academic performance by increasing the on-task behavior of students, and to help them resolve behavioral problems which interfere with their academic performances. By and large, it is hardly used to help students with personal difficulties in academic success and study skills by enabling them to avoid poor methods of study through the development of the right orientation and attitude to study that eliminate the hurdles faced by students in their studies.

As in quantitative results, interview participant 1 indicated that “guidance and counseling was minimally used to promote student discipline and social skills and to control substance abuse. The guidance and counseling departments do not adequately deal with students' social, academic, and discipline issues.” Some of the reasons for the inadequacy of the service that are identified by participant 2 include lack of clear government policies on implementation, coordination, and support of guidance and counseling services in university, lack of counseling room and facilities, incompetent personnel, many

indiscipline cases handled by the administration and rarely referred to guidance and counseling department, and failure to prevent/control students' unrest and negative attitude toward guidance and counseling. He further added that guidance and counseling programs are not adequately supported by university administration and teachers, and there is a tendency of undermining the contribution of guidance and counseling in developing students' desirable behavior and unearthing deep rooted issues in the life of students.

In general, guidance and counseling service is not designed in a way that addresses all students' academic, personal, social, and career needs.

4.2.2.4 Challenges of guidance and counseling service

There are factors interfering with the effective implementation of guidance and counseling service in students' social adjustment, discipline observance and academic achievement. Table 18 below shows administrative, resource, counselors and students' related factors interfering with effective execution of guidance and counseling service.

Table 18: Challenges of Guidance and Counseling Service

Note that 1=strongly disagree, 2= disagree, 3=undecided, 4= agree, 5=strongly agree

No.	Item	Frequency of Responses				
		1	2	3	4	5
1	Lack of corporation from administration	0	0	0	2	4
2	Lack of corporation from fellow staff members	0	0	2	4	0
3	No support of the counseling office by the closest leader	0	0	2	0	3
4	Students are unwilling to discuss their problems	0	3	2	1	0
5	Lack of reading and reference material resources	1	0	1	3	1
6	Counselors inadequately skilled for the job	0	3	1	1	1
7	The students do not take guidance and counseling correction seriously	0	4	2	0	0
8	Too much workload for counselor hence no time for counseling	1	0	2	3	0
9	Lack of private room for guidance and counseling	1	1	3	1	0
10	Heavy teaching load for the counselor	5	0	0	1	0
11	Students are reluctant to use the service	3	1	1	1	0
12	Inadequate budget was allocated to run guidance program	0	0	1	1	3

According to the guidance personnel, the challenges in the implementation of guidance and counseling service include, lack of corporation from administration, lack of cooperation from fellow staff members, inadequate budget allocated to run guidance program, and lack of reading and reference material resources. Some of the guidance personnel seem to be detached from their guidance and counseling duty as they could not decide on whether there is support to the counseling office by the closest leader, whether students are unwilling to discuss their problems with counselors, and whether they take or do not take guidance and counseling correction seriously. As we can see from data, all of them disagree or strongly disagree with the statement that they have heavy teaching load.

The interview participants added other challenges such as lack of students' awareness even about the availability of the services, unavailability of material resources including appropriate private counseling office (since two or more counselors share the same office), lack of funds/ budget to sponsor guest speakers and attend workshops, inadequate number of counselors (1:1200 ratio), lack of counselors' practical experience, absence of university level policy and guidelines, and lack of counselors' motivation to render guidance and counseling service.

The results from open ended questions confirm similar issues hindering effective guidance and counseling services. Some of them are lack of awareness/information about the presence of guidance and counseling service as there is no effort made to promote the service. There is also lack of awareness about the benefits, and tangible evidence showing positive results, of counseling from previous practices.

Negative perception about guidance and counseling services and general lack of trust on the effectiveness of guidance and counseling services due to the belief that counselors are not competent enough to support students and bring about the desired change are further challenges identified by open ended question. There is a belief that counselors in the two universities cannot easily understand students' problems and devise e new ways of tackling their psychological problems. Previous counseling services had not been bold enough to show their effectiveness on students who have used them. One of the students

from AASTU articulated: "...I have experienced all sorts of problems, but none of them were fixed by counseling. They were fixed by faith. I am a better person now not because of counseling but because of Jesus. The truth is I am who I am now because of Christ." Another student from AASTU also stated, "To tell the truth, if there is a strong counseling in AASTU, I will be effective in my education. For a long time, starting from 1st year 2nd semester, I have been in a very stressful, depressed, and self-hating situation.

It was also found out that counselors lack professional experience, motivation, commitment, diligence, and willingness to support students as required. Inconvenient location of counseling office is also found to be an issue of concern. Both ASTU and AASTU counseling offices are located near a library and walk ways.

4.2.3 Major findings of the study

In this section, the major findings of the study are presented from students and guidance personnel's perspective.

4.2.3.1 Major findings from students' responses

- The majority (54.6%) of the students is not aware of the existence of guidance and counseling service in their university and the kind of service offered. Most of them (75.3%) do not have the tendency to seek guidance and counseling service; in fact, the vast majority (91.7%) of students has actually never sought guidance and counseling service. Whenever they seek guidance and counseling service, they need it when they are unable to get psychological support from academic and administrative staffs for their academic problems, family problems, peer pressure, problem of time management, exam anxiety, feeling of helplessness, and stress due to different socio-political problems like regionalism, biases, discriminations, and instability in social interaction.
- Most of the students (63.3%) do not feel comfortable to discuss their problem with counselors may be because of lack of trust in the confidentiality of personal secrets/issues and lack of confidence in the competence of the guidance personnel in their ability to solve their academic, vocational, personal, and social problems.

- The majority of respondents (76.9%) feel that the management of the two universities never takes guidance and counseling service as their key duties and responsibilities.
- The guidance and counseling services that were reported as predominantly provided for students are educational guidance (63.9%) and psychological guidance (16.4%). It appears that attention has not been given to career and social guidance, which are also important in student's selection of career paths, adjustments and academic success.
- The most frequently observed disciplinary problems that have disruptive and destructive effect on students' social adjustment and academic achievement are drug taking, exam cheating, theft, and damaging university property. To correct such misbehaviors, oral warning, social service and written warning are reportedly the most commonly used disciplinary measures.
- On average, above 50% of the respondents in all cases reported the existence of challenges in the provision of guidance and counseling service. The first three very serious challenges are lack of information on the existence of guidance and counseling service, lack of information on the location of guidance and counseling office, and failure of the students to take guidance and counseling services seriously. Students' lack of knowledge on the benefits of guidance and counseling service, their reluctance to use the service, unsuitability of the location of the office for privacy or confidentiality, and lack of time for students to use guidance and counseling service have apparently contributed to the challenges in the effective implementation of guidance and counseling service.
- There are strong associations among the existence of guidance program, social adjustment, discipline observance, and academic achievement. These findings indicate that putting guidance and counseling service in place and focusing on students' social adjustment and discipline will help in improving students' academic achievement.
- The existence of guidance program that promote academic performance, career development, personal/social development and self-management skills would improve students' social adjustment, discipline and academic achievement.

- In spite of their lack of interest in guidance and counseling service, students have a general conviction that the availability of guidance and counseling programs that focus on academic issues influence students' academic performance. For them, such programs will help students avoid poor methods of study, improve time management, increase on-task behavior, reduce test anxiety, prevent students from dropping out of university, and reduce disruptive behaviors.
- The existence of a guidance program, social adjustment, and discipline observance altogether influence academic achievement of students. About 68.6% variation in academic achievement is accounted for by discipline observance, social adjustment, and existence of guidance program. The three variables, independently, have significant contribution to the variance of academic achievement.

4.2.3.2 Major findings from guidance personnel's responses

- Attention given to guidance and counseling services by university management, guidance personnel's involvement in upgrading programs, and budget and time allocation for guidance and counseling services are found to be inadequate.
- Students' lack of information and awareness about the benefits of guidance and counseling service, negative perception about guidance and counseling services, general lack of trust on the competence of counselors and effectiveness of guidance and counseling services to solve students' problems, and counselors' lack of professional commitment and diligence are some of the challenges in the implementation of guidance and counseling service.
- Internet access is not a problem to explore global situations and trends in guidance and counseling approach. Feedback from students, colleagues, teachers and other stakeholders is used to improve the service. However, no one of the guidance personnel was engaged in research activities to integrate theory and practice in guidance and counseling service.
- More attention has been given to educational guidance than others, followed by personal-social guidance focusing on improving academic achievement and fostering positive attitudes toward university learning. Least attention was given to university adjustment.

- The two universities do not have clear policy, guidelines, and strategies on how to employ guidance and counseling services that contribute to students' learning.
- The majority of the guidance personnel agree on the unavailability of some useful resources and facilities for guidance and counseling program including relevant software, audio and visual materials, psychometric tests, student inventory, handbook for different occupations, filing cabinet, and so on.
- Unlike student respondents, almost all guidance personnel favorably evaluated the actual influence of guidance and counseling service in developing students' social skills and avoiding distrust, anxiety, pessimism, selfishness, worthlessness, depression, loneliness, normlessness and powerlessness. Paradoxically, they have also revealed that guidance and counseling service was hardly ever used to improve students' academic achievement, manage study time properly, reduce test anxiety, prevent students from dropping out of university, correct disruptive behaviors incompatible with academic activities, and prevent other hurdles faced by students. These findings indicate that the guidance personnel do not have clear idea as to the effectiveness of guidance and counseling service.
- Prevention and intervention programs for the youth at risk in the two universities are negligible. Thus, there is a mixed feeling among counselors with regard to the effectiveness of guidance and counseling services in the prevention of students' disciplinary problems.
- The guidance and counseling service offices at both ASTU and AASTU are located near a library and students' lounge. This would make confidentiality of the service questionable.

4.3 Discussion

The current study was aimed at examining the status of guidance and counseling service and its association with students' social adjustment, discipline observance, and academic achievement at Adama and Addis Ababa Science and Technology Universities. In this section, the research findings are discussed in the light of the research objectives. The discussion has focused on the findings that were generated from the use of both descriptive and inferential statistics and qualitative data aimed at answering the research

questions. When appropriate, the discussion is also made by relating the findings of the study to the literature, both local and international.

4.3.1 Effectiveness of institutional student counseling, guidance policy, programs, facilities and hurdles

The way guidance and counseling service is organized matters in students' social adjustment, discipline, and academic achievement. Consistent with Selam (2014), Yirgalem (2013), Adane (2016), Yilfashewa (2011), Majoko (2013), Yirgalem (2013), and Pereira and Rekha (2017), in this study it was found that there is lack of effective institutional student counseling, guidance policy, programs, facilities, and provisions. The majority of student respondents (76.9%) feel that the two universities' management considers guidance and counseling service as auxiliary activity rather than as their major obligation. Similarly, the guidance personnel revealed that inadequate attention is given to guidance and counseling services by university management, and there is lack of corporation from fellow staff members. The guidance personnel are not involved in upgrading programs; reasonable amount of budget is not allocated to run guidance program, and time is not sufficiently apportioned for guidance and counseling services in the two universities. What makes the problem more severe is the fact that the two universities do not have clear policy, guidelines, strategies, written plans, and specific roles and responsibilities useful to employ guidance and counseling services that contribute to students' learning. There is also absence of guidance curriculum which can be useful in students' academic, personal-social, and career planning, and there is no clear direction on whether guidance and counseling service should be given as a discrete course, or integrated with other courses, or as extended provision through special activities. Thus, the overall impact of this situation is: a general lack of information and awareness about the benefits of guidance and counseling service among the student community; students' negative perception about the guidance and counseling services, a general lack of trust on the competence of counselors and effectiveness of the guidance and counseling services to solve students' problems, and counselors' lack of professional commitment and diligence. Besides, students lack information on the location of the guidance and counseling office (75.3%), and guidance and counseling service offices both at ASTU and AASTU are located near a library and students' lounge, a situation

which makes the confidentiality of the service questionable. Furthermore, the majority of the guidance personnel agree on the unavailability of resources and facilities for guidance and counseling program including relevant software, audio and visual materials, psychometric tests, student inventory, handbook for different occupations, and filing cabinet. . In general, it seems that the guidance and counseling service in the two universities tends to be voluntary rather than mandatory.

Besides problems in capacity building, lack of facilities, and absence of guidance curriculum, there are also other hurdles in the effective implementation of guidance and counseling services such as lack of awareness of students about, and their reluctance in the use, of guidance and counseling services. The majority (54.6%) of the students are not aware of the existence of the guidance and counseling services in their respective university and the type of services offered, while 75.3% of them do not have the tendency to seek guidance and counseling service, and the vast majority (91.7%) of students acknowledge that they have actually never sought guidance and counseling service. In spite of the existence of disruptive and destructive behaviors such as drug taking, exam cheating, theft, and damaging university property, which pose difficulties to students' social adjustment and academic achievement most of the students (63.3%) do not feel comfortable to discuss their problems with counselors may be because of lack of trust in the confidentiality of personal issues and lack of confidence in the guidance and counseling service to solve their academic, vocational, personal, and social problems.. This lack of trust and confidence of students in guidance and counseling service might be attributed to experience gained from prior practice. In connection with this, Ngii (2015) found that students may be motivated/discouraged from seeking guidance and counseling services depending on their prior counseling experience. Those who may have had good past experience in counseling process consider it positively. On the other hand, if the student had a bad prior counseling experience, he/she will develop negative attitude towards it. Negative information about prior guidance and counseling intervention learned from significant persons and delayed changes in behavior may also be a hindrance to students' positive attitude.

However, there are still quite many students who seek guidance and counseling services. Where they need guidance and counseling service, it was mainly for problems related to academic issues, family affairs, peer pressure, time management, exam anxiety, feeling of helplessness, stress due to different socio-political problems like regionalism, biases, and discriminations, and instability in social interaction. Guidance and counseling services that were predominantly provided are educational guidance (63.9%) services, followed by psychological guidance (16.4%) services. Attention is not given to career and social guidance, which is also important in students' selection of career paths, social adjustments, and academic success.

The other hindering factors in the implementation of guidance and counseling service are the fact that no one of the guidance personnel were engaged in research activities to integrate theory and practice in guidance and counseling service, least attention of universities to guidance and counseling service, and students' disciplinary problems such as drug taking, laziness, bullying of new students, rudeness to teachers, and fighting among students. These problems will undoubtedly students in their social and psychological adjustment. . Negligible attention given to prevention and intervention programs focusing on preventing students from committing crime and lessening hostile and inappropriate behaviors in the two universities are the other salient problems. Mixed feeling among counselors regarding the effectiveness of guidance and counseling services in the prevention of students' disciplinary problems is the other warning area requiring due attention. The other area of concern is the fact that the guidance and counseling service has been hardly used to improve students' academic achievement, manage their study time properly, reduce test anxiety, prevent students from dropping out of university, correct disruptive behaviors which are incompatible with academic activities, and prevent other hurdles faced by students.

In spite of lack of interest in guidance and counseling service, students have a general conviction that the availability of guidance and counseling programs that focus on academic issues influence students' academic performance. For them, such programs avoid poor methods of study, improve time management, reduce disruptive behaviors,

increase on-task behavior, reduce test anxiety, and prevent students from dropping out of university.

4.3.2 Correlation among guidance and counseling service, students' social adjustment, discipline, and academic achievement

In this study, it was found out that there is a strong association among the existence of guidance program, social adjustment, discipline observance, and academic achievement. They closely interact and influence each other by either increasing or decreasing together, indicating that putting guidance and counseling service in place and focusing on students' social adjustment and discipline helps in improving students' academic achievement.

With regard to the relationship between guidance and counseling service and students' social adjustment, discipline, and academic achievement, other studies have also found that guidance and counseling service helps in smoothening transition from high school to university (Ashraf, 2017), avoids confusions, uncertainty, and alienation of students (Myrick and Myrick, 1983), circumvents academic stress, poor academic performance, confusion in making career choice, and drop-out (National Council of Educational Research and Training, 2015), facilitates adjustment by developing the right attitudes towards studies, self, work, and others (Ramakrishnan & Jalajakumari, 2013), and prevents educational, personal, social, mental, emotional and other problems among school students (Nwachukwu, 2007).

With special emphasis on students' social adjustment, guidance and counseling services enhance students' positive social and emotional adjustments (Gatua, 2014), contribute to students' behavior modification such as respect to all people, and tolerance especially in times of crisis (Conger & Peterson, 1984), help students acquire social values such as love, acceptance, humility and integrity (Theodore, 2002), propagate students' healthy interactions amongst themselves and with other persons in their surroundings (Stewart, 2003), and significantly minimize student unrests, indiscipline cases and poor social relationship among students and teachers (Auni, Odhiambo & Lyanda, 2014).

Emphasizing the role of guidance and counseling service in students' discipline helps to avoid students' indiscipline problems such as lateness, bullying of other students, and disobedience. It further helps in avoiding absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school/university rules, refusal to carry out punishment, smoking, late coming, laziness, abuse of drugs such as alcohol, tobacco, cannabis sativa (bhang), heroine, miraa, cocaine, and mandrax, teenage pregnancies, juvenile delinquency, and school drop-out (Muchiri, 1998). Thus, character formation is achieved and students remain disciplined through intense formal and informal program for guidance and counseling (Mikaye, 2012; Samoei, 2012). In general, guidance and counseling develops capacity for self-observation and self-awareness and motivates students to do what is right and reasonable.

In relation to the role of guidance and counseling service in academic achievement, by way of establishing guidance and counseling service, it is possible to avoid anxiety, poor self-concept, sexuality, poor methods of study, poor reading techniques, indiscipline (Napier 1972 in NJERI, 2007), significantly reduce drop out ratio (Mehmood, Rashid, and Azeem, 2011), and develop the right attitude to study and the right orientation (Obilade, 1987; Ladipo, 2000; Eweniyi, 2002).

In the Ethiopian context, Selam (2014) revealed that guidance and counseling is a remedy to problems such as violation of school rule and regulation, bullying, alcohol addiction, drug abuse among youths, socially unacceptable sexual ventures, low motivation in academic achievement and academic underachievement, and poor study habits. She further pointed out that guidance and counseling service helps to avoid teenage pregnancies, truancy, juvenile delinquency, and serious misunderstandings between teachers and students. It is also a remedy to violence, strikes, burning of properties, breakup of cultural norms, and unemployment.

Yirgalem (2013) also identified that by resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their academic achievement can be improved and their overall

development can be enhanced. Relating to international context, empirical evidence showed that guidance and counseling programs have a significant influence on improving discipline problems (Baker & Gerler, 2001), enhancing students grades (Gerler, Kinney & Anderson, 1985), strengthening social skills (Verduyn, Lord & Forrest, 1990), helping students make wise decision on career development and college choices (Whiston, Sexton & Lasoff, 1998), and developing positive study habits and study skills (Abid Hussain, 2006).

4.3.3 The predictive validity of guidance and counseling services, students' social adjustment, and discipline in academic achievement

In this study, it was found that the existence of guidance program, social adjustment and discipline observance altogether influence academic achievement of students ($F(3,320) = 232.680, p < 0.001$). About 68.6% ($R^2 = .686$) of variation in academic achievement is accounted for by discipline observance, social adjustment, and practice of guidance program. Independently, the three variables also have a significant contribution to the variance of academic achievement. Consistent with the findings in this study, Lakhani, Jain and Chandel (2017), Srivastava (2018), Safari, Shirazi and Nejat (2014) and Mahmood (2015) found that there is a significant relationship between social adjustment and academic achievement. Richmond and Blagg (1985) also verified that there are significant relations among adaptive behavior, social adjustment and academic achievement. Similarly, Pasternak (2013) and Tought (2012) found that discipline is one of the meaningful and important prerequisites for academic success.

4.3.4 Criteria useful in the selection of relevant guidance and counseling model that support students' social adjustment, discipline and academic achievement

The following are essential criteria that have been extracted from counseling theories and conclusions that might be useful in establishing a relevant guidance and counseling model that supports students' social adjustment, discipline, and academic achievement in the two universities:

- Objective testing, discussion and observation of individual students to select appropriate counseling techniques that fit for the purpose;
- Orientation towards the principle that no one should choose a counseling approach without careful clients' assessment and adequate information, under the guidance of competent guidance personnel;
- Keeping in mind the multiplicity of personal and environmental influences, ranging from immediate family and institutions (microsystem) to the wider community (macrosystem) that determine the general psychological makeup of students and their social adjustment, discipline and academic achievement;
- Bringing into mind the interrelationship between personality, behaviour, social adjustment, discipline, and academic achievement;
- Keeping in mind the flexibility to understand that more than one counseling approach can fit for different students, and also that an individual student may demand a mix of counseling approaches for the same problem;
- Being developmentally orientated and remembering that social adjustment, discipline and academic achievement are continuous, sometimes lifelong process, and that it is the result of a combination of interacting determinants;
- Providing individuals with a broad survey of options, and not simply slotting them into convenient or accidental decisions;
- Exposing students to individuals who have experienced the same problems by assisting them in conducting an interview with someone who already solved problems related to social adjustment, discipline, and academic achievement, or by doing shadow working;
- Being mindful of the influences of past learning experiences related to performance accomplishment and of the social encouragement that can influence an individual's levels of confidence, hope and volition to take up certain paths of life and study challenges and when dealing with emotional responses to academic failure, social maladjustment and indiscipline;

- Focusing on the process of guidance and counseling, as much as on the outcome, because, in the process, personal growth occurs that might benefit the individual;
- Bringing an awareness of the interrelationship between social-personal, discipline and academic guidance into guidance and counseling interventions;
- Having well established guidance policy, guidance and counseling service provided that competent counselors are assigned, awareness raising programs are in place, students have positive attitude towards the service, university commitment and support are realized, facilities are in place, all of which will ultimately determine students' social adjustment, discipline observance, and academic achievement

4.4 Model for guidance and counseling services in Ethiopian science and technology universities

On the basis of the criteria extracted from literature and the findings of the study, the following guidance and counseling service model in the context of Ethiopian science and technology universities is developed.

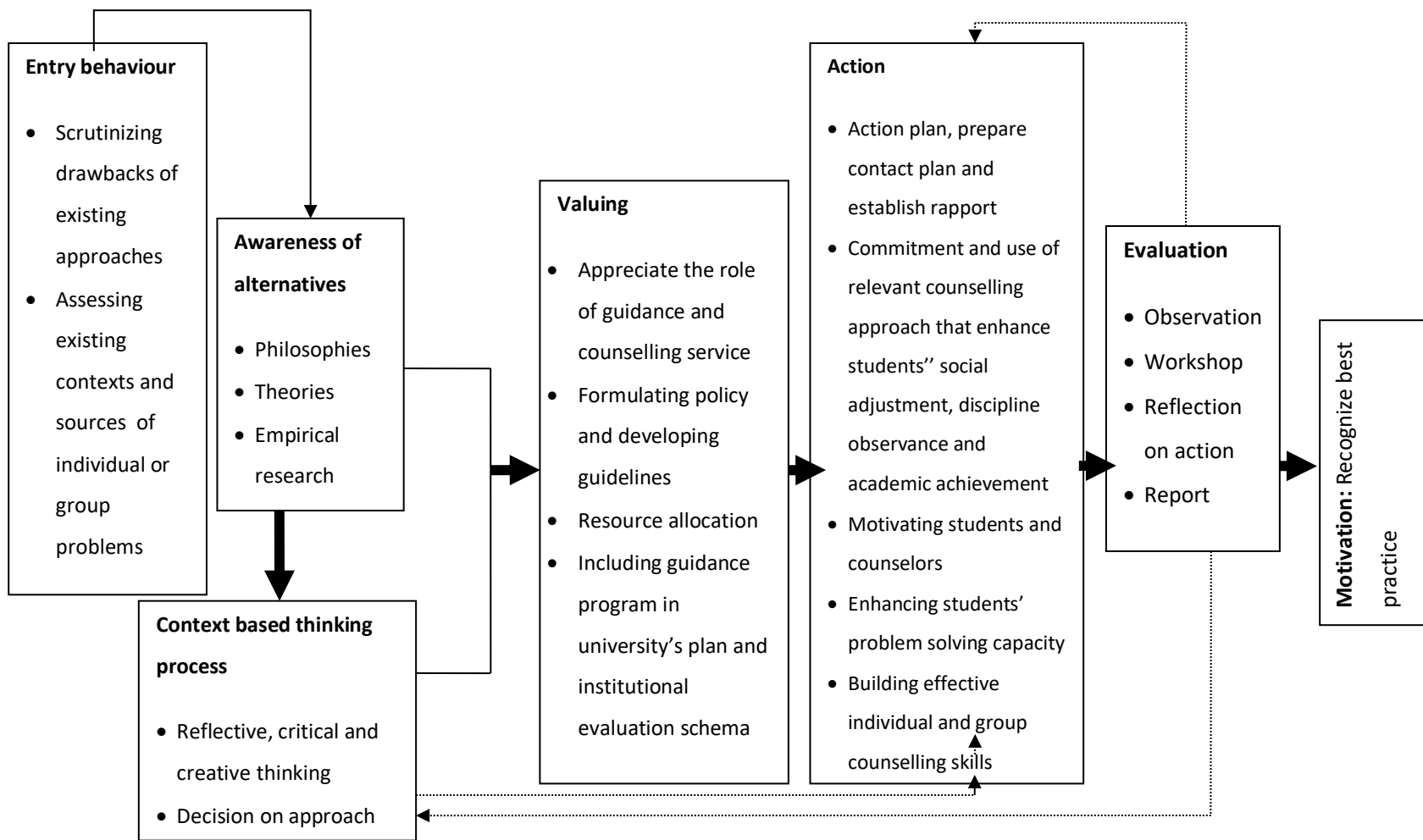


Figure 2: Guidance and Counseling Service (GCS) Model in Ethiopian Science and Technology Universities

Effectiveness of guidance and counseling service depends on the status of the problem and the existing context (entry behaviour), available alternatives, ability to contextualize the available alternatives, the value attached to the benefits of guidance and counseling service, and feedback from evaluation of the practice. Entry behaviour entangles scrutinizing drawbacks of existing approaches and assessing existing contexts and sources of individual or group problems. The existing approaches and status quo might not always solve all sorts of problems. Dynamic and complex problems require vibrant and timely solutions. At the same time, the magnitude and source of the problem determine the selection of guidance approaches.

The selection of guidance approaches requires awareness of alternatives. Philosophical stand of the counsellor, theoretical framework utilized the taking into account of the dynamicity of guidance approach from empirical research and policy that gives direction matters in the effectiveness of guidance and counseling service. Philosophical belief, selected theory, counseling technique employed, understanding empirical findings and policy directives altogether critically determine counseling outcomes. Context based thinking process/evaluation (reflective, critical and creative thinking) should be made before the selection of counseling approach.

The selection of counseling approach should be accompanied by valuing/appreciating the role of guidance and counseling service. Students, university management and community at large should give appropriate weight to guidance and counseling services, include in university timetable/calendar and institutional evaluation schema, and enjoy its impacts. Formulating guidance and counseling policy and developing guidelines and resource allocation give the necessary directions and strengths.

The formulation of guidance and counseling policy and development of guidelines need to be accompanied by implementation. The implementation of guidance and counseling service requires action plan, commitment, approaching users and establishing rapport and applying relevant counseling approach that enhances students' social adjustment, discipline observance, and academic achievement. In the process, motivating students

and counselors, enhancing students' problem solving capacity, building effective individual and group counseling skills, reflection in action and formative evaluation are important in improving the system of guidance and counseling service while it is on progress. Summative evaluation should come at the end. Summative evaluation can be made through observation, user focused workshop, reflection on action, and report. These will give feedback to improve or change the whole system and start the action again.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main objective of this study was to explore the current status of guidance and counseling service and examine its association with students' social adjustment, discipline observance, and academic achievement. Predictive validity of guidance and counseling services, social adjustment, and discipline observance in students' academic achievement was also scrutinized. To achieve its objective, the study employed person-centered, social learning theory, the social exchange theory and the systems theory. This study is, conceptually, based on the premise that there cannot be good student discipline, social adjustment, and academic achievement in a university without effective guidance and counseling services. In order to guide the study and achieve its objectives, the following research questions were formulated. :

1. Are there effective institutional student counseling and guidance policy, programs, facilities, and provisions in Addis Ababa and Adama Science and Technology Universities?
2. How is guidance and counseling service organized to ensure students' social adjustment, discipline and academic achievement?
3. What is the correlation between guidance and counseling service and students' social adjustment, discipline and academic achievement?
4. What is the predictive validity of guidance and counseling services, students' social adjustment and discipline in academic achievement?
5. What are the hindrances of effective guidance and counseling services in Adama and Addis Ababa Science and Technology Universities?
6. What are the criteria useful in the selection of relevant guidance and counseling model that support students' social adjustment, discipline and academic achievement?

The main sources of information were six guidance personnel and 324 graduating students of Adama and Addis Ababa Science and Technology Universities. To gather

information from the respondents, questionnaires with open ended questions and Likert scale type were developed based on the theories and circumstances affecting the provision of guidance and counseling in Ethiopia. Interviews were also used to substantiate the data obtained through the questionnaire. In the analysis of data, qualitative description of information from the open-ended questions and interviews and quantitative interpretation of data obtained from closed-ended questions and converted to statistics such as frequency, percentage, and multiple regressions were employed.

The study reveals students' lack of awareness on the existence of guidance and counseling service and its benefits, the type of service offered, and tendency to seek guidance and counseling service as students do not have confidence in guidance and counseling services to positively influence their academic performance, help them deal with troubles and challenges in disciplinary problems, improve their interpersonal relations, and solve all sorts of psychological problems. Absence of universities' management commitment, capacity building schemes, relevant resources, and lack of clear guidance and counseling policy and/or guideline are other problems that influence students' social adjustment, discipline observance, and academic achievement. There is a strong association between the existence of guidance program and social adjustment, discipline observance, and academic achievement. There is also a strong association between students' social adjustment and discipline observance, social adjustment and academic achievement, and discipline observance and academic achievement. The main issues hindering effective guidance and counseling services are students' negative perception about guidance and counseling services and their general lack of trust in the effectiveness of guidance and counseling services due to perceived counselors' lack professional experience, motivation, commitment and diligence.

4.4 Conclusions

Based on the findings obtained from the study the following conclusions can be made corresponding to research questions and research objectives.

1. There are ineffective institutional student counseling and unclear guidance policy, programs, facilities, and provisions in Adama and Addis Ababa Science and Technology Universities.
2. Guidance and counseling service is not organized in a way that ensures students' social adjustment, discipline, and academic achievement.
3. There are strong correlations among guidance and counseling service, students' social adjustment, discipline, and academic achievement.
4. There is a predictive validity of guidance and counseling services, social adjustment, and discipline in students' academic achievement.
5. Some of the hindrances in effective implementation of guidance and counseling services in Adama and Addis Ababa Science and Technology Universities are lack of awareness on the existence of guidance and counseling service, students' negative perception and lack of confidence in guidance and counseling services to positively influence their academic performance, enable them to deal with their troubles and challenges in disciplinary problems, improve their interpersonal relations, and solve all sorts of psychological problems. Absence of universities' management commitment, capacity building schemes, insufficient resources, and lack of clear guidance and counseling policy and/or guideline are other problems which influence students' social adjustment, discipline observance, and academic achievement.

5.3 Recommendations

University students are adolescents and young adults who face tremendous pressure and challenges in adjusting themselves to the new learning environment including adapting to the social and the physical environment, adjustment to new peer groups, academic atmosphere, loose family contact, and financial problems that lead students to personal crisis, maladjustment, disciplinary problems, and academic failure. Thus, based on the foregoing findings from the literature review relevant to this study and the empirical investigation, the following recommendations are proposed, whereby the effectiveness of guidance and counseling services in students' social adjustment, discipline observance,

and academic achievement in Adama and Addis Ababa Science and Technology Universities may be addressed more effectively.

- One of the problems in the effective implementation of guidance and counseling services is lack of awareness of its availability and lack of confidence in its effectiveness to solve personal, social, emotional, behavioral, career and academic problems. Thus, there is a need for promoting guidance and counseling service *by counseling office* using different means such as erecting promotion billboards at different parts of the university, using fliers, banner, leaflets, newspapers, brochures and pamphlets to raise awareness of students. Providing awareness creation workshops for students, delivering well-organized and students' need based counseling services like group or individual counseling, and guarantying confidentiality in the provision of the service are also suggested. There is a need for experience sharing program among students indicative of effectiveness of guidance and counseling service from those who have got the service and changed their life or solved their problems.
- First year university life is crucial for students in their success in the succeeding years as it is transition period from high school to university. They need to adjust themselves to new social and academic environment. Thus, there is a need for *counselors* to give more attention to freshman students, focusing on prevention and improving the quality of teaching to avoid some academic stressors using alternative approaches like IT (online counseling service), face-to-face counseling service by professionals, student counseling committee at school/college level and establishing a rehabilitation center for substance users. Psychoanalysis, Behaviorism, Person Centered and Systems theories can be applied separately or in combination based on the context of the problem. On the basis of these theories counselors can focus and offer training for students on life skills, social skills, conflict management, crisis management, communication skills, effective study methods, and on emerging issues and adolescence behaviors.
- The counseling offices should create professional referral centres for students with issues beyond the counselors' capacity.

- The study results showed that inadequate attention was given to guidance and counseling service by universities management and counselors could not get adequate updating and upgrading trainings. Thus, *universities* need to give updating and upgrading training opportunities for counselors. Trainings may focus on theories and basic counseling skills, communication skills, educational, social/personal and career guidance and counseling, how to develop positive attitude, emerging issues and adolescence behaviors, drug addiction, and behaviors. Universities' administration should also take guidance and counseling seriously and allocate sufficient budget to cater for the programs and facilities. Furthermore, university management should forge collaboration with the guidance and counseling office to improve students' social/emotional adjustment, warrant informed academic and career decision, avoid deviant behavior to ensure discipline, ensure mental stability and academic performance of students. Finally, the university should develop a strategy to supervise the guidance and counseling services to ensure its effectiveness in addressing academic, social/emotional and vocational issues facing students.
- *Universities and counseling offices* need to develop a clear policy, students' counseling guidelines, and professional ethics to run and manage guidance and counseling services effectively. Starting at the macro level, guidance and counseling should become an integral part of educational policy. As changes take place in students' behaviour, guidance and counseling policy should be adjusted, so that the programmes that are undertaken on ground level can provide for developing changes in students' behaviour. In line with the identified needs in students' behaviour, the goals on the macro level (in other words, the policy level) can be made known, and become part of the programmes that are undertaken on

- The lower levels. The policies should contain and keep in mind such contexts as the culture, the psychosocial environment and the socioeconomic circumstances.
- Finally, studies that include many universities and large study participants are recommended for comparison and for generalizability purpose.

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APPENDICES

Appendix A: Questionnaire for Guidance and Counseling Personnel

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
HUMANITIES UNIT
QUESTIONNAIRE FOR GUIDANCE AND COUNSELING PERSONNEL

Dear colleague,

The objective of this questionnaire is to obtain information about the contribution of guidance and counseling services in students' social adjustment, discipline observance, and academic achievement in Adama and Addis Ababa Science and Technology Universities. Therefore, your genuine responses will be of paramount importance for the success of this study.

Kindly note that your responses will be kept confidential and writing down your name is not necessary.

Thank you in advance for your cooperation

Part 1: General information

Please give the exact information, figure or indicate your response by putting a tick mark (✓) in the space given.

1. Sex: 1. Male [] 2. Female []
2. What is your age category?
 - (1) 20-29 years [] (2) 30-39 years []
 - (3) 40-49 years [] (4) 50 years and above []
3. Name of your University: 1. ASTU [] 2. AASTU []
3. Your school/college name: _____
4. Your highest qualification:
 - (1). Bachelor Degree [] (2). Master Degree [] (3). PhD []
 - Other (please specify) _____
5. Your specialization: _____
6. Your service year in university:
 - (1). 1-5 [] (2). 5.1-10 [] (3). 10.1-15 []
 - (4). 15.1-20 [] (5). Over 20 []
7. For how many hours did you take in-service training on guidance and counseling services?
 - (1) 1 – 10 hours []
 - (2) 11 – 30 hours []
 - (3) 31 – 50 hours []
 - (4) More than 50 hours []
 - (5) Not at all []
 - (6) Other (please specify) _____
8. Which of the following mechanisms of Continuous Professional Development have you used to upgrade and/or update yourself in your profession as a counselor to improve the quality of service delivery to students? (You can tick more than one)

1	Refreshment courses, workshops and other upgrading programs	[]
2	Internet to explore global situations (trends in guidance and counseling approach).	[]
3	Using updated research findings (journals, books, etc) in guidance and counseling.	[]
4	Engaging in research activities to integrate theory and practice in guidance and counseling.	[]
5	Using feedback from students, colleagues, teachers and other stakeholders that assist you in improving guidance service.	[]
6	Specify any other _____	

9. Is guidance and counseling assigned a specific time in the university?
 (1). Yes [] (2). No []
10. How many hour(s) do you spend per week to give guidance and counseling services?
 (1). 1 – 10 hours []
 (2). 11 – 20 hours []
 (3). More than 20 hours []
 (5). As the students appear to my office []
 (6). Not at all []
 (7). Other (please specify) _____
11. What is the total number of students in your university? _____
12. Is the time assigned for counseling adequate given the number of clients?
 1. Yes [] 2. No []
13. How many students participate in the university guidance and counseling program per year?
 (1). None []
 (2). Fewer than 100 []
 (3). between 101 and 500 []
 (4). between 501 and 1000 []
 (5). between 1001 and 2000 []
 (6). More than 2000 []
 (7). I do not know []
14. What financial provision does the university make annually for the university guidance program (in birr)?
 (1). <1000 []
 (2). 1000-2500 []
 (3). 2500+ []
 (4). 5000+ []
 (5). 10,000+ []
 Other (please specify): _____
15. Which one of the following is given more attention in guidance and counseling service in your university?
 1. educational guidance []
 2. personal-social guidance []
 3. career development []
 4. university adjustment []
 5. none of the above []
16. Which academic purpose of guidance and counseling services is given more attention? Rank order (1 to 4) the following guidance and counseling services from the most priority area (1) to the least priority area (4)
 (1). Improve academic achievement []
 (2). Foster positive attitudes toward university learning, and work []
 (3). Increase acquisitions and application of conflict resolution skills []
 (4). Decrease dropouts []
17. Which guidance service is given more attention? Rank order (1 to 4) the following guidance and counseling services from the most priority area (1) to the least priority area (9)
- | | | |
|----|-----------------------------------|-----|
| 1. | Information services | [] |
| 2. | Placement services | [] |
| 3. | Appraisal services | [] |
| 4. | Vocational guidance services | [] |
| 5. | Counseling services | [] |
| 6. | Referral services | [] |
| 7. | Evaluation | [] |
| 8. | Follow-up | [] |
| 9. | Consultancy and research services | [] |

Part 2: Guidance and Counseling Policy and/or Guideline

Consider the present guidance and counseling policy (written or unwritten) in your university and show your extent of agreement or disagreement with each statement by encircling the appropriate rating using the 5-point scale below:

1=definitely disagree, 2= disagree somewhat, 3=undecided, 4= agree somewhat, 5=definitely agree

No.	Item	Rating number				
		1	2	3	4	5
1	Your university has clear policy or guideline on how to employ guidance and counseling service.	1	2	3	4	5
2	The university has legal instruments promoting different aspects of guidance and counseling service.	1	2	3	4	5
3	Your university has guidance policy contributed to students' learning.	1	2	3	4	5
4	The university has budget which is meant for guidance and counseling service.	1	2	3	4	5
5	Guidance and counseling service in your university tends to be voluntary rather than mandatory.	1	2	3	4	5
6	In your university, there is clear direction on whether or not guidance and counseling service should be given as a discrete course, integrated with other courses or as extended provision through special activities.	1	2	3	4	5
7	The university is under pressure to develop a range of guidance and counseling services.	1	2	3	4	5

In case if there is/are guidance policy or guideline in your university, mention what policy/guideline exist.

Part 3: Existence of Guidance Program

Consider the present guidance program in your university and show your extent of agreement or disagreement with each statement by encircling the appropriate rating using the 5-point scale below:

1=definitely disagree, 2= disagree somewhat, 3=undecided, 4= agree somewhat, 5=definitely agree

No.	Item	Rating number				
		1	2	3	4	5
	Guidance Curriculum					
1	Your university has guidance curriculum designed to assist students to develop knowledge and skills appropriate for their developmental level.	1	2	3	4	5
2	Your university has guidance curriculum interventions that are designed to promote the areas of:					
	academic development.	1	2	3	4	5
	career development.	1	2	3	4	5
	personal/social development.	1	2	3	4	5
3	Your university has a promising program that focuses on improving:					
	academic skills of students.	1	2	3	4	5
	social skills of students.	1	2	3	4	5
	self-management skills of students.	1	2	3	4	5
4	Classroom guidance activities are a major portion of counseling programs in your university.	1	2	3	4	5

	Individual Planning					
5	There is an ongoing systemic guidance and counseling service designed to assist each student in determining personal goals or developing plans for their future.	1	2	3	4	5
6	Counselors often design individual planning around educational and career/vocational planning.	1	2	3	4	5
7	There are computer programs and online services in students' academic, personal-social and career planning	1	2	3	4	5
	Responsive Services					
8	University counseling program consists of services to assist students in coping with immediate issues, concerns, and needs.	1	2	3	4	5
9	How do you rate the following typical responsive modalities as they were used in your university? There exist:					
	Individual counseling.	1	2	3	4	5
	Group counseling.	1	2	3	4	5
	Referral service.	1	2	3	4	5
	Consultation service.	1	2	3	4	5
	Peer assistance programs.	1	2	3	4	5
10	In your university, group counseling approach was used for:					
	Social skills training.	1	2	3	4	5
	Peer adjustment issues.	1	2	3	4	5
	Discipline problems.	1	2	3	4	5
11	In your university, peer counseling and peer mediation programs/ process were used to reduce conflict and impact aggressive behavior.	1	2	3	4	5

Specify any other services provided by guidance and counseling program:

Part 4: Availability of Resource for Guidance and Counseling Program

A list of guidance and counseling resources/materials are given below. Please tick appropriately for those available or not in use in your university.

No.	Item	Available	Not available
	Guidance materials		
1	Reference library materials		
2	Relevant software		
3	Relevant classroom texts owned by university		
4	Audio and visual materials (resources)		
5	Psychometric tests		
6	Borrowing facility for materials		
7	Student owned text books		
8	Student inventory		
9	Handbook for different occupations		
10	Bulletins on different topics		
11	Handbooks for different educational opportunities		
12	Books on social psychology		
13	Psychology magazines		
14	Career booklets		
15	Films/ Videos		
16	Guidance Clinic		

	Human-power		
17	Adequate full-time counselors		
18	1:250 counsellor to student ratio		
	Suitably equipped rooms for guidance		
19	Group work classroom		
20	Computer room		
21	Library		
	Equipment guidance		
22	Telephone		
23	Computer		
24	Modem and Internet access		
25	Shelving		
26	Filing Cabinet		
27	Photocopier		
28	Fax		
29	Scanner		
30	Printer		
31	Specify any other _____		

Part 5: Influence of Guidance and Counseling on Students' Social Adjustment

The following are statements about the influence of guidance and counseling on students' social adjustment as it is applicable to your university. Please encircle the appropriate response to show your level of agreement about the statement (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
		1	2	3	4	5
1	Counselors are effective in teaching social skills.	1	2	3	4	5
2	Counseling programs helped students to have positive feelings of belonging.	1	2	3	4	5
3	Psycho-educational support (reactive/crisis) services helped students at risk of experiencing personal-social difficulties.	1	2	3	4	5
4	Counselors supported students directly in their academic life to foster, promote, and increase interpersonal competencies.	1	2	3	4	5
5	Personal/social counseling assisted students in developing an understanding of themselves and to respect the rights and needs of others.	1	2	3	4	5
6	Peer helper programs train students in conflict resolution.	1	2	3	4	5
7	Guidance played a crucial role in university system to uphold the social values of students.	1	2	3	4	5
8	Guidance and counseling programs assisted students to overcome and adjust to a host of social challenges they experience at university.	1	2	3	4	5
9	Guidance and counseling services addressed behavioral problems to promote social adjustments or sustaining interpersonal values.	1	2	3	4	5
10	Counseling helped students acquire social values such as love, acceptance, humility and integrity.	1	2	3	4	5
11	Guidance counseling services equipped students with better knowledge and skills that solve interpersonal conflicts amicably and profitably.	1	2	3	4	5
12	Counselors emerge eminently in assisting students learn to control their anger in order to adapt to their social worlds.	1	2	3	4	5
13	Guidance counseling services helped students to avoid:					
	Distrust	1	2	3	4	5
	Anxiety	1	2	3	4	5
	Pessimism	1	2	3	4	5

Selfishness	1	2	3	4	5
Worthlessness	1	2	3	4	5
Depression	1	2	3	4	5
Loneliness	1	2	3	4	5
Normlessness	1	2	3	4	5
Powerlessness	1	2	3	4	5

Part 6: Disciplinary Problems

On discipline counseling, what are the discipline problems experienced in your university? (You can tick more than one).

- 1. Drug taking
- 2. Laziness
- 3. Bullying of new students
- 4. Rudeness to the teachers
- 5. Fighting among students
- 6. Students not ready to confess
- 7. Theft among students
- 8. Sexual harassment
- 9. Homosexuality/ lesbianism
- 10. Damaging university property
- 11. Participating in student unrest
- 12. Others, if any (please specify)

Part 7: Influence of Guidance and Counseling on Students' Discipline Observance

The following are statements about the influence of guidance and counseling on students' discipline observance as it is applicable to your university. Please encircle the appropriate response to show your level of agreement about the statement. (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
1	There are prevention and intervention programs for youth at risk of disciplinary problems in your university.	1	2	3	4	5
2	Counselors have proven effective in preventing students from committing crime.	1	2	3	4	5
3	Guidance and counseling program had lessened inappropriate behaviors and increased positive attitudes.	1	2	3	4	5
4	Guidance and counseling program decreased students' aggressive and hostile behaviors.	1	2	3	4	5
5	Guidance and counseling program helped students to prevent themselves from developing violence behaviors.	1	2	3	4	5
6	Guidance and counseling service sensitized the students on essential elements in discipline management.	1	2	3	4	5
7	There is guidance and counseling service intended to:					
	Suppress undesirable behavior.	1	2	3	4	5
	control undesirable behavior.	1	2	3	4	5
	redirect undesirable behavior.	1	2	3	4	5
8	Guidance and counseling service helped to maintain good discipline among students.	1	2	3	4	5

Part 8: Disciplinary Measures

What are some of the methods used in your university to address various disciplinary cases/problems? (You may tick more than one).

- 1. Social service []
- 2. Replacing lost/damaged property []
- 3. Suspension []
- 4. Putting a student out of class []
- 5. Guidance and counseling []
- 6. Imposing fine []
- 7. Expulsion []
- 8. Oral warning []
- 9. Written warning []
- 10. Others, if any (please specify) _____

Part 9: Influence of Guidance and Counseling on Students' Academic Achievement

The following are statements about the influence of guidance and counseling on students' academic achievement as it is applicable to your university. Please encircle the appropriate response to show your level of agreement about the statement. (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
		1	2	3	4	5
1	Guidance and counseling programs are made available to influence students' academic achievement.	1	2	3	4	5
2	Counseling interventions have enhanced success by helping students reduce test anxiety.	1	2	3	4	5
3	Counseling interventions in university helped students to prevent from dropping out of university.	1	2	3	4	5
4	Counseling reduced students' classroom disruptive behaviors, indiscipline or disturbances to focus on the teaching-learning process.	1	2	3	4	5
5	Counseling services supported teachers to provide quality instruction designed to assist students in achieving high standards.	1	2	3	4	5
6	Counseling services helped in reducing class interruption by other students.	1	2	3	4	5
7	Counseling services helped students earn higher grades.	1	2	3	4	5
8	Counseling services helped students' in proper time management.	1	2	3	4	5
9	Counseling services helped students to attend classes regularly by reducing absenteeism.	1	2	3	4	5
10	Counselors influenced students' future academic plans by encouraging them to have high expectations.	1	2	3	4	5
11	Counselors impacted students' academic performance by increasing the on-task behavior of students.	1	2	3	4	5
12	Vital counseling and guidance services were given to average, above average and below average students.	1	2	3	4	5
13	Guidance and counseling service programs helped students resolve behavioral problems interfering with their academic performances.	1	2	3	4	5
14	Individual counseling helped students with personal difficulties in academic success.	1	2	3	4	5
15	Guidance and counseling service helped students in study skills by avoiding poor methods of study.	1	2	3	4	5
16	Guidance and counseling services helped students to have the right orientation and attitude to study.	1	2	3	4	5
17	Guidance and counseling played a pivotal role for improving the academic performance of the students by eliminating the hurdles faced by students in their studies.	1	2	3	4	5
18	Guidance and counseling service helped students in improving their self-	1	2	3	4	5

	image to facilitate better achievement in academic performance.					
--	---	--	--	--	--	--

Part 10: Challenges of Guidance and Counseling Service

Please tick below the challenges of guidance and counseling in your university in the way you rate them. Use: 5= Very Serious challenge, 4= Serious Challenge, 3=Fairly Serious Challenge, 2= Minor Challenge, 1= Not a challenge.

No.	Item	Rating number				
		1	2	3	4	5
1	Lack of corporation from administration.	1	2	3	4	5
2	Lack of corporation from fellow staff members	1	2	3	4	5
3	No support of the counseling office by the closest leader	1	2	3	4	5
4	Students are unwilling to discuss their problems	1	2	3	4	5
5	Lack of reading and reference material resources	1	2	3	4	5
6	Counselors inadequately skilled for the job	1	2	3	4	5
7	The students do not take guidance and counseling correction seriously.	1	2	3	4	5
8	Too much workload for counselor hence no time for counseling.	1	2	3	4	5
9	Lack of private room for guidance and counseling.	1	2	3	4	5
10	Heavy teaching load for the counselor	1	2	3	4	5
11	Students are reluctant to use the service.	1	2	3	4	5
12	Inadequate budget was allocated to run guidance program.	1	2	3	4	5
13	Specify any other	1	2	3	4	5

What are the main issues hindering effective guidance and counseling services in your university?

.....

In your opinion how can guidance and counseling be improved in your university?

.....

Appendix B: Questionnaire for Students

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
HUMANITIES UNIT
QUESTIONNAIRE FOR STUDENTS

Dear student,

The objective of this questionnaire is to obtain information about the contribution of guidance and counseling supports in students' social adjustment, discipline observance, and academic achievement in Adama and Addis Ababa Science and Technology Universities. Therefore, your genuine responses will be of paramount importance for the success of this study.

There are no right or wrong answers and what is required is to show your personal opinion about each item. Wherever possible, let your personal experience determine your answer.

Kindly note that your responses will be kept confidential and writing down your name is not necessary.

Thank you in advance for your cooperation

Part 1: General information

Please give the exact information, figure or indicate your response by putting a tick mark (✓) in the space given.

1. Sex: 1. Male [] 2. Female []
2. What is your age category? (a) 15-20 years [] (b) 21-25 years [] (d) 26 years and above []
3. Name of your University: 1. ASTU [] 2. AASTU []
3. Your school/college name: _____
4. Your department name: _____
6. Year: (1). Second []
 (2). Third []
 (3). Fourth []
 (4). Fifth []
7. Are you aware of the existence of the guidance and counseling office in your university?
 1. Yes [] 2. No []
8. If yes, are you aware of the services being offered by this office?
 1. Yes [] 2. No []
9. If your answer in 7 is yes, have you ever sought for the services of this office?
 1. Yes [] 2. No []
10. What are the problems/issues that made you seek for these services?

11. How many times have you gone for these services?

12. Did you feel comfortable discussing your problem with the counselor?
 1. Yes [] 2. No []
13. Has the department had any positive influence on academic performance of the university?
 1. Yes [] 2. No []
14. Which of the following services would you say is mainly provided?
 1. Career guidance []
 2. Educational guidance []
 3. Psychological guidance []
 4. Social guidance []
 4. Specify any other.....

15. Do you think your university takes guidance and counseling seriously?

1. Yes [] 2. No []

16. What is the area that students benefit most from guidance and counseling in your university? Please tick appropriately.

1. Teaching-learning	Yes []	No []
2. Interpersonal relationships	Yes []	No []
3. Problem solving	Yes []	No []
4. Discipline observance	Yes []	No []
5. Other _____	Yes []	No []

17. Do you think the guidance and counseling in your university helped you learn to deal more effectively with troubles and the challenges of environment so as to improve your academic performances? 1. Yes []

2. No []

18. What is the range of your CGPA?

- (1). Below 2.00 [] (2). 2.00 to 2.25 [] (3). 2.26 to 2.50 []
 (4). 2.51 to 2.75 [] (5). 2.76 to 3.00 [] (6). 3.10 to 3.25 []
 (7). Above 3.25 []

Part 2: Existence of Guidance Program

Consider the present guidance program in your university and show your extent of agreement or disagreement with each statement by encircling the appropriate rating using the 5-point scale below:

1=definitely disagree, 2= disagree somewhat, 3=undecided, 4= agree somewhat, 5=definitely agree

No.	Item	Rating number				
		1	2	3	4	5
	Guidance Curriculum					
1	You received assistance from your counselor to develop knowledge and skills appropriate for your developmental level.	1	2	3	4	5
2	In your university, you obtained guidance interventions that promote:					
	Academic performance	1	2	3	4	5
	Career development	1	2	3	4	5
	Personal/social development	1	2	3	4	5
	Self-management skills.	1	2	3	4	5
	Individual Planning					
3	You received a systemic ongoing individual guidance and counseling service to assist you to determine personal goals.	1	2	3	4	5
4	You received individual guidance and counseling service to assist you to develop plans for your future.	1	2	3	4	5
5	You were assisted by counselors to have individual plan around your education.					
6	You were assisted by counselors to have individual plan around your future career.	1	2	3	4	5
7	You received computer assisted programs and online services in your academic, personal-social and career planning in your university.	1	2	3	4	5
	Responsive Services					
8	In your university you obtained counseling services that assisted you to cope with immediate issues, concerns, and needs.	1	2	3	4	5
9	How do you rate the following typical responsive modalities as they were used in your university? There exist:					
	Individual counseling.	1	2	3	4	5
	Group counseling.	1	2	3	4	5
	Referral service.	1	2	3	4	5

	Consultation service.	1	2	3	4	5
	Peer assistance programs.	1	2	3	4	5
10	In your university, group counseling approaches were used for social skills training and discipline problems.	1	2	3	4	5
11	In your university, peer counseling and peer mediation programs/ process were used to reduce conflict and impact aggressive behavior.	1	2	3	4	5

Part 3: Influence of Guidance and Counseling on Social Adjustment

The following are statements about the influence of guidance and counseling on your social adjustment in university. Please encircle the appropriate response to show your level of agreement about the statement (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
		1	2	3	4	5
1	Counselors are effective in teaching social skills.	1	2	3	4	5
2	Counseling programs helped you to have positive feelings of belonging.	1	2	3	4	5
3	Psycho-educational support (reactive/crisis) services helped you when you were at risk of experiencing personal-social difficulties.	1	2	3	4	5
4	Counselors supported you directly in your academic life to foster, promote, and increase interpersonal competencies.	1	2	3	4	5
5	Personal/social counseling assisted you in developing an understanding of yourself and to respect the rights and needs of others.	1	2	3	4	5
6	Peer helper programs trained you in conflict resolution.	1	2	3	4	5
7	Guidance played a crucial role in university system to uphold the social values of students.	1	2	3	4	5
8	Guidance and counseling services assisted you to understand yourself and others to adjust accordingly.	1	2	3	4	5
9	Guidance and counseling programs assisted you to overcome and adjust to a host of social challenges you experienced at university.	1	2	3	4	5
10	Guidance and counseling services addressed behavioral problems to promote social adjustments or sustaining interpersonal values.	1	2	3	4	5
11	Counseling helped you to acquire social values such as love, acceptance, humility and integrity.	1	2	3	4	5
12	Guidance counseling services equipped you with better knowledge and skills that solve interpersonal conflicts amicably and profitably.	1	2	3	4	5
13	Counselors emerge eminently in assisting you learn to control your anger in order to adapt to your social worlds.	1	2	3	4	5
14	Guidance counseling services helped you to avoid:					
	distrust (be suspicious of)	1	2	3	4	5
	anxiety (worry)	1	2	3	4	5
	pessimism (pointlessness)	1	2	3	4	5
	selfishness	1	2	3	4	5
	worthlessness (feeling unimportant)	1	2	3	4	5
	Depression (hopelessness)	1	2	3	4	5
	Loneliness	1	2	3	4	5
	normlessness	1	2	3	4	5
powerlessness (helplessness)	1	2	3	4	5	

Part 4: Disciplinary Problems

On discipline counseling, what are the discipline problems experienced by students in your university?
(You can tick more than one).

1. Drug taking	[]
2. Laziness	[]
3. Bullying of new students	[]
4. Rudeness to the teachers	[]
5. Fighting among students	[]
6. Students not ready to confess	[]
7. Theft among students	[]
8. Sexual harassment	[]
9. Homosexuality/ lesbianism	[]
10. Damaging university property	[]
11. Participating in student protest	[]
12. Exam cheating	[]
13. Classroom disciplinary problem	[]
14. Others, if any (please specify)	

Part 5: Influence of Guidance and Counseling on Students’ Discipline Observance

The following are statements about the influence of guidance and counseling on students’ discipline observance in university. Please encircle the appropriate response to show your level of agreement about the statement. (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
		1	2	3	4	5
1	There are prevention and intervention programs for youth at risk in your university.	1	2	3	4	5
2	Counselors have proven effective in preventing you from committing crime.	1	2	3	4	5
3	Counseling program helped you lessen inappropriate behaviors and increased positive attitudes.	1	2	3	4	5
4	Counseling program decreased students’ aggressive and hostile behaviors.	1	2	3	4	5
5	Counseling program helped you to prevent yourself from developing violence behaviors.	1	2	3	4	5
6	Guidance and counseling services are used as essential elements in discipline management.	1	2	3	4	5
7	There is guidance and counseling service intended to:					
	suppress undesirable behavior.	1	2	3	4	5
	control undesirable behavior.	1	2	3	4	5
	redirect undesirable behavior.	1	2	3	4	5
8	Guidance and counseling service helped students to maintain good discipline among students.	1	2	3	4	5

Part 6: Disciplinary measures

What are some of the methods used in your university to address various disciplinary cases/problems? (You may tick more than one).

1. Social service	[]
2. Replacing lost/damaged property	[]
3. Suspension	[]
4. Putting a student out of class	[]

5. Guidance and counseling	[]
6. Imposing fine	[]
7. Expulsion	[]
8. Oral warning	[]
9. Written warning	[]
10. Others, if any (please specify)	

Part 7: Influence of Guidance and Counseling on Students' Academic Achievement

The following are statements about the influence of guidance and counseling on students' academic achievement in university. Please encircle the appropriate response to show your level of agreement about the statement. (1 = Strongly Disagree, 2 = Disagree, 3 = undecided, 4 = Agree, 5 = Strongly Agree).

No.	Item	Rating number				
		1	2	3	4	5
1	Guidance and counseling programs are made available to you to influence your academic performance.	1	2	3	4	5
2	Guidance activities have positively influenced your academic achievement.	1	2	3	4	5
3	Counseling interventions have enhanced success by helping you reduce test anxiety.	1	2	3	4	5
4	Counseling interventions in university helped students to prevent from dropping out of university.	1	2	3	4	5
5	Counseling reduced students' classroom disruptive behaviors, indiscipline or disturbances to focus on the teaching-learning process.	1	2	3	4	5
6	Counseling services helped in reducing class interruption by other students.	1	2	3	4	5
7	Counseling services helped you earn higher grades.	1	2	3	4	5
8	Counseling services assisted you in proper time management.	1	2	3	4	5
9	Counseling services helped you to attend classes regularly by reducing absenteeism.	1	2	3	4	5
10	Counselors influenced students' future plans by encouraging them to have high expectations.	1	2	3	4	5
11	Counselors impacted your academic performance by increasing your on-task behavior.	1	2	3	4	5
12	Vital counseling and guidance services were given to average, above average and below average students.	1	2	3	4	5
13	Guidance and counseling service programs helped you to resolve behavioral problems to have sense of direction.	1	2	3	4	5
14	Individual counseling assisted you to overcome personal difficulties in academic success.	1	2	3	4	5
15	Counselor interventions assisted you to overcome behavior interfering with your academic performance.	1	2	3	4	5
16	Guidance and counseling service helped you in study skills by avoiding poor methods of study.	1	2	3	4	5
17	Guidance and counseling services assisted you to have the right orientation and attitude to study.	1	2	3	4	5
18	Guidance and counseling played a pivotal role for improving the academic performance of the students by eliminating the hurdles faced by students in their studies.	1	2	3	4	5
19	Guidance and counseling service assisted you in improving your self-image to facilitate better achievement in academic performance.	1	2	3	4	5

Part 8: Challenges of Guidance and Counseling Service

Please tick under “Yes” if the indicated problem exists and tick under “No” if the indicated problem does not exist.

No.	Item	Yes	No
1	Lack of information on the existence of guidance and counseling service.	[]	[]
2	Lack of information on the location of guidance and counseling office.	[]	[]
3	Lack of knowledge on the benefits of guidance and counseling service.	[]	[]
4	Students’ unwillingness to discuss their problems with counselors.	[]	[]
5	The location of the office is not suitable for privacy or confidentiality.	[]	[]
6	Lack of confidence on the competence of guidance counselor to solve students’ problem.	[]	[]
7	The students do not take guidance and counseling correction seriously.	[]	[]
8	Lack of time to use guidance and counseling service.	[]	[]
9	Lack of private room for guidance and counseling.	[]	[]
10	Students are reluctant to use the service.	[]	[]
11	Specify any other challenges	[]	[]

What are the main issues hindering effective guidance and counseling services in your university?

In your opinion how can guidance and counseling be improved in your university?

Appendix C: Interview Guide for Guidance and Counseling Personnel

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
HUMANITIES UNIT
INTERVIEW GUIDE FOR GUIDANCE AND COUNSELING PERSONNEL

Name of the researcher: Dr Kumsa Donis.

Name of the organization and sponsor: Adama Science and Technology University,

School: Humanities and Social Sciences

Dear colleague,

The objective of this interview is to obtain information about the contribution of guidance and counseling services in students' social adjustment, discipline observance, and academic achievement in Adama and Addis Ababa Science and Technology Universities. Therefore, your genuine responses will be of paramount importance for the success of this study.

Procedure: In order to examine the contribution of guidance and counseling services in students' social adjustment, discipline observance, and academic achievement in Adama and Addis Ababa Science and Technology Universities, I invite you to take part in my project. Your participation is entirely voluntary based, you have the full right to refuse from participating in this research if you do not wish to participate. You have also the full right to withdraw from this study at any time you wish to. Kindly note that all the responses given by the participants and results obtained will be kept anonymous and confidential using coding system whereby no one will have access to your responses. The audio taped information will be kept in password protected computer and will be heard by the principal investigator only. The transcribed and translated information about you that will be collected from the study will be stored in a file, which will not have your name on it, but a code number assigned to it. Which number belongs to which name will be kept under lock and key, and it will not be revealed to anyone except the principal investigator.

Risk and/or Discomfort: By participating in this research project you may feel that it has some discomfort specially on wasting your time (about 1hr to 1:30hrs) but this may not be too much comparing to its potential benefits. It contributes to the understanding of the benefits of guidance and counseling service in students' social adjustment, discipline and academic achievement. There is no risk in participating in this research project.

Benefits:

If you participate in this research project, you may not get direct benefit but your participation is likely to help us examine the existing guidance and counseling service and its contribution to enhance students' social adjustment, discipline and academic achievement that will help higher learning institutions to design and implement quality services for their beneficiaries. The benefits of the research will also be to contribute to bridge knowledge gap on the status of guidance and counseling service in the two universities and contribution of guidance program, social adjustment and discipline in students' academic achievement.

Finally it will give an insight for policy makers, higher learning institutions and service providers to plan and implement standardized services and consider perspectives of beneficiaries based on the findings of this study.

Incentives: You will not be provided any incentives to take part in this project.

Thank you in advance for your cooperation

1. Name of your University: 1. ASTU [] 2. AASTU []
2. How do you evaluate students' interest in guidance and counseling service and university's management support?
3. What are the types of guidance and counseling services that are given more attention?

4. Are there guidance policy and/or guideline and programs in your university? Mention and give evidence.
5. What are the available of resources for guidance and counseling program?
6. How do you evaluate the influence of guidance and counseling service on students' social adjustment, discipline observance and academic achievement?
7. What are the main issues hindering effective guidance and counseling services in your university?
8. In your opinion, how can guidance and counseling service be improved in your university?

Thank you again for your cooperation!

Appendix D: Existence of guidance program (N=6)

No.	Item	Number of Response				
		1	2	3	4	5
1	Your university has guidance curriculum designed to assist students to develop knowledge and skills appropriate for their developmental level.	3	2	0	1	0
2	Your university has guidance curriculum interventions that are designed to promote the areas of academic development.	1	1	0	1	0
3	Your university has guidance curriculum interventions that are designed to promote the areas of career development.	0	3	1	1	0
4	Your university has guidance curriculum interventions that are designed to promote the areas of personal/social development.	1	2	0	1	0
5	Your university has a promising program that focuses on improving academic skills of students.	0	1	1	2	0
6	Your university has a promising program that focuses on improving social skills of students.	0	3	1	2	0
7	Your university has a promising program that focuses on improving self-management skills of students.	1	0	2	2	0
8	Classroom guidance activities are the major portion of counseling programs in your university.	4	0	2	0	2
9	There is an ongoing systemic guidance and counseling service designed to assist each student in determining personal goals or developing plans for their future.	0	1	1	2	0
10	Counselors often design individual planning around educational and career/vocational planning.	2	1	0	3	0
11	There are computer programs and online services in students' academic, personal-social and career planning.	6	0	0	0	0
12	University counseling program consists of services to assist students in coping with immediate issues, concerns, and needs.	2	1	0	3	0
13	There exists: individual counseling.	0	2	0	1	3
14	group counseling.	1	2	1	2	0
15	referral service.	2	0	1	3	0
16	consultation service	2	1	1	2	0
17	peer assistance programs	2	1	2	1	0
18	In your university, group counseling approach was used for social skills training	2	0	2	2	0
19	group counseling approach was used for peer adjustment issues	2	1	2	1	0
20	group counseling approach was used for discipline problems	3	0	0	3	0
21	peer counseling and peer mediation programs/ process were used to reduce conflict and impact aggressive behavior	0	4	0	2	0

<p>1=definitely disagree, 2= disagree somewhat, 3=undecided, 4= agree somewhat, 5=definitely agree</p>
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Appendix E: Availability of Resource for Guidance and Counseling Program (N=6)

No.	Resource for Guidance and Counseling Program	Available		Unavailable	
		Frequency	Percent	Frequency	Percent
1	Reference library materials	5	83.3	1	16.7
2	Relevant software	1	16.7	5	83.3
3	Relevant classroom texts owned by university	2	33.3	4	66.7
4	Audio and visual materials (resources)	0	0	6	100.0
5	Psychometric tests	1	16.7	5	83.3
6	Borrowing facility for materials	2	33.3	4	66.7
7	Student owned text books	4	66.7	2	33.3
8	Student inventory	1	16.7	4	66.7
9	Handbook for different occupations	1	33.3	4	66.7
10	Bulletins on different topics	2	33.3	4	66.7
11	Handbooks for different educational opportunities	2	33.3	4	66.7
12	Books on social psychology	5	83.3	1	16.7
13	Psychology magazines	1	16.7	5	83.3
14	Career booklets	2	33.3	4	66.7
15	Films/ Videos	0	0	6	100.0
16	Guidance Clinic	1	16.7	5	83.3
17	Adequate full-time counselors	6	100.0	0	00.0
18	1:250 counselor to student ratio	0	0.00	6	100.0
19	Group work classroom	1	16.7	5	83.3
20	Computer room	1	16.7	5	83.3
21	Guidance and counseling library	1	16.7	5	83.3
22	Telephone	1	16.7	5	83.3
23	Computer	5	83.3	1	16.7
24	Modem and Internet access	1	16.7	5	83.3
25	Shelving	1	16.7	5	83.3
26	Filing Cabinet	1	16.7	5	83.3
27	Photocopier	3	50.0	3	50.0
28	Fax	0	0	6	100.0
29	Scanner	0	0	6	100.0
30	Printer	3	50.0	3	50.0

Appendix F: Correlation between existence of Guidance and counseling service and students' social adjustment

		Counselors are effective in teaching social skills.	Counseling programs helped you to have positive feelings of belonging.	Psycho-educational support (reactive/crisis) services helped you when you were at risk of experiencing personal-social difficulties.	Counselors supported you directly in your academic life to foster, promote, and increase interpersonal competencies.	Personal/social counseling assisted you in developing an understanding of yourself and to respect the rights and needs of others.	Peer helper programs trained you in conflict resolution.	Guidance played a crucial role in university system to uphold the social values of students.	Guidance and counseling services assisted you to understand yourself and others to adjust accordingly.	Guidance and counseling programs assisted you to overcome and adjust to a host of social challenges you experienced at university.	Guidance and counseling services addressed behavioral problems to promote social adjustments or sustaining interpersonal values.	Counseling helped you to acquire social values such as love, acceptance, humility and integrity.	Guidance counseling services equipped you with better knowledge and skills that solve interpersonal conflicts amicably and profitably.	Counselors emerge prominently in assisting you learn to control your anger in order to adapt to your social worlds.
You received assistance from your counselor to develop knowledge and skills appropriate for your developmental level	Pearson Correlation	.380 ^{**}	.331 ^{**}	.303 ^{**}	.399 ^{**}	.369 ^{**}	.448 ^{**}	.368 ^{**}	.327 ^{**}	.377 ^{**}	.365 ^{**}	.369 ^{**}	.353 ^{**}	.416 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
you obtained guidance interventions that promote academic performance	Pearson Correlation	.334 ^{**}	.358 ^{**}	.294 ^{**}	.336 ^{**}	.352 ^{**}	.350 ^{**}	.331 ^{**}	.317 ^{**}	.360 ^{**}	.413 ^{**}	.320 ^{**}	.396 ^{**}	.357 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323
you obtained guidance interventions that promote career development	Pearson Correlation	.304 ^{**}	.407 ^{**}	.342 ^{**}	.450 ^{**}	.423 ^{**}	.387 ^{**}	.432 ^{**}	.419 ^{**}	.389 ^{**}	.404 ^{**}	.334 ^{**}	.411 ^{**}	.444 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
you obtained guidance interventions that promote personal/social development	Pearson Correlation	.333 ^{**}	.411 ^{**}	.342 ^{**}	.455 ^{**}	.414 ^{**}	.390 ^{**}	.439 ^{**}	.452 ^{**}	.431 ^{**}	.388 ^{**}	.333 ^{**}	.402 ^{**}	.345 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323
you obtained guidance interventions that promote self-management skills	Pearson Correlation	.302 ^{**}	.385 ^{**}	.302 ^{**}	.416 ^{**}	.370 ^{**}	.309 ^{**}	.358 ^{**}	.396 ^{**}	.368 ^{**}	.368 ^{**}	.361 ^{**}	.384 ^{**}	.372 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
You received a systemic ongoing individual guidance and counseling service to assist you to determine personal goals.	Pearson Correlation	.332 ^{**}	.413 ^{**}	.369 ^{**}	.456 ^{**}	.390 ^{**}	.372 ^{**}	.431 ^{**}	.376 ^{**}	.325 ^{**}	.336 ^{**}	.339 ^{**}	.384 ^{**}	.362 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
You received individual guidance and counseling service to assist you to develop plans for your future.	Pearson Correlation	.216 ^{**}	.445 ^{**}	.436 ^{**}	.481 ^{**}	.481 ^{**}	.452 ^{**}	.454 ^{**}	.440 ^{**}	.382 ^{**}	.371 ^{**}	.388 ^{**}	.431 ^{**}	.393 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
You were assisted by counselors to have individual plan around your education.	Pearson Correlation	0.019	0.106	.141 ^{**}	.111 ^{**}	.182 ^{**}	.162 ^{**}	0.029	0.074	0.039	0.080	0.108	0.090	.113 ^{**}
	Sig. (2-tailed)	0.733	0.057	0.011	0.046	0.001	0.004	0.602	0.184	0.486	0.152	0.051	0.105	0.042
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
You were assisted by counselors to have individual plan around your future career.	Pearson Correlation	.262 ^{**}	.438 ^{**}	.385 ^{**}	.520 ^{**}	.480 ^{**}	.427 ^{**}	.444 ^{**}	.431 ^{**}	.326 ^{**}	.404 ^{**}	.390 ^{**}	.460 ^{**}	.416 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
You received computer assisted programs and online services in your academic, personal-social and career planning in your university.	Pearson Correlation	.216 ^{**}	.313 ^{**}	.378 ^{**}	.387 ^{**}	.350 ^{**}	.342 ^{**}	.240 ^{**}	.251 ^{**}	.316 ^{**}	.345 ^{**}	.304 ^{**}	.365 ^{**}	.389 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323
In your university you obtained counseling services that assisted you to cope with immediate issues, concerns, and needs.	Pearson Correlation	.294 ^{**}	.380 ^{**}	.336 ^{**}	.440 ^{**}	.381 ^{**}	.369 ^{**}	.358 ^{**}	.316 ^{**}	.278 ^{**}	.324 ^{**}	.314 ^{**}	.343 ^{**}	.401 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
There exist individual counseling	Pearson Correlation	.403 ^{**}	.387 ^{**}	.408 ^{**}	.400 ^{**}	.356 ^{**}	.374 ^{**}	.427 ^{**}	.385 ^{**}	.332 ^{**}	.297 ^{**}	.347 ^{**}	.359 ^{**}	.412 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
There exist group counseling	Pearson Correlation	.396 ^{**}	.403 ^{**}	.406 ^{**}	.439 ^{**}	.383 ^{**}	.430 ^{**}	.420 ^{**}	.384 ^{**}	.300 ^{**}	.313 ^{**}	.326 ^{**}	.365 ^{**}	.440 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
There exist referral service	Pearson Correlation	.407 ^{**}	.377 ^{**}	.373 ^{**}	.387 ^{**}	.318 ^{**}	.350 ^{**}	.379 ^{**}	.328 ^{**}	.290 ^{**}	.309 ^{**}	.275 ^{**}	.273 ^{**}	.369 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
There exist consultation service	Pearson Correlation	.393 ^{**}	.398 ^{**}	.399 ^{**}	.440 ^{**}	.356 ^{**}	.433 ^{**}	.406 ^{**}	.342 ^{**}	.298 ^{**}	.323 ^{**}	.312 ^{**}	.332 ^{**}	.386 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	321	323	323	323	324	324	324	324	324	324	324	324	324
There exist peer assistance programs	Pearson Correlation	.386 ^{**}	.436 ^{**}	.437 ^{**}	.434 ^{**}	.437 ^{**}	.446 ^{**}	.451 ^{**}	.352 ^{**}	.278 ^{**}	.324 ^{**}	.376 ^{**}	.387 ^{**}	.425 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323
In your university, group counseling approaches were used for social skills training and discipline problems	Pearson Correlation	.357 ^{**}	.450 ^{**}	.398 ^{**}	.394 ^{**}	.371 ^{**}	.367 ^{**}	.383 ^{**}	.398 ^{**}	.340 ^{**}	.359 ^{**}	.330 ^{**}	.408 ^{**}	.405 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323
In your university, peer counseling and peer mediation programs/ process were used to reduce conflict and impact aggressive behavior	Pearson Correlation	.380 ^{**}	.420 ^{**}	.429 ^{**}	.421 ^{**}	.408 ^{**}	.421 ^{**}	.436 ^{**}	.372 ^{**}	.389 ^{**}	.345 ^{**}	.382 ^{**}	.395 ^{**}	.385 ^{**}
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	320	322	322	322	323	323	323	323	323	323	323	323	323

Appendix G: Correlation between existence of guidance and counseling service and discipline observance

		You received assistance from your counselor to develop knowledge and skills appropriate for your developmental level	There are prevention and intervention programs for youth at risk in your university.	Counselors have proven effective in preventing you from committing crime.	Counseling program helped you lessen inappropriate behaviors and increased positive attitudes.	Counseling program decreased students' aggressive and hostile behaviors.	Counseling program helped you to prevent yourself from developing violence behaviors.	Guidance and counseling services are used as essential elements in discipline management.	There is guidance and counseling service intended to suppress undesirable behavior	There is guidance and counseling service intended to control undesirable behavior	There is guidance and counseling service intended to redirect undesirable behavior	Guidance and counseling service helped students to maintain good discipline among students
You received assistance from your counselor	Pearson Correlation Sig. (2-tailed)	.373**	.444**	.475**	.449**	.358**	.362**	.388**	.345**	.393**	.411**	
	N	324	324	324	324	324	323	323	324	323	324	
you obtained guidance interventions that	Pearson Correlation Sig. (2-tailed)	.649**	.340**	.448**	.475**	.436**	.507**	.392**	.423**	.446**	.429**	.466**
	N	323	323	323	323	323	322	322	323	322	323	
you obtained guidance interventions that	Pearson Correlation Sig. (2-tailed)	.673**	.377**	.539**	.524**	.502**	.502**	.495**	.490**	.476**	.458**	.531**
	N	324	324	324	324	324	324	323	323	324	323	324
you obtained guidance interventions that	Pearson Correlation Sig. (2-tailed)	.667**	.339**	.484**	.498**	.497**	.479**	.427**	.437**	.473**	.414**	.484**
	N	323	323	323	323	323	323	322	322	323	322	323
you obtained guidance interventions that	Pearson Correlation Sig. (2-tailed)	.613**	.285**	.448**	.431**	.500**	.456**	.438**	.452**	.432**	.450**	.483**
	N	324	324	324	324	324	324	323	323	324	323	324
You received a systemic ongoing individual	Pearson Correlation Sig. (2-tailed)	.547**	.411**	.445**	.527**	.474**	.502**	.404**	.440**	.376**	.366**	.461**
	N	324	324	324	324	324	324	323	323	324	323	324
You received individual guidance and	Pearson Correlation Sig. (2-tailed)	.494**	.362**	.482**	.514**	.491**	.520**	.433**	.439**	.385**	.415**	.513**
	N	324	324	324	324	324	324	323	323	324	323	324
You were assisted by counselors to have individual	Pearson Correlation Sig. (2-tailed)	.127**	0.031	0.070	0.011	0.106	0.070	0.105	0.043	0.003	0.041	0.078
	N	324	324	324	324	324	324	323	323	324	323	324
You were assisted by counselors to have individual	Pearson Correlation Sig. (2-tailed)	.495**	.388**	.478**	.501**	.458**	.483**	.381**	.420**	.388**	.383**	.504**
	N	324	324	324	324	324	324	323	323	324	323	324
You received computer assisted programs	Pearson Correlation Sig. (2-tailed)	.475**	.308**	.411**	.433**	.457**	.369**	.181**	.343**	.269**	.303**	.356**
	N	323	323	323	323	323	323	322	322	323	322	323
In your university you obtained counseling	Pearson Correlation Sig. (2-tailed)	.590**	.413**	.533**	.542**	.509**	.514**	.400**	.462**	.380**	.413**	.477**
	N	324	324	324	324	324	324	323	323	324	323	324
There exist individual counseling	Pearson Correlation Sig. (2-tailed)	.451**	.420**	.455**	.491**	.441**	.503**	.452**	.540**	.506**	.490**	.496**
	N	324	324	324	324	324	324	323	323	324	323	324
There exist group counseling	Pearson Correlation Sig. (2-tailed)	.464**	.372**	.437**	.509**	.470**	.494**	.457**	.519**	.457**	.450**	.506**
	N	324	324	324	324	324	324	323	323	324	323	324
There exist referral service	Pearson Correlation Sig. (2-tailed)	.468**	.342**	.468**	.500**	.480**	.482**	.479**	.550**	.451**	.496**	.506**
	N	324	324	324	324	324	324	323	323	324	323	324
There exist consultation service	Pearson Correlation Sig. (2-tailed)	.482**	.397**	.500**	.577**	.530**	.518**	.491**	.561**	.490**	.479**	.475**
	N	324	324	324	324	324	324	323	323	324	323	324
There exist peer assistance programs	Pearson Correlation Sig. (2-tailed)	.391**	.418**	.493**	.558**	.496**	.492**	.480**	.531**	.491**	.532**	.516**
	N	323	323	323	323	323	323	322	322	323	322	323
In your university, group counseling approach	Pearson Correlation Sig. (2-tailed)	.369**	.360**	.456**	.456**	.467**	.445**	.471**	.473**	.447**	.453**	.487**
	N	323	323	323	323	323	323	322	322	323	322	323
In your university, peer counseling and peer	Pearson Correlation Sig. (2-tailed)	.393**	.348**	.422**	.443**	.421**	.404**	.403**	.429**	.457**	.380**	.515**
	N	323	323	323	323	323	323	322	322	323	322	323

Appendix H: Correlation between existence of guidance and counseling service and academic achievement

		Guidance and counseling programs are made available to you to influence your academic performance	Guidance activities have positively influenced your academic achievement	Counseling interventions have enhanced success by helping you reduce test anxiety	Counseling interventions in university helped students to prevent from dropping out of university	Counseling reduced students' classroom disruptive behaviors, indiscipline or disturbances to focus on the teaching-learning process	Counseling services helped in reducing class interruption by other students	Counseling services helped you earn higher grades	Counseling services assisted you in proper time management	Counseling services helped you to attend classes regularly by reducing absenteeism	Counselors influenced students' future plans by encouraging them to have high expectations	Counselors impacted your academic performance by increasing your on-task behavior	Vital counseling and guidance services were given to average, above average and below average students	Guidance and counseling service programs helped you to resolve behavioral problems to have sense of direction	Individual counseling assisted you to overcome personal difficulties in academic success	Counselor interventions assisted you to overcome behavior interfering with your academic performance	Guidance and counseling service helped you in study skills by avoiding poor methods of study	Guidance and counseling services assisted you to have the right orientation and attitude to study	Guidance and counseling played a pivotal role for improving the academic performance of the students by eliminating the hurdles faced by students in their studies	Guidance and counseling service assisted you in improving your self-image to facilitate better achievement in academic performance
You received assistance from your counselor	Pearson Correlation	.370	.442	.393	.341	.456	.422	.448	.427	.419	.314	.436	.314	.437	.490	.379	.383	.382	.384	.185
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
you obtained guidance interventions that	Pearson Correlation	.370	.430	.421	.430	.507	.492	.380	.384	.343	.415	.356	.398	.398	.440	.434	.471	.320	.371	.160
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323
you obtained guidance interventions that	Pearson Correlation	.335	.451	.461	.437	.489	.474	.520	.517	.395	.450	.509	.400	.505	.423	.511	.502	.472	.507	.275
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
you obtained guidance interventions that	Pearson Correlation	.405	.441	.427	.458	.498	.436	.451	.444	.356	.384	.458	.371	.415	.488	.483	.473	.424	.410	.204
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323
you obtained guidance interventions that	Pearson Correlation	.341	.424	.423	.443	.475	.450	.423	.415	.336	.377	.446	.363	.414	.470	.439	.446	.390	.417	.219
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
You received a systemic ongoing individual	Pearson Correlation	.331	.447	.527	.441	.437	.378	.475	.462	.379	.401	.472	.443	.402	.522	.457	.483	.433	.378	.184
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
You received individual guidance and	Pearson Correlation	.357	.480	.574	.455	.500	.430	.525	.536	.434	.431	.527	.479	.482	.505	.564	.587	.527	.511	.276
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
You were assisted by counselors	Pearson Correlation	.117	.117	.139	-0.019	0.107	0.072	0.063	0.033	-.162	0.085	-0.002	0.049	.127	0.058	0.086	0.054	0.069	0.075	0.055
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
You were assisted by counselors	Pearson Correlation	.401	.472	.596	.447	.492	.446	.467	.517	.461	.412	.497	.431	.410	.478	.491	.489	.474	.484	.282
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
You received computer assisted programs	Pearson Correlation	.379	.400	.476	.357	.409	.414	.429	.428	.403	.395	.409	.436	.533	.466	.448	.344	.297	.144	
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323
In your university you obtained counseling	Pearson Correlation	.374	.477	.557	.484	.530	.470	.502	.526	.461	.423	.584	.472	.512	.514	.514	.464	.478	.451	.260
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
There exist individual counseling	Pearson Correlation	.386	.391	.524	.490	.459	.415	.418	.408	.332	.405	.540	.496	.405	.417	.465	.411	.377	.396	.257
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
There exist group counseling	Pearson Correlation	.380	.470	.544	.474	.478	.452	.466	.457	.359	.386	.482	.465	.436	.436	.464	.412	.412	.403	.200
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
There exist referral service	Pearson Correlation	.412	.453	.531	.445	.439	.437	.437	.388	.401	.402	.503	.404	.423	.410	.421	.345	.375	.377	.190
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
There exist consultation service	Pearson Correlation	.409	.481	.519	.468	.438	.343	.446	.392	.362	.373	.490	.437	.441	.425	.432	.353	.363	.437	.207
	N	324	324	323	323	323	324	322	321	323	324	324	324	324	324	324	324	324	324	324
There exist peer assistance programs	Pearson Correlation	.351	.401	.527	.491	.516	.438	.493	.474	.381	.402	.493	.463	.446	.462	.463	.438	.379	.461	.234
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323
In your university, group counseling approach	Pearson Correlation	.314	.389	.476	.400	.436	.410	.407	.349	.379	.388	.376	.377	.317	.372	.356	.405	.321	.391	.224
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323
In your university, peer counseling and peer	Pearson Correlation	.311	.316	.434	.396	.424	.433	.348	.373	.423	.384	.384	.341	.321	.348	.397	.401	.310	.328	.191
	N	323	323	322	322	322	323	321	320	322	323	323	323	323	323	323	323	323	323	323