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ASSESSMENT ON PRACTICES OF GUIDANCE AND COUNSELING

IN IMPROVING ACADEMIC ACHIEVEMENT OF STUDENTS IN

JELDU SECONDARY SCHOOL

BY

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ADAMA, ETHIOPIA

**ASSESSMENT ON PRACTICES OF GUIDANCE AND COUNSELING
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JELDU SECONDARY SCHOOL**

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DECLARATION

First, I declare that this thesis entitled as “**Assessment on Practices of Guidance and Counseling in Improving Academic Achievement of Students in Jeldu Secondary School**” is my own work and that sources of materials used for this thesis have been dully acknowledged. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

Name and signature of the author: _____

This thesis has been submitted for examination with my approval as university advisor.

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Date_____

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TABLE CONTANT	Page
Abstract-----	1
 CHAPTER ONE: INTRODUCTION	
1.1 Background of the Study-----	2
1.2 Statement of the Problem-----	6
1.3 Research Questions-----	9
1.4 Objective of the Study-----	10
1.4.1 General Objective of the Study-----	10
1.4.2 Specific Objectives of the Study-----	10
1.5 Significance of the Study-----	10
1.6 Delimitation of the Study-----	11
1.7 Limitation of the Study-----	11
1.8 Operational Definitions of Terms -----	12

CHAPTER TWO

2. RELATED LITERATURE REVIEW-----	13
2.1. The Concept of Guidance and Counseling-----	13
2.1.1 Guidance-----	13
2.1.2 Counseling-----	14
2.1.3 Similarities and Differences between Guidance and Counseling-----	14
2.1.4 Type of Guidance-----	18
2.1.4.1 Educational guidance-----	18
2.3 Historical development of counseling-----	19
2.4 The Importance of Guidance and Counseling Services-----	22
2.5 The Guidance and Counseling Service in the Secondary School-----	22
2.5.1 Orientation or Adaptive Service-----	23
2.5.2 Appraisal services-----	23
2.5.3 Information services-----	24
2.5.4 Planning and Placement Services-----	25
2.6 Form of Counseling -----	25
2.6.1 Individual Counseling-----	25

2.6.2 Group Counseling-----	25
2.7 Guidance Providers in School-----	26
2.7.1 The Role of Administrator-----	26
2.7.2 The Role of Teacher -----	27
2.7.3. The role of school counselor-----	29
2.7.4 Role of parents-----	30
2.8 Factors Affecting the Effectiveness of Guidance and Counseling Services in Secondary School-----	31
2.8.1 Resource-----	31
2.8.2 Peer influence (peer pressure) -----	32
2.8.3 Cultural practices-----	32
2.8.4 Adolescence and health issues-----	33
2.8.5 Drug abuse and substance abuse-----	33
2.8.6 Political factor-----	33

CHAPTE THREE

3. RESEARCH DESIGN AND METHOD OF THE STUDY-----	34
3.1 Research Design-----	34
3.2 Source of the Data-----	34

3.3 Population of the Study-----	35
3.3.1 Sample Size and Sampling Techniques-----	35
3.4 Research Instruments and Procedure of Data Collection-----	36
3.4.1 Questionnaire-----	38
3.4.2 Pilot Study-----	38
3.4.3 Interview-----	39
3.5 Procedures of Data Collection-----	39
3.6 Validity and Reliability of the Instruments-----	40
3.6.1 Validity-----	40
3.6.2 Reliability -----	41
3.7 Method of Data Analysis-----	41
3.8 Organization of the Study-----	41
3.9 Ethical Consideration-----	42

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION-43	
4.1 Demographical Information of Students-----	43
4.2 Demographical Information of the Teachers-----	45
4.2.1 Analysis of Students' Responses-----	46

4.3 Perceptions of Students toward Importance Guidance and Counseling	47
4.4 Guidance and counseling activities that are employed at secondary schools-----	49
4.5 The Role of Guidance and Counseling at Secondary Schools-----	53
4.6 Major Challenges to Employ Guidance and Counseling Service at Secondary Schools-----	56
4.7 Ways of utilization of guidance and counseling service at secondary schools-----	58
4.2.2 Analysis of Teachers' Responses-----	60

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS-----	75
5.1 Summary-----	75
5.2 Conclusions-----	78
5.3 Recommendations-----	79
References-----	82
Appendices-----	87
Appendix I-----	87
Appendix II-----	92
Appendix III -----	97
Appendix IV-----	102

List of Tables	Page
Table 1: sample of the students and teachers irrespective their population size-----	35
Table 2: General Background student Respondents by sex, Age and Grade level-----	43
Table 3: General Background of the Teacher Respondents by sex, Age Group, Marital Status, Educational Level and years of service-----	45
Table 4: Student perception to important of guidance and counseling at school-----	47
Table 5: Students' responses to guidance and counseling activities employed in school----	50
Table 6: Students' responses to the role of guidance and counseling in the school-----	54
Table 7: Students' responses on the magnitude of the factors affecting implementation of guidance and counseling-----	56
Table 8: Teacher perception toward importance of guidance and counseling-----	61
Table 9: teacher responses on guidance and counseling activities are employed at school-	62
Table 10: Teacher responses on the role of guidance and counseling service at school to improve academic achievement of students-----	67
Table 11: Teacher's responses on the magnitude factors affecting the effectiveness of guidance and counseling services at school-----	71

Acronyms

ACA: American counseling Association.

ASCA: American School Counseling Association.

MOE: Minster of Education.

NGOs: Non Government Organizations.

NUGA: National Vocational Guidance Association.

OREB: Oromia Regional Education Bureau

SA: Strongly Agree.

SDA: Strongly Disagree.

SPSS: Statically Package of Social Science.

Std.dev. Standard deviation

UD: Undecided.

UNESCO: United Nations Education, Scientific and Cultural Organization.

Abstract

The purpose of this study was to assess the practices of guidance and counseling in improving the students' academic achievement at Jeldu secondary school. The data were collected from students, teachers, school principals and teacher counselor by using questionnaire and semi-structured interview. The questionnaire was administered to collect quantitative data from both students and teachers whereas semi-structured interview was used collected qualitative data from school principals and teacher counselor. One hundred ninety four students, forty four teachers, three school principals and one teacher counselor were participated in the study. The student and teacher participants were selected through simple random sampling while school principals and teacher counselor were selected purposively for the study. The descriptive statistical techniques such as frequency, percentage, mean and standard deviation was used to analysis the collected data. As study revealed the majority of the respondents viewed that guidance and counseling had positive contribution in improving the academic achievement of students. The study also further revealed that there were not an organized guidance and counseling activities at Jeldu secondary school. Regarding the factors affecting the provision of guidance and counseling services in Jeldu secondary school, the findings indicate the services were hindered by lack of students' knowledge about use of guidance and counseling, work load of teacher counselor and inadequate of resource for guidance and counseling services. In order to utilize the implementation of guidance and counseling services all stakeholders are expected to do together. Recommendations are made in solving the implementation of guidance and counseling at school setting. The guidance and counseling resource should be available for teacher counselor.

CHAPTER ONE

INTRODUCTION

This first chapter gives a brief overview of background of the study and central research problem. It also presents related research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study and description of some basic terms.

1.1 Background of the Study

Today the growth of utilitarian science, advancement of technology, spread of new economic development and innovation in psychological studies have contribute a lot to materialization of education (Mamta, 2007). Education is all about the shaping of mind and the refinement of character. It is about leading one person to an unknown destination, the conversion of dreams and fantasy into something tangible. More specifically, it is about helping young people to shape their future life (Mashile, 2000).

The aims of education can be easily achieved with the collaboration of guidance and counseling services. Both the objectives of guidance and counseling and that of education are inseparable, because guidance and counseling is integral part of education Geshinde (2000). To realize the quality of education, guidance and counseling plays a significant role in the overall growth and development of student and it is therefore an essential part of school curriculum (Mutie & Ndambuki, 1999). Mutie and Ndambuki (1999) who argue that the guidance and counseling programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially.

Guidance and counseling are two sides of the same coin. The goal in both cases is to give an opportunity for an individual to see a variety of available options and Thereafter, assist the person in making a wise choice. But guidance and counseling have slight different meaning. Guidance is a broad term that is applied to a school's programme of activities and services that are aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustment in life.

Counseling is a process in which the helper expresses care and concern towards the person with a problem to facilitate that person's personal growth and positive change through self-understanding. It is designed to help people understand and clarify their views of their life-space, and to learn to reach their self-determined goals through meaningful, well-informed, choices and through resolution of problems of an emotional or interpersonal nature.

As pointed out by Akpan (2010) guidance and counseling is an educational service that seeks to provide opportunity for learners to obtain holistic educational development that prepares them for functional life. Ipaye (1990) added that guidance and counseling from educational perspective as those experiences that help pupils to understand themselves, accept themselves and live effectively in the society

Furthermore, Nwachuku (2007:58) summarizes about use of guidance and counseling as;

“...a systematic and organized educational helping service, professionally given by a professionally trained counselor or therapists to a learner of any age, within or outside the school walls at appropriate level. The

essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weaknesses, to live a maximum productive life.”

The most and very critical problem in school today is deviant behavior of students such as drug involvement , school violence , anger and so on resulted from lack of guidance and counseling or the absence of professional school counselor at school who guide them. UNESECO (2002) states that if there no guidance and counseling, the school loses those who are able to cope with specific academic and personal concerning problems of pupils. Guidance and counseling service enhance student performance, reduce student dropout rates and prepare students for world of work and life (Gerler, 1992).

Borders and Drury (1995) literature indicates that students who receive guidance and counseling service have shown significant increases in academic persistence and achievement, school attendance, classroom behavior, better self-concepts and improve the students attitude toward school work.

Gahir (2004) states that school guidance and counseling interventions have a substantial impact on the students` academic development. The individual and small group counseling, classroom guidance activities seem to contribute to student`s success.

The professional counselor expected to do many things to bring therapeutically transformation in the client learners. To bring the transformational change in students the counselor should be equipped with some counseling qualities. The best characteristics of

qualities of counselor are empathy, genuineness, warmth, concreteness and unconditional positive regard (Steven, 2005). School counselor is concerned with facilitating the optimum development of the students and preventing short coming.

Yusuf (1994) proposed the use of guidance and counseling in Ethiopian education System to improve country's poor quality of education and lack of skilled man power at past time. As Yusuf made a study, the psychology courses are more valuable in the training of teachers for Ethiopian education, if they are directed toward the problems and needs of the students.

Currently, guidance and counseling is given as one a professional course at teacher training institution. It is assumed that trained teachers can serve as providers of guidance and counseling service in school. A teacher with knowledge of these areas can change anxiety and hopelessness into a feeling of satisfaction and well-being among students. Ethiopian government currently designed 70:30 strategies of higher education intake ratios in favor of science and technology. Accordingly, natural science and mathematics in secondary education is given to the great attention (MOE, 2010). It is believed that guidance and counseling plays significant role in the implementation of this strategy. Oromia is the largest regional state in the Federal Democratic Republic of Ethiopia, which was established on the basis of proclamation No 7/1992. Its population is estimated over 22 million, which accounts for about 30 percent of the country's total population (Oromia Economic Study Project Office, 1999). It is divided into twelve administrative zones and 190 woredas, (Jeyilu, 2001).

Regarding education in Oromia region, it is one of the disadvantaged in the country whose over all literacy rates is about 28% (OREB, 2000). The major educational

problems of the region, as in the other majority regions of the country, are low access, inequitable educational distribution, poor efficiency and low quality of education.

Jeyilu (2001) also mentioned that the inadequacy of reliable information, lack of guidance and counseling services in many schools which could be the major cause for increasing the complexity of educational services. These challenge also the observable experience at Jeldu secondary school that is hindering the academic achievement of the students. Jeldu secondary school has suffered and experienced from low academic performance over the recent five years. For example, school registered a mean score of 4.678 in the year 2004, 4.782 in 2005, 5.125 in 2006 and 4.165 in 2007 out of a possible maximum of 12 points (Jeldu woreda Education Office, 2007) . This poor academic record necessitated the need to find out whether guidance and counselling programme had any influence on academic performance of this school students.

1.2 Statement of the Problem

The pupil enters at the secondary school stage when he /she becomes more than 10 years of age. At this stage students are faced several physical, emotional and social changes. Mostly, at this level a young boy and girl puts his/her first step to the crucial stage of adolescence. Their body starts to get shape and strength, motor nerve undergoes to stability, emotionally, socially and mentally also still in developing period. Such simultaneous changes make them to be frustrated and depressed. The puberty erupt stage which pushes them toward the emotional vulnerability. Here they behave like an adult and a child simultaneously and the changes suffer them in different complexities. If all these problems would not be given importance attention by teacher or parent they will

demolish the young one's personality. At this point many of the children in the secondary school stage which is considered as bridge between school and college education. In this level students are provided the base for the vocational life that ideally chooses their interest field. However, at this stage it may be difficult for a student to make right academic choices. To lift up for all these unfamiliar and uncertain physical and emotional changes young one needs help of an experienced person, known as Guide or Counseling.

Today guidance and counseling personnel are being trained in Ethiopian tertiary institutions and sent to schools to deliver services. Mayrohofer (2001) suggested that guidance and counseling which has been giving at Ethiopian secondary school is very weak and unstructured and that even where the service is existed and it has been undertaken in a haphazard manner. In the Ethiopian context, the practices of guidance and counseling are commonly practiced only at a few secondary schools (Bekele, 2004). Teachers who trained in this area teach other subject rather than giving guidance and counseling services for students.

Government of Ethiopia introduced a service of educational policies and strategies between 1994 and 2006 most of them focused on increasing access and ensuring the quality of education throughout country (MOE, 2010). Nevertheless, in such policy nothing has been said regarding the function of guidance and counseling for educational development.

Several previous studies have been carried on the role of guidance and counseling program at secondary schools in Kenya by Odong and Njiru (2010) conducted case study at Nyalenda, secondary school to establish the role of guidance and counseling in

students' motivation to social career after school. However, the study did not look at the students' academic performance before completing the secondary education.

UNESCO(2011) conducted the other research at Marsabit Kenya found out that guidance and counseling services were not indicated the role of guidance and counseling in improving the students achievements at secondary schools. The study focused on students' discipline problem. Hence, it was aimed at coming up with recommendations that can make guidance and counseling effective in addressing indiscipline in Kenyan schools. In addition, the research conducted by Yirgalem (2013) entitled as "*Assessment of the Provision of Guidance and Counseling Services in Secondary Schools of East Harerge Zone and Hareri Region.*" The research is more emphasized on the provisions of guidance and counseling in such secondary schools rather looking at the roles of guidance and counseling services for academic progress of students. On the other hand, the study used stratified sampling method. But the current study tried to look forward the contribution of guidance and counseling service in improving students' achievement at secondary schools and sampling technique was simple random method.the researcher of this study believed that his study point out research gaps which previously studied.

Regarding the guidance and counseling services in Oromia regional state, it is very weak and even where guidance and counseling service existed, the services are undertaken in a haphazard manner. More specifically, the lack of guidance and counseling service is the common problem across at all the secondary schools in Western Shoa Zone. school, poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance in Jeldu secondary school. Hence, the study seeks to establish the practices of guidance and counseling in improving academic achievement of student at this school.

1.3 Research Questions

The following are basic questions of the study.

1. What types of guidance and counseling activity are employed at Jeldu secondary school to improve the academic achievement of the students?
2. What are the perception of students and teachers toward the importance of guidance and counseling services?
3. What are the roles of guidance and counseling services at Jeldu secondary school?
4. What are the major challenges to employ the effective use of guidance and counseling services at Jeldu secondary school?
5. How to utilize the effective guidance and counseling role at Jeldu secondary school

1.4 Objective of the Study

1.4.1 General Objective of the Study

The general objective of this study is to assess the significance role of the guidance and counseling toward improving the students` academic achievement at Jeldu secondary school.

1.4.2 Specific Objectives of the Study

The following are the specific objectives of the study.

- ❖ To identify the importance of guidance and counseling activities at Jeldu secondary school for improvement of students` academic preformance.
- ❖ To explore the students and teachers` perception toward the use of guidance and counseling in improving students` academic performance.
- ❖ To identify the major constraints to employ the effective guidance and counseling at secondary school.
- ❖ To employ an effective guidance and counseling services at Jeldu secondary school.

1.5 Significance of the Study

The researcher aim is investigating the importance of guidance and counseling in improving the academic achievement of the students. The researcher believes that this study could be useful for students, teachers and educational planners and more specifically for school administration to achieve the quality of education which is currently the main slogan of our country. The students will benefit from awareness guidance and counseling service. For insistence, the information concerning about school

environment, school rule, subject matter and relation with their teachers and friends have greater value for them. Furthermore, the study will help the teachers and school school's administrators to know and solve the challenges facing the students in the school. Moreover, the study will provide other researchers with baseline information that could be use full in future study on the importance of guidance and counseling.

. In addition, it will provide vital information to education planners which can be used to come up with a policy on how to strengthen guidance and counseling program in secondary schools.

1.6 Delimitation of the Study

The scope of this study was assessment on practices of guidance and counseling for improving academic achievement of students at Jeldu secondary school in Gojo town in Jeldu woreda west shoa Zone. It was selected because of its proximity to the researcher and it is easy for data collection from participants. The researcher believed that it is possible for him yielding actual research with maximal information and minimal expenditure of effort, time and money. The study was confined to students, teachers, school principals and teacher counselor of this school.

1.7 Limitation of the Study

The researcher has come across some problems during doing research report. Poor internet availability of the in Jeldu woreda was major challenges of researcher in order to assess related literature for the study. He also faced financial constraints due to high cost of the travelling to Adama Science and Technology University to receive necessary comment from advisor. The other most serious limitation of this study was time

constraints to complete the research tasks within the time frame. Workload of the searcher at school made to delay the research work. However, all these limitations being existed, the researcher had made a concerted effort to accomplish task successfully.

1.8 Operational Definitions of Terms

Assessment: Collection of information in order to analysis, valuate, and informing the results of the problems.

Awareness: Knowledge of an individual has about guidance and counseling

Counseling: counseling is the a process of by which students are helped to understand themselves and their problems

Guidance: Continuing process concerned with giving direction that helps in the development needs of students.

Practices: Observable activities of counseling services rendered by teacher counselor or guidance and counseling committee.

Problems: factors or conditions hinder the application of guidance and counseling to improve the academic performance of students.

Teacher counselor: Any person officially given responsibility to counsel students about their problem.

CHAPTER TWO

2. RELATED LITERATURE REVIEW

2.1. The Concept of Guidance and Counseling

Guidance and counseling has had a variety of names in different countries and it still does. In fact, even in the same country its name could be changed through time along with changes of in its conception and purpose. In the United State, for instance, it grew from career guidance to guidance and counseling, and then to school counseling and finally to counseling psychology. The practitioners of guidance and counseling in educational institutions are now better known as school counseling or counseling psychologists (American Counseling Association, ACA, 2005)

2.1.1Guidance

In everyday language, guidance may be taken to mean leading, directing, supervising, managing, or helping someone benefits from the advice and instruction of someone else who knows what advisee needs technically and professional. However, guidance is a name given to sequential, systematic and developmental program planned and implemented to meet the needs of students for their future life (Yusuf, 1998,Gysbers & Henderson, 2012). Guidance encompasses activities ranging from providing factual information to giving technical advice and organized around three broad areas of human needs; vocational, educational and socio-personal. It could target individual students that are directive or pre directive in nature because the client is provided with advice on what to do.

2.1.2 Counseling

Counseling is word that everyone seems to understand but, in reality no two persons (counselor and client) understand it in exactly the same way (Taylor 1969, cited in Yusuf 1998) counseling could be defined differently depending on one's theoretical perspective. According to Bakare (1996), counseling could be defined as a variety of procedures meant to assist individuals solve problems that arise in their lives and maximize their overall personal development. Its purpose is to help people more effective and satisfied in what do and be useful to the society in which they live. Akinade (2006) views counseling as discipline or professional whose is to assist individuals "resolve their particular challenges, concerns, difficulties, worries or doubts in diverse areas of the people lives such as academic, career, and socio- personal matters."

According to the ASCA (2005) counseling is defined "purposeful interaction that promotes change in attitudes, skills, behavior, knowledge or awareness."

In context of schools, counseling is defined as intervention that aims at helping students able to help themselves. Here, counselor assist students to understand themselves, their environment and their opportunity so that they can make appropriate adjustment and right decisions and accept personal responsibility for their choices (Gysbers & Henderson, 2012). Like guidance, counseling could be delivered to individual students as well as to groups. Often counseling service is organized and delivered by well trained person who called counselor on the basis of assessment of needs that exist.

2.1.3 Similarities and Differences between Guidance and Counseling

Very often guidance and counseling are confusion with one another. The confusion arose from the fact that the two words were used interchangeable by educators for quite some

time. But Yusuf (1998) argued that etiologically, technically and professionally guidance and counseling are not the same. Counseling is used to solve the client problems in which the problems are discussed and relevant information shared in order to help a client get insight in the problem. get empowered and make personal decisions. Guidance on the other hand, developmental in nature and is about showing the way to the future. Counseling also more emotion-oriented and whereas guidance is cognitively oriented. Moreover, counseling is highly personalized and confidential, while interactions during guidance can be less intimate or more public.

According to Adegoke (2004), counseling can be seen as the process by which a person with problems is helped by a professional counselor to voluntarily change his behavior, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is combination of services, while counseling is just one service under guidance.

Modo (2008) defined counseling as a helping relationship between the counselor and the counselee. It is aimed at helping the counselee adjust properly to family, school, peer association, and society in general. Okonkwo and Anagbogu (2002) opined that counseling is a process of helping a troubled person to understand himself and his work so as to feel and behave in more personally satisfying manner. Okoye, Adejumo, Achebe and Obayan (2000) defined counseling as an interactional relationship designed to facilitate the personal development of information leading to effective decision taking and awareness of self. Counseling can be done individually or in groups. The essence of both counseling types is to yield in the individual or group of persons self development for excellence in life's attempt.

Guidance set by an appropriate professional body in accordance with a code of practice which emphasizes respect for client's value, experience, thought, feeling, and capacity for self determination while counseling is helping relationship with some responsibility to participate fully, cooperatively and willingly (Ropert , 2005). Charles E.Skinner (1958) guidance means aid in helping the individual maintaining a normal relationship between his abilities and demands of environment with proper emphasis up on the maturation of capacities for socialized and organized action that aim to provide many individuals and group experience. Guidance involves personal help given by someone, it is desired to assist a person in deciding where he wants to go, what he wants to do or how someone best to accomplish the certain purpose. Guidance assists individual in solving problem may arise in a person's life. The focus of guidance on individual rather than on the problem, its purpose is to promote the growth individual in self direction. Makinde (1984) defined guidance as educational construct / intellectual synthesis or as educational service. He stated that guidance as educational refers to the provision of experience which assists student to understand themselves. As service guidance refers to organizational procedures and processes to achieve helping relationship. According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services. As Nayak states that counseling in school involves helping students individually or in small groups to deal with the difficulties of students. But it is complex helping process in which the

counselor establishes a trusting and confidential working relationship, here the focus is one problems solving, decisions making and discovering personal meaning related to learning and development the study of our almost suggesting the importance of counseling need of the students at secondary level.

Kochhar (2006) quoted the words of Mathewson; “Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.” It shows that guidance is not merely a process of helping anyone but it is a systematic application of different steps involving needy fellow himself (guide) by giving him/her the proper information of his hidden talent. Charles (2004) presented his views that;

“Some need much help, other relatively little, a few need continuous assistance others require occasional help only, the kind and amount of help varies with individual needs and conditions under which they occur, guidance may be regarded as the providing of this help.

The above discussion is enough to clarify the concept of guidance. Definition is presenting not only the salient features of guidance but it points out that guidance is neither direction nor dictation, it is rather friendly advice and personal help offered by a competent individual known as guide to one who is in need and commonly known as guidee. It enables a person to understand and overcome these problems by removing the obstacles of his path.

2.1.4 Type of Guidance

There are as many types of guidance activities as there are number of problems faced by our students. Under the topic of problems of young people, Vashist (1993) has declared different problems so that any individual needs an essential help of an experienced or a skilled person just to make his own vision more clear and to make worth full decision of life. There are some types of guidance activities in different aspects of life. The types of guidance which can be employed in some areas are titled as following.

- | | |
|-------------------------|--------------------------|
| 1. Educational guidance | 5. Personal guidance |
| 2. Vocational guidance | 6. Social guidance |
| 3. Economic guidance | 7. Leisure time guidance |
| 4. Religious guidance | |

2.1.4.1 Educational guidance

Chauhan (2007) states that educational guidance which is clearly demanded by students for the best educational performance and to solve their educational problems. This type of guidance many concerned with the problems of education life of pupils and to their interactive personal. Commonly these are related to subject selection, classroom learning problem and other activities of school life.

On the other hand, counseling is helping a person to come to see who he really is. It is vital part of entire guidance. Sutton and Fall (1995) defined counseling as consultation mutual interaction and deliberating together of counselor and client. Counseling is a process by which troubled person (client) is helped to tell and behave in a more

personally satisfying manner through interaction with counselor who provides information and reactions which stimulate the client to develop behavior that enable the client to deal more effectively with himself or herself and environment. Counseling involves two individual, one is the person seeking help and the other is the counselor who gives help (Bordes & Drurry, 1992). As Bordes L.D and Drurry counselor should be friendly and cooperatively and counselee should have trust and confidence in the counselor.

2.3 Historical development of counseling

Counseling relatively new profession and it was developed in the later of 1890s. Before of 1900s the most counseling was given in the form of advice or information. Pearsons (2014) during this decade three persons emerged as leader in counseling development: Frank parsons often called the founder of guidance and counseling who focused his work on the growth and prevention. According to the pearsons, parsons was working with young people who were in the process of making career decision. The second person who played great role for development of guidance and counseling was Jesse B.Davis. He was the first person who set up a systematized guidance and counseling program in the public school. He believed that a proper guidance and counseling help to cure the students` academic problem and how students can develop effective life event. The third person who contributed for guidance and counseling was Clifford Beers. He was hospitalized for depression several times during his life. Beer`s work was the impetus for mental health movement in USA as well as advocacy groups that exist today include National Mental Health Association and Alliance for mental ill. Pearsons viewed that

three event counseling had a profound impact on the development of counseling during the 1910s. the first one was 1913 founding of the National Vocational Guidance Association (NVGA). The second event for development guidance and counseling was the establishment of the first marriage and family counseling center in 1929 in New York city. The other third reason for guidance and counseling was the advent of World War I and II. During that time the USA government needed the counselors and psychologists help to select and train specialists for military and industry. There is also evidences to argue that some of techniques and skills of modern day of guidance and counseling was practiced by catholic priests in the middle age (Ray &colledge, 2002).there is also other factors leading to the development of guidance and counseling in the United State began in the 1890s with social form movement. The difficult of people living in Urban slums and the wide spread use of child labor outranged in many. One of consequence was the compulsory education movement and shortly thereafter vocational guidance movement, which in its early days, was concerned with guiding people in the work force to become productive member of society (Steve & Cooper, 2005). According to Cooper, the guidance and counseling in these years was considered as to be mostly vocational nature, but as profession advanced, other personal concerns became part of school`s counselor agenda. School counselors help to make learning a positive experience for all learners. They are sensitive to individual differences.

They professionals know that the classroom environment that is good for one child may not be necessary good for another. Burnard (1999:345) stated;

“....Counseling is the means by which one person helps another through purposeful conversation. It is a process in which two people meet to explore personal problems and to identify solutions. This process does not mean advice or teaching, it is a type of assistance, which is given by counselor to counselee. It is the two way process in which at least two members are required; one counselor and second counselee. It helps the young one to understand the situation and to overcome his problem, remove his weakness and adjust their disabilities.”

Counseling provides and enhances the understanding and self realizing process in cordial and friendly environment. Through this students can modify their learning out comes by eliminating their weak points.

Counseling follows a specific pattern and certain steps which are indicated by Narayan Rao (2002). Rao states that the educational counseling usually proceeds in a step ways as following;

1. Establishing a relation ship
2. Stating the problem 3) elaborating and explaining the issues
4. Exploring the relevant psychological aspects of the counselee's background
5. Structuring the nature of the process
6. Collecting the needed data and individual appraisal
8. Discussing the data in the light of personal and educational life of the client
9. Discussing alternate approaches or plans and trying out the plan(s)

10. Reassessing and if necessary altering the plan(s).

Counseling provides the capability to solve the problem by giving the enough awareness about the real cause. In different sessions of interviews with counselor, child gets the potential to confront the problems. Through this counselor not only can find out or diagnose the main point of student's deviation or maladjustment but also suggest the remedy and treatment for the cure. As well as counselor can provide knowledge for the selection of next institute of higher education or vocational training, accurate course for future studies, and selection of best attitudes of tricks to accelerate the learning outcomes.

2.4 The Importance of Guidance and Counseling Services

Guidance and Counseling services are an important component of the education process and it is impossible for schools to operate without having such services. For one, guidance and counseling is the bedrock for achieving self-actualization (Egbochuku, 2008). Guidance and counseling is usually referred to as a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals (Egbochuku, 2008). Specifically, the aims of guidance and counseling programs in schools are to assist individuals to develop the ability to understand them, to solve their own problems, and to make appropriate adjustments to their environment (Lunenberg, 2010).

2.5 The Guidance and Counseling Service in the Secondary School

Gibson and Mitchell (1990) emphasize the importance of guidance and counseling programmes when they say that these programmes can contribute more effectively when "School counseling and guidance programs are designed to serve the developmental and

adjustment needs of all youth, and pupil guidance is viewed as a process that is continuous throughout the child's formal education.

As Makinde cited the idea of Roger, guidance and counseling is to enhance the individual development and solves the psychological problem of students. Guidance and counseling service can be found as orientation or adaptive service, appraisal service, information service and planning and placement service.

2.5.1 Orientation or Adaptive Service

The orientation services are provided to help students to adjust better in any new environment at the beginning of each academic year. Many students feel lost socially and psychologically in the new environments. This because no longer enjoy the psychological support of their parents, friends, and their former teachers and may also new environment with its rule, regulation and administrative set up appears may completely different. Truman Kelley (1994) described that orientation services are designed to help students to make adjustments during transitional period from primary school to secondary school or from secondary school to college or university.

2.5.2 Appraisal services

It is the way of helping an individual to acquire and organize useful information about him so that when he or she knows his / her own strength and weakness he / she can make reasonable choice from alternative.

2.5.3 Information services

According to Akinboye (2003), Information is very essential in this era. An individual that is not informed will be deformed. The heartbeat of counseling is information. Counseling helps to update the individual's knowledge for adequate improvement. Creativity and innovation develop from ideas and information. One aim of counseling is, providing students with better knowledge, educational, vocational social opportunities that they can make informed choices and decisions. Counselor helping the parents by providing information about their children and assists them to develop realistic perceptions of their children's development in relation to their potentialities. It includes various types of information related to the whole life of student. These information services make the individual student able to get awareness about him, circumstances and environment. Chauhan (2006) declared about information service;

“The information service is an essential part of the school guidance program. Adolescents in secondary schools face a number of problems in educational, vocational and personal life. All these problems need more and more information to enable them to make correct decisions regarding selection of courses and planning for future.” The newly admitted students have no idea about the environment, compound and rules of schools; therefore it is necessary for them for proper adjustment to give them all necessary information about the background, establishment, educational records, courses, building, management, teaching and non teaching staff, and regulation of school. Information about libraries, playgrounds, organizations and societies and co curricular activities are also of equal importance.

2.5.4 Planning and Placement Services

At the crucial in student's life he or she has to make some terminal choice. For instance, at the end of the secondary school education he/ she has to decided whether to go straight to university or poly technique or in to other world work. Therefore, the placement service is designed to aid an individual to achieve admittance in to school they choice

2.6 Forms of Counseling

Counseling could be given in form of social counseling, individual counseling and group counseling.

2.6.1 Individual Counseling

A personal or social counseling which assists a students to develop understanding of self, the right and the needs of others, how to define the educational goals, reflect their interests and abilities (Kathryn, 2003). Individual Counseling provides the confidential setting in which students are assisted to examined and understand their feelings. Individual counseling including school counselor led services to assist students who face problem that can interfere with their personal, social and academic development (ASCA,2005) and consist of any one session or several on-going sessions (Newsome & Gladding, 2007; Whiston & Quinby, 2009)

2.6.2 Group Counseling

Group counseling is the type of counseling used with students experiencing commonly shared concern in areas such as anger management and academic underachievement

(Gutkin , 1990). Terry B. said that human being are social animals. This is particularly true for school children and adolescents who spend large share of work and leisure time in group interaction through participation. In group students learn the essentials of adaptive social behavior like how to lead, follow, cooperate, negotiate, and organize so on. The role of counseling in group counseling is to build his or he the task of the counseling work with group to encourage the students to be more self sufficient and self directed so that the counselor become another group members and interaction of the group itself will provide any help which group member need (Sharma, 2007)

2.7 Guidance Providers in Schools

There are different people in schools who are considered as responsible for guiding students in several dimensions. These authorities on and off provide counseling to the students according to their requirements. These personnel are; Principal, advisor, teacher, medical staff. They used to provide information to the students by helping them in their fields as the part of their regular duties. But as they are following the routine work of their duties, it is impossible for them to consider the problems of students individually and with special care simultaneously with their regular duties, that's why there is a need of designed and organized guidance program as other than these personnel.

2. 7.1 the Role of Administrator

Principal or administrator is responsible for school activities, staff's benefits and facilities and student's favor and development. Principal is the head of school so every activity and function of school is done by acquiescence and permission of principal. He holds every unit of school in his hand. He can provide guidance by means of their approved rules and regulations of school, or by providing facilities to their students. He has the authority to

launch a sound guidance program for school under his supervision. Indira madhukar (2000) presented the role of administrator as follows; Administrator has to play special attention to the following;

- * Provide suitable accommodation and facilities for guidance service.
- * If there is whole time counseling officer, arrange time schedule in such a manner that all students could benefit.

It is the responsibility of principal or administrator of the institute, to provide facilities and environment to the guide or counselor so that he/she would work well and in effective manner. If he facilitates counselor or guide, he would solve the problems of the children, concentrate over his work and can give remarkable output for guiding students. As administrator/principal has the authority to organize time table for teachers and give them responsibilities according to their capabilities, so principal can assign a teacher for guidance of the students on the basis of knowledge, interest, skill and capability.

2.7.2 The Role of Teacher

Teacher, who is introduced now a day as facilitator, has the responsibility to guide students for his/her subject. To provide them help for overcoming the problems of subject in general, and the personality complexities in specific. Teachers not only can play important role in student's development but also can guide and provide them assistance in their educational and personal problems. Robert D Strom (1969) elaborated the teacher's role; "Teachers are in a unique position to implement this counsel, since their role permits extended periods of time with children and offers the chance for great influence. As much as a student spends time in school, teacher's acts as guidance and counseling agents. All the type of influence depends on the nature of rapport; we should

strive to establish confidence and respect as the basis of relationship with students.”

Teacher can leave his effect on the personality of students which improves their attitude, behavior and personality while clear their views and concept about life. Teacher is supposed as role model for students, they like to copy their teachers and prefer the wordings and sayings of teacher even before their parents. So if the influence is positive then this will give positive and encouraging direction to the students and guide's relation of teacher with his students can save them by victimizing in many crises.

In the words of Dennis (2004) behavior modification relevance to the class room is obvious because the major function of any teacher is to change for the better, the academic, social, and moral behavior of children. It shows that teacher modifies the student's habits and attitudes. This change is basically the teacher's role in guidance of students which provides them more acceptances in school and society. Teacher can groom the children morally, ethically and religiously, as well as teacher can accelerate the ratio of learning among students by his attention, and appreciation. Teacher has different modes of providing inspiration for the children, either from his own personality, or from the religious description and moral lectures. By these inspirational modes he conveys his message in students and trains them on positive grounds.

Exactly like the gardener who saves his plants and give them direction of their development by proper looking after and creating the sense of judgment between right and wrong. Aggarwal (2008:187) stated in his book that;

“...Teacher is a guide, counselor and helper- who provide an academic career and personal guidance to his students. Teacher can chiefly play the role of guide in school personals. He or she has the chance of more

meetings with students and understanding of their minds and problems, so he has the chances of guiding students more than any other worker of guidance program.”

2.7.3. The role of school counselor

Counselors provide a diverse array of services to assist students including advising in academic, social, and behavioral matters as well as developmental issues (Cunningham & Cordeiro, 2003). The counseling relationship is formed upon trust and caring. Leadership through counseling and guidance fosters “enduring values and honest, open communication” (Stephenson, 2004: 236). According to Cunningham and Cordeiro (2003), Counselors provide a diverse array of services to help students, including advising in academic, social, emotional, and behavioral matters. They address a wide array of issues such as course selection, vocational placement, college selection, parental divorce, dating, loneliness, study habits, controlling aggressiveness, violence, depression, and many other developmental issues. Counselors also develop relationships among students through large group, small group, and individual counseling sessions. Stephenson (2004) stipulates that a leader’s action set the tone for the caliber of the relationships and quality of communications. The quality of communication establishes a connection between counselor and student. The relationship that develops is a process that advances through various stages. Stephenson (2004) states that leaders should ensure a climate of trust and compassion, based on open communication that expands from spoken communication to the act of listening, and use appropriate measures derived through learned information. With drugs, poor parental skills, abuse, homelessness, death, and other issues, there is great need for school counseling services. Leadership for

counselors dictates that counselors provide services, address relevant issues in the school environment, and provide positive role modeling for students and staff. Lunenburg (2011) identified the roles of the counselors are to promote personal growth and to prepare students to become motivated workers and responsible citizens. Educators recognize that in addition to intellectual challenges, students encounter personal, social, educational, and career challenges. School guidance and counseling programmes need to address these challenges and to promote educational success. The guidance and counseling programme is an integral part of education.

2.7.4 Role of parents

Hasnain Qureshi (2006) described the role of parents in guidance;

“Parents are the principal counselor of the students. Favorable upbringing, special helps in the form of advice and praise, reproof and administration in difficult situations, contribute to the guidance process.” At preliminary stage parents are the major guides of their children. They decide what is good or bad for them by illustrating the social and religious norms and values, in the light of it. The student’s character can build up well. Even in certain families’ subjects and field of study is also guided by the parents. Undoubtedly parents leave strong effects over their children, they are supreme resource of inspiration for children, and they can guide children by instructions as well as by their own conduct, and attitude, because children used to adopt the habits of parents.

2.8 Factors Affecting the Effectiveness of Guidance and Counseling Services in Secondary School

The literature has demonstrated that there are a number of factors that affect the effectiveness of the school guidance and counseling service. For instance, some factors are presented in the following section.

2.8.1 Resource

The effective of school guidance and counseling service needs an adequate resources and space (Lehr & Sumarah, 2002:296). An appropriate space within school setting should be provided in private for school counselor in order to keep the privacy and confidentiality of the client. Any school should have a counseling center and private offices and rooms for group sessions (Borders & Drury, 1992:490). For example, in the Botswana, “the effective SGC services have conference rooms of counseling and resource rooms in schools which accessible to students and teachers (UNESCO, 2000:22). In America effective SGC service has the following materials; computer for computer- assisted guidance program, school catalogues, test taking package etc. (Borders &Drury, 1992:490). This study seeks to establish the resources and facilities in Jeldu secondary school guidance and counseling service. Concerning counseling services’ resource and facilities, the suggestions will be given.

In addition to material and equipment resources availability of the counseling personnel are very necessary, human beings are a primary resource. “School counselors with successful comprehensive services recruit volunteers for the school; generate support

from business and industries who donate money and materials to the services which are used by students” (UNESCO, 2000). The other key factors that have been found to affect the effectiveness of SGC service is time. School counselors’ heavy teaching loads and other responsibility such as administrative duties in school leave little time for them to meet the students needing guidance and counseling service. There are problems of time and work load in developing countries. In Malawi, (Maluwa Banda, 1998) and south Africa (Bernard et al. 1997) school counselors complain of high counseling student ratio.

2.8.2 Peer influence (peer pressure)

Peers are people who are of the same age, rank or ability. Influence of peers can be positive or negative. Negative peer influence includes indiscipline, drug and substance abuse, teenage pregnancies, juvenile delinquency and school drop-out Wright and Katie (2003).

2.8.3 Cultural practices

Brener (1999) culture is a set of ideas, beliefs and ways of behaving of a particular organization or group of people or society. Each society has its own cultural practices based on their ideas, beliefs and behavior. Some of them include initiation ceremonies early marriages and gender issues among others. As a result the youths undergoing such will drop out of school or others become indiscipline

2.8.4 Adolescence and health issues

According to Burden (1995) adolescence is a period of transition from childhood to adulthood which is characterized by numerous changes. The individual who undergoes these changes can be referred to as an adolescent. Most adolescents are not educated on the radical changes that occur during this stage so they are caught unaware and end up in

a crisis. At puberty both boys and girls experience physical, emotional and sexual changes.

2.8.5 Drug abuse and substance abuse

The most commonly abused drugs are alcohol, tobacco, cannabis sativa (bhang), heroine, Miraa, cocaine and mandrax among others. Some indicators of possible drug and substance abuse are; decline in academic performance, lack of interest in activities, mood swings, sullen and uncommunicative behavior, and neglect of personal hygiene, acquisition of new friends, changes in physical appearance such as red or glued eyes, a lot of sleep or lack of sleep Guidance and counseling are faced by the following factors in schools; family factors, personal etc.(Wasike, 2002).

2.8.6 Political factor

The problems which exist in the society for example, bad political pronouncements which appear in the media made by prominent political leaders may influence the behavior of students in schools and put them to practice by being violent whenever they want something done for them. The report of the presidential committees on the students' unrest and indiscipline in Kenya Secondary schools (Republic of Kenya, 1991) strongly support the view that students' unres

CHAPTE THREE

3. RESEARCH DESIGN AND METHOD OF THE STUDY

This chapter discusses how research methodology was employed in the study. It indicates the research design, population of the study, research instruments and procedure of data collection, sampling and sampling techniques and data analysis techniques.

3.1 Research Design

Research design is a plan of the study and it indicates the guide in which the researcher collects, analyses and interprets data (Nachmias & Nachmias, 1996). As Nachmias states that research design is a logical model of proof that allows researcher draw inferences concerning among the variables under investigation.

In this study, descriptive survey design involving both quantitative and qualitative. Qualitative and quantitative methods provide in-depth look at context, processes, interactions and precise measurement of perception practices. Therefore, the researcher of this study has supposed it could provide information which concerning the role of guidance and counseling in secondary school setting more specifically, for academic improvement.

3.2 Source of the Data

In order to get relevant and reliable information, the data was collected from both primary and secondary source. Primary data was collected and utilized from

questionnaires and unstructured interview while secondary data was collected from books, journal articles, difference research materials and internet sources.

3.3 Population of the Study

Population is group of people who are the focus of research study and to which the result would be applied (Cardwell, 1999). The populations of this study were both grade nine and ten students and all teachers of Jeldu secondary school. According to the information gained from school in 2015 academic year, there were 3544 students and 180 teachers in this school.

3.3.1 Sample Size and Sampling Techniques

Sampling is the process of choosing a smaller and more manageable number of respondents to take part in the research process and generate the results to whole the of the research population. As discussed in above subsection, the target populations of the study were all grade nine and ten students and teachers of Jeldu secondary school. In line with this, 200 students (106 male and 94 female students) and 50 teachers (40 male and 10 female teachers) were randomly selected from the total population of students and teachers by using the lottery method for subject of respondents. Richard (1996) stated that simple random sampling preferable in avoiding bias during selection of subject of the study. Thus, researcher is interested to use this method in order to avoid the bias in selection of sample. On the other hand, school counselor and principals of this school were selected purposively for interview in order to cross checking the validity of gathered information through questionnaire.

Regarding the reason why these participants were chosen for study, the students were selected because they are the direct beneficiaries of guidance and counseling; the principals and teachers were also included for the study because they have been engaging in giving guidance or advising students so that they were expected to give the required information for the researcher about the role of guidance and counseling and teacher counselor was selected for the study because he is supposed to provide guidance and counseling for students and he was believed to give accurate information to researcher about importance guidance and counseling in school setting.

Table 1: Sample of the Students and Teachers in respective their Population size

Population of the study				Sample of the study		
Students	Male	Female	Total	Male	female	Total
	1972	1572	3544	106 (41.7%)	94(37%)	200(78.7%)
Teachers	146	34	180	40(15.7%)	10(3.9%)	50(19.6%)
Principals	3	–	3	3(1.2%)	–	3(1.2%)
Teacher counselor	1	–	1	1(0.4%)	–	1(0.4%)
Total	2122	1606	3628	150(59.1%)	104(40.9%)	254(100%)

Source: Populations of study were obtained from official school statistics (May, 2007)

3.4 Research Instruments and Procedure of Data Collection

For data collection Instruments were both questionnaire and semi-structured interview.

3.4.1 Questionnaire

Questionnaire was used to acquire the quantitative data from the student and teacher participants. Questionnaire is very recommended by many researchers to use in the case of descriptive study (Wilson and Mclean, 1994). According to Wilson and Mclean, the collected information through questionnaire provides structured or numeral data. It being able to be administered without the presence of researcher and often being comparative sound forward to analyze. The questionnaire for this study prepared separately to both teachers and students participants. The students' questionnaires were translated in to local language (Afan Oromo version) in order to make the students to understand the concept of questionnaire. The researcher believed that some students might have the problem of reading and understanding of English language so that questionnaire was translated in to Afan Oromo by helping of two Afan Oromo and two English teachers of Jeldu secondary school. Teachers and students questionnaires had closed-ended and open-ended items. The quantitative data were coded and entered into Statistical Package for the Social Sciences (SPSS) [20.0 Version] software and then analyzed. Finally, the data gathered through open-ended and semi-structured interview were analyzed qualitatively. The closed-ended teacher's questionnaire had two sections. The first section of questionnaire inquired personal information of teacher (4 items), the second part of questionnaire was likert scale consists (25 items) and, third section had four opened-ended questions. In similarly, the student's questionnaire divided also in to the three sections. The first section incorporated personal information of the student (3 items), the second section questionnaire (26 items) and the final section contains (2 open-ended questions). The scale was rated as follow; strongly agree=5, agree=4, undecided=3 disagree=2 and

strongly disagree=1. On the other hand, the other likert scale at the end part of questionnaire was given as, very high=5, high=4, medium= 3, low=2 and very low=1. The measure of linearity of these likert scale revealed a median (mid-point) of 3. Therefore, any mean score greater than 3 denoted that the majority of the respondents agree with items. In contrary, any mean score less than 3 denoted that the majority of the respondents disagrees with the items. These questionnaires were developed from readymade scholar's literatures and restructured according to the context of current study. The questionnaire dealt with counseling activities and perception respondents about importance guidance and counseling were modified from research work of (Beesley, 2004) and the questions concerning with the role guidance and counseling and factors affect its implementation were developed from study done by ((Amatea & Clark, 2005; Fitch, Newby, Ballester, & Marshall, 2001; Kirchner & Setchfield, 2005; Lieberman, 2004; Monteiro-Leitner, et al., 2006; Zalaquett, 2005).

3.4.2 Pilot Study

The pilot study was conducted to improve the administering problem of questionnaire and to eliminate the ambiguous items. Pilot study allows a preliminary data analysis to establish whether there would be difficulties in the main study data analysis and to insure the research questions (David & Sutton, 2004). In this study, the pilot study was conducted at Ginch secondary to improve the reliability and of the questionnaire. Hence, at least 40 students were selected by simple random sampling technique from grade 9 to 10 while ten teachers were similarly selected for the same purpose (those were not included in the main study). In this study the reliability coefficient of items (on the likert scale) in the students and teachers questionnaire were found to be Cronbach's alpha of

0.760 and 0.715 respectively used by SPSS 20.0. Therefore, reliability coefficient of this study was sufficient enough for the research instrument to collect the data of main study. This is because reliability of an instrument is strong when the correlation coefficient is close to one; while an instrument is unreliable when reliability coefficient is close to zero Jackson (2009). Then the final instruments were distributed to all samples of teachers and students by researcher.

3.4.3 Interview

Semi-structured interview was used to gather information from three school principals and one teacher counselor of Jeldu secondary. Semi-structured interview is perhaps the most common type of interview used in qualitative social research. Many researchers use this type of interview to know specific information which can be compared and contrasted with information gained through other research tools (Burns, 2000). The researcher of this study believed that it helps him to confirm the responses obtained using questionnaire from teachers and students. Hence, eight interview guides were prepared for principals and teacher counselor. This part presents the major themes that emerged from the analysis of the qualitative data.

3.5 Procedures of Data Collection

First, the researcher asked the participants whether participate in the study. After having the consent with them, the questionnaire was distributed to the student's respondents by assistance of the room teachers of the school. When the questionnaire was distributed, the participants of the study were informed about the purpose of the study and they requested to fill the questionnaire honestly. Also the questionnaire was distributed to the teachers by

the researcher and collected after one week. However, six student respondents failed to complete the questionnaire appropriately and six teachers didn't return back the questionnaire. Therefore, the questionnaire was analyzed that obtained from 194 sample of students and 44 teachers' respondents.

Regarding to the interviewer participants the in interview guide prepared prior interview time and the researcher asked the consent of interveners whether they were willing full participate in the study by explain them about purpose of the study. After the consent was made, both researcher and interveners agreed up on the time and place interview would be took place. Accordingly, the interview was conducted in the principals' office when they were not occupied by work. The interview took 15 minutes approximately.

3.6 Validity and Reliability of the Instruments

Validity and reliability should be established for the standardization of the instrument to be used in research (Makore-Rukuni, 2001).

3.6.1 Validity

According to De Vos, Strydom, Fouch and Delport(2002) the validity of an instrument is defined as degree to which an instrument does what it is intended to do or what it is supposed to measure. In this study, the validity of questionnaires were commented by two guidance and counseling instructors of Arsi and Ambo University through e-mail contact and three English teachers from Jeldu Secondary school for the clarity of language. In addition to these experts' views, the advisor of researcher commented the validity of questionnaire. Then after some questions were amended and restructured. Hence, five questions were modified and two of them discarded from teacher's

questionnaire. Similarly, three questions were restructured and two opened-ended questions were discarded from student's questionnaire.

3.6.2 Reliability

Reliability is the accuracy or precision of an instrument. It is the degree of consistency among items in an instrument (De Vos et al, 2002). Gray (2004) adds that reliability as an indication of the consistency between two mean of the things or two separated instruments, or the same instrument administered by two different people. For current study the reliability coefficient of the items were computed by using cronbach's alpha reliability test.

3.7 Method of Data Analysis

After the questionnaires were returned from the respondents, the process of encoding was carried out and analyzed by using the Statistical Package for Social Science (SPSS) version 20. To analyze the collected data the descriptive statistical techniques were used. Mean standard deviation and frequencies were applied. The data which were collected through open-ended and interview were analyzed qualitatively in comparative to quantitative data. For qualitative data, the researcher employed some steps like bunching similar topics together; matching the list to the data by grouping related topics that showed interrelationship.

3.8 Organization of the Study

Generally this study is organized into five chapters. The first chapter starts with introduction followed by statement of the problem and continues with research question, objective of the study, significance of the study, delimitation of the study, limitation of

the study and definition of basic terms. The second chapter look into some previously conducted related study and related literature on the area. The third chapter talks about the methodology used in the study. The fourth chapter deals with data presentation, analysis and discussion. Finally, the last and fifth chapter discusses the summary, conclusions and necessary recommendations were forwarded researcher.

3.9 Ethical Consideration

Ethics in any research gives researcher guidelines on how he should conduct research. The guidelines enable researcher to ensure in way that their research is carried out in the best interest of the respondents (Cardwell, 1999). The participants are must informed whether they are interest full to be included in the study. Informed consent is an ethical requirement which demands the respondents be allowed to participate or not to participate in the research after receiving full information about possible risks or benefits if the participates in the study (Urambo, 2000).

In this study, the researcher addressed the confidentiality and privacy of participants of the study. The participants were asked their consent to engage for self report questionnaires and interview. The confidentiality and anonymity of the respondents were achieved. The respondents were not asked to write their name on the questionnaires. The participants had also the right to be out of study if they want.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter the collected data was presented, analyzed and discussed. The chapter generally consists of presentations of the statistical results obtained, illustrated tables, discussions of results obtained from questionnaire of both teachers and students. The results obtained through open-ended questions and interviews were also discussed in this section. The first section of chapter presents the demographic data of respondents (students and teachers). The collected data from students and teachers were presented and analyzed separately. Qualitative data was analyzed thematically by arranging responses according to the research questions and objectives. Then after, similar responses were tallied and inferences, conclusion and recommendation were drawn.

4.1 Demographical Information of Students

Table 2: General Background student Respondents by sex, Age and Grade level

Demographical variable	Description	Frequency	Percentage
Sex	Male	102	52.6
	Female	92	47.4
	Total	194	100
Age	15-20	138	71.1
	21-26	31	16.0
	27-30	19	9.8
	Above 30	6	3.1
	Total	194	100
Grade level	9 th	98	50.5
	10 th	96	49.5
	Total	194	100

Table 1 shows that there were slightly more male (52.6%) students than female students participated in the study. The table also shows that, the majority students' age were 15 to 20 (71.1) years while 16% of students were found between the age 21 to 26 engaged in the study. On the other hand, only a few (9.8%) and (3.1%) were between 27 to 30 as well as over 30 years old respectively. Furthermore, this table indicates that the grade level of students (9th and 10th). Accordingly, almost equal numbers of students from both grades were participated in the study.

4.2 Demographical Information of the Teachers

Table 3: General Background of the Teacher Respondents by sex, Age Group, Marital Status, Educational Level and years of service

Demographical variable	Description	Frequency	Percentage
Sex	Male	37	84.1
	Female	7	15.9
	Total	44	100
Age group	20-30	14	31.8
	31-40	13	29.5
	41-50	12	27.3
	Above 50	5	11.4
	Total	44	100
Marital status	Married	23	52.3
	Single	22	47.7
	Divorce	—	—
	Widow	—	—
	Widower	—	—
	Total	44	100
Qualification	Diploma	3	6.8
	Degree	39	88.6
	Master	2	4.5
	Other	—	—
	Total	4	100
Year of service	1-5 year/s	13	29.5
	6-10 years	20	45.5
	11-15 years	9	20.5
	Above 15 years	2	4.5
	Total	44	100

Table 2 reveals the distribution of teacher participants by their sex, age, marital status, qualification and teaching experience. Out of total sample of the respondents, 37(84.1%) were male and 7(15.9%) of them were female. This indicates that many of the teachers

are male. As the data shows from above table, 14(31.8%) were 20 to 30 years old, 13(29.5%) were 31 to 40 years old, 12(27.3) of them 41 to 50 years old and the rest 5(11.4%) were above years old.

The results that were found from the Table in relation to marriage revealed that there were two types of respondents (single and married). There were no divorced, widow and widower respondents. As data was displayed in the above Table, 23(52.3%) were married and 22(47.7%) were single. From these results almost equal number married and single respondents engaged in the study.

Regarding the educational qualification respondents, Table 3 indicates that out of 44 respondents, 3(6.8%) were Diploma holder, 39(88.6%) were holders and the rest of them were MA degree holders. Regarding the years of the services in teaching profession, 13(29.5%) served 1 to 5 years, 20(45.5%) served for 6 to 10 years, 9(20.5%) have 11 to 15 years experience and 2(4.5%) served more than 15 years. As can be seen in the above table the majority of the participants have served in teaching between 6 and 10 years.

4.2.1 Analysis of Students' Responses

The analysis section focused on the four basic sub-topics; perception of students on importance of guidance and counseling, guidance and counseling activities, role of guidance and counseling at school. Thus, 26 questions were used to gather data on these sub-topics. Four items of the questionnaire dealt with the students' perception toward the areas of guidance and counseling in solving academic problem of students, eight items related with guidance and counseling activities while four suggested the role of guidance

and counseling and final six questions dealt with the factors which hamper the implementation of guidance and counseling at secondary school.

4.3 Perceptions of Students toward Importance Guidance and Counseling

The researcher of present study wanted to find out the perceptions of respondents on the contributions of guidance and counseling to solve the academic problems of students.

Hence, the students were asked to rate the given statements from strong agree to strongly disagree.

Table 4: Student perception on important of guidance and counseling at school

No	Statements		Level of agreement						
			SA	A	UD	DA	SDA	Mean	Std.dev
1	The positive perceptions students have about guidance and counseling service motivate them to score good academic results.	N	62	46	42	22	22	3.48	1.169
		%	32	23.7	21.6	11.3	11.3		
2	Students can show improvement in their examination results due to effective guidance.	N	31	108	10	39	16	3.68	1.178
		%	16	50.7	5.2	20.4	8.2		
3	Students engage in guidance and counseling club in their voluntary.	N	10	25	45	67	47	2.40	1.140
		%	5.2	12.9	23.2	34.5	24.2		
4	Most of students follow their teacher advice.	N	14	27	51	62	40	2.55	1.174
		%	7.2	13.9	26.3	32	20.6		
5	Guidance and counseling helps me to develop good study habits.	N	62	68	35	18	11	1.78	1.158
		%	32	35.1	18	8.3	5.7		

As observed in Table 4, the majority of the respondents 62(32%) strongly agree that the positive perceptions of students toward guidance and counseling motivated them to score

optimal results. About 42(21.6%) respondents undecided that positive perception of the students' guidance and counseling services more motivate the learners toward their education. On the other hand, the equal number of respondents 22(11.3%) and 22(11.3) disagree and strongly disagree respectively. The mean rating value is 3.78 with 1.166 of standard deviation. This values indicate most of the respondents supported that pasitive perception of students toward guidance and counseling motivated them. Regarding the statement talk about effective guidance and counseling service enable the students to score good result, 31(16%) strongly agree and more than half 108(50.7%) of the respondents were agreed that students can improve their academic achievement as result of effective guidance. But very few 10(5.2%) were not decided to the statement. The contrary to agree, about 39(20.4%) disagree and as well as 16 (8.2%) of them said strongly disagree. The mean value is 3.68 which indicate the majority of participants responded above average on agreement rate and standard deviation is 1.178. For statement talks students are participating in guidance and counseling a few number of respondents 10(5.2%) strongly agreed and 25(12.9%) agreed that students were voluntary participate in guidance and counseling club at their school. Whereas, 45(23.2%) of them unable to decided to the same statement. But in opposite to strongly agree and agree the large number of respondents responded to disagree 67(34.5%) and strongly disagree 45(24.2%).When they are compared agreement with disagreement, disagreement is exceeded with 40%. 2.40 mean value and 1.140 standard deviation show the participants responded to disagree. Therefore, one could understand from presented result the students were not interested to participate in guidance and counseling.

The students' responses in table 4 above depict that less than cluster of them strongly and agree that students follow their teacher advice while about cluster of them not decided that the students whether they follow teacher advice. However, a great number 62(32%) disagree and 40(20.6%) strongly disagree on the points respectively. When the participants were asked in item five about help of guidance and counseling in developing the students good study habit, 18(8.3%) strongly agreed while 11(5.7%) 68(35.1%) of the agreed. 35(18%) of them not decided. On the other hand, a few respondents 62(32%) and 68(35.1%) disagreed and strongly disagreed respectively that guidance and counseling help them to create good study habit. Generally the above results indicate that the students had positive perception toward importance of guidance and counseling for improving their academic performance.

4.4 guidance and counseling activities that are employed at secondary schools

Data were collected on guidance and counseling activities which are provided at school by teacher counselor, teachers or school principals. Hence, eight questions were presented in the following Table.

Table 5: Students’ responses to guidance and counseling activities in school

No	Statements		Level of agreement						
			SA	A	UD	DA	SDA	Mean	Std.dev.
1	Teacher counselor conducts assessment to identify the challenges that affect students' achievement.	N	22	6	24	44	98	2.02	1.335
		%	11.3	3.1	12.4	22.7	50.5		
2	Teacher communicates with parent to improve academic achievement of student.	N	2	13	30	43	106	1.77	1.008
		%	1.0	6.7	15.5	22.5	54.6		
3	School has strong relationship with parents to support academic activity of the students.	N	6	4	7	37	140	1.45	0.905
		%	3.1	2.1	3.6	19.1	72.2		
4	The school invites the counselor to give counseling to the students.	N	4	13	15	28	138	1.58	1.026
		%	2.1	6.7	7.7	14.4	69.1		
5	School has an orientation program for new students.	N	17	25	41	32	29	2.32	1.352
		%	8.8	12.9	21.1	16.5	14.9		
6	School improves the students' academic score by giving reward to top learners.	N	70	55	28	16	25	3.66	1.376
		%	36.1	28.4	14.4	8.2	12.9		
7	Students contact teacher counselor for their academic problem.	N	12	13	41	71	57	2.29	1.411
		%	6.2	6.7	21.1	36.6	29.4		
8	Teacher refers the students who has problem to teacher counselor.	N	10	26	19	61	78	2.12	1.222
		%	5.2	13.4	9.8	31.4	40.2		

The Table 5 shows the guidance and counseling activities which were employed in the school. Accordingly, 11.3% and 3.1 of the respondents rated strongly agree and agree that the school counselor made assessment on identifying the challenge which can affect the student academic achievement. 12.4 % unable to decide that the counselor conducted assessment to identify the factors affecting students ‘academic achievement. The rest (73%) of respondents disagree and strongly disagree that the counselor made assessment

in order to identify the challenge or problem related to the achievement of the students. The calculated mean and standard deviation for statement were below the middle- point 2.02 and 1.335 respectively. This shows that the majority of respondents replied to disagree and strongly disagree. This implied that results responded assessment activities made by teacher counselor to identify the students' problem, it tells the counselor did not do anything to solve students' academic problems. Concerning the teacher and parent's relationship to improve the student's academic Table 4.1.5 shows 2(1.0%) 13 (6.7) and 30 (15.5%) strongly agree, agree and undecided respectively. On the contrary 43 (22.7%) disagree and 106 (54.6%) strongly disagree. The mean and standard deviation were 1.77 and 1.008 respectively which shows most of the respondents replied to disagree and strongly disagree about teacher and parent communication on improving the student's academic achievement. In line with the results from respondents, Davison (1993) states the low relationship of the teachers and parents can be great problematic for students academic achievement.

The responses of the students on the school relationship with parents to support their academic activities show that 6 (3.1%) of them strongly agree while 4 (2.1%) of them agree. regarding student academic activities about 7 (3.6%) of the respondents unable to decide school- parents relationship. In opposite of strongly agree and agree, 37(19.1%) of participants disagree and 140(72.2%) strongly disagree. As can be seen from this Table 4.1.5 the mean 1.45 and standard deviation 0.905 shows that high number of participants responded to disagree and strongly disagree about school and parent relationship in working together to support students' activities to achieve needed score.

Regarding for statement that school invites the counselor to give counseling students the same table, very few number of respondents 4(3.1%) and 13(6.7%) were responded strongly agree and agree respectively that the school invited the counselor to give guidance and counseling service to the students. on the other hand, 15 (7.7%) of the respondent unable to agree or disagree for the question. 28(14.4%) disagree and 138(69.1%) strongly disagree for question. The mean and standard deviation were 1.58 and 1.026 respectively. This Table indicates that most of participants rated to disagree strongly disagree.

As Table 5 shows, 17(8.8%) of participants responded strongly agree that the school gave orientation service to the students while 25 (12.9%) of them agree while about 41(21.1%) of the respondents unable to agree and disagree whether the students received orientation service from the school or not. The rest of the participants 32(16.5%) and 29(14.7%) were disagree and strongly disagree respectively. The mean value 2.32 and standard deviation 1.352. This implies that there was not an effective of continuous orientations throughout the academic year.

Specifically, with regarding in giving reward to the students, the Table 5 revealed that the large number of respondents 70(36.1%) from total of respondents strongly agreed and 55(28.4) of them agreed that their school gave reward. In other way, 28 (14.4%) respondents were not decided. With respect to disagree and strongly disagree, 16(8.2%) and 25(12.9%) respondents responded with mean 3.66 and standard deviation 1.376 respectively. From these results, it could be understood as good practice in part of school to encourage the students to motivate and create competition among the learners. With regard to students whether contact the teacher counselor for their academic problems.

The respondents replied 12(6.2%), 13(6.7%), 41(21.1%), 71(36.6%) and 57(29.4%) strongly agree, agree, undecided, disagree and strongly disagree respectively and the mean is 2.29. From calculated mean it can be concluded the respondents rated below the average with standard deviation 1.411. This indicates that most of the students have not contacted the school counselor for their academic problem.

The teachers activities concerning to help the students with problem by referring them to teacher counselor. Accordingly, 10(5.2%), 26(13.4%), 19(9.8%), 61(31.4%) and 78(9.8%) strongly agree, agree, undecided, disagree and strongly disagree respectively and their mean is 2.12 and standard deviation is 1.222. As it could be observed from analyzed data, many respondents disagree and strongly disagree that teachers refer student to counselor to be counseled. Therefore one could be concluded that the teachers did not send the students to the counselor whenever, they faced with certain problem and lack orientation service for new students seems one problem for adjustment new school. In line with this regard, Truman Kelley (1994) described that orientation services are designed to help students to make adjustments during transitional period from primary school to secondary school or from secondary school to college or university. Thus, the above analyzed data indicated that there is lack of the orientation which should be given for new students at the beginning of school.

4.5 The Role of Guidance and Counseling at Secondary Schools

Under this topic the research question looks at the role of guidance and counseling in resolving students academic problems at Jeldu secondary school. Concerning this data were collected using questionnaire and the findings were presented in Table 6.

Table 6: Students’ responses on the role of guidance and counseling in the school

No	Statements		Level of agreement						
			SA	A	UN	DA	SDA	Mean	Std.dev
1	Consulting with school administrator facilitate the teaching learning process.	N	104	47	21	14	8	4.16	1.134
		%	53.6	24.6	10.8	7.2	4.1		
2	The guidance and counseling assists the students to cope with academic problems of the students	N	105	55	18	8	8	4.24	1.057
		%	54.1	28.4	9.3	4.1	4.1		
3	The counseling helps the low achiever students to improve their academic score.	N	106	60	17	7	4	4.32	0.989
		%	54.6	30.9	8.8	3.6	2.1		
4	Guidance and counseling in school has significant role to improve the students study skill.	N	120	45	16	8	5	4.38	0.980
		%	61.9	23.2	8.2	4.1	2.6		
5	If the students are advised properly, they can understand easily their subject matter.	N	137	42	10	4	1	4.6	0.729
		%	70.6	21.6	5.2	2.1	0.5		

The data in Table 6 show from the total number of the respondents, 104(53.6%) strongly agree with statement, 47(24.6%) agreed, 21(10.8%) undecided, 14(7.2%) and 8(4.1%) of the respondents were responded disagree and strongly disagree respectively. From this we could understand that, the majority of the students responded to undecided that consulting with school administers facilitating the teaching learning process. The mean value and standard deviation 4.16 and 1.134. In replying that guidance and counseling helps the learners to cope with the academic problem. Thus, most of the respondents 105(54.1%) strongly agree and 55(28.4%) agreed to guidance and counseling assists students to cope with their academic problem. Very few 18(4.3%) of them unable to and

8(4.1%) disagree while 8(4.1%) of the respondents strongly disagree. The mean and standard deviation of this item is 4.24 and 1.057 respectively. As mean of the statement shows, most of the students responded to strongly agree and agree. This implies that students believe guidance and counseling can help them to cope with their academic problem.

Regarding the item number three on the same Table, the majority of the participants 106(54.6%) and 60(30.9%) strongly agreed and agreed respectively that the school counselor helped the students to solve their academic problem. whereas 17(8.8%) were unable to decided. In contrary, very few of respondents 7(3.6%) disagreed and 2(2.1%) strongly disagreed with mean 4.32 and standard deviation 0.989 for statement. In relation to the significance role of guidance and counseling in school more than half of them or 120(61.9%) of the participants strongly agreed and 45(21.2%) whereas 16(8.2%) of the undecided. Few of them 8(4.1%) and 5(2.6%) were responded disagree and strongly disagree with 4.38 mean value and 0.980 standard deviation respectively. The Table shows again that the respondents agreed 137(70.6%) while those while those who disagreed 14 (7.3%). The 10(5.2%) respondent were not sure whether students easily understood the subject matter when they get advice properly.

Generally, the mean values of all items in table six are more than 4. As result, one can conclude that guidance and counseling play very important role in solving students' academic problem. On the other hand, the above findings confirm with study has been carried on the role of guidance and counseling program in decision making in schools. For example, Sink and Stroh (2007) study in Washington DC using a causal comparative

design to find out whether school counseling interventions in schools with guidance and counseling programs foster higher academic achievement test scores in students.

4.6 Major Challenges to Employ Guidance and Counseling Service at Secondary Schools

The following items show factors related hindering effective use of guidance and counseling services at secondary schools. Hence, the views of students are collected and results are presented in Table 7.

Table 7: Students' responses on the magnitude of the factors affecting implementation of guidance and counseling

No	Statements		Level of agreement						
			VL	L	M	H	VH	Mean	Std.dev.
1	I am being voluntary to receive my teacher advice.	N	5	10	43	60	76	3.99	1.098
		%	2.6	5.2	22.2	30.2	39.2		
2	I have enough knowledge about use of guidance counseling service at school.	N	3	22	22	78	69	3.97	1.033
		%	1.5	11.3	11.3	40.2	35.6		
3	Guidance and counseling services are available to me to solve my academic problem.	N	12	8	30	54	90	4.04	1.160
		%	6.5	4.1	15.5	27.8	46		
4	I am freely discussing my academic problem with counselor.	N	1	19	26	75	73	4.03	0.976
		%	0.5	9.8	13.4	38.7	37.6		
5	There is special room for counseling session at school.	N	7	13	32	62	80	4.01	1.084
		%	3.6	6.7	16.5	32.0	41.2		
6	I have knowledge of time management for studying.	N	11	11	38	68	66	3.86	1.123
		%	5.7	5.7	19.6	35.1	34.0		

As Table 7 above indicates, a few 5 (2.6%) and 10(5.2%) of the student respondents replied that the students willingness to receive guidance and counseling very low and low contributed the implementation of guidance and counseling respectively. 43(22.2%) students' voluntariness had medium influence on receiving the teacher advice. In contrary, 60(30.2%) and 76(39.2%) respondents responded that students willingness had high and very high influence to employ guidance and counseling in school. The mean and standard deviation 3.99 and 1.098. From these results many students had lack of interest to receive their teacher advice. Regarding the knowledge of students about use the guidance and counseling, the table illustrates only very few 3(1.5%) and 22(11.3%) respondents said that they had knowledge very low and low impact to the implementation guidance and counseling services at their school respectively and as well as 22(11.3%). But about 60(30.2%) and 76(39.2%) relied that the factor related to their knowledge of guidance and counseling high and very high to implement guidance and counseling. The mean of the item is 3.97 with 1.033 standard deviation indicates the great number of the students responded to high and very high. This implies that many students had no knowledge about guidance and counseling that it has positive contribution to improve their academic problem. Regarding item 4 in the table 7, only 1(0.5%) respondent said that very low and 8(4.1%) said that low about availability of guidance and counseling to them. 30(15.5%) of the respondents rated the availability of guidance and counseling was medium to them. But the large number of the participants 54(27.8%) and 90 (46%) were responded to high and very high respectively. The mean is 4.03 and standard deviation is 0.976. This shows that the majority of the participants were responded that there was the

scarcity guidance and counseling at their school so that the students did not get guidance and counseling service whenever they come across the problem.

When we see item number five from the same table 7(3.6%), 13(6.7%) and 32(16.5%) rated very low, low and medium respectively about factor related to counseling room at their school. The remaining respondents 62(32%) of them rated to high while 80(41.2%) of the respondents rated to very high and the mean value of item is 4.01 with 1.084 standard deviation. As it can be seen from calculated mean most of the students believed that the lack of special room had the great influence to employ the effective guidance and counseling at school.

Out of the 194, 22(11.4%) reported that about the influence of knowledge of time management to study their lessons had very low and low effect to them. While 38(19.6%) of them said the knowledge had medium effect. However, the great number of the respondents 68(35.1%) and 66(34%) responded that high and very high respectively to the item number six. The mean value of item six is 3.89 indicates the majority of the students had no enough knowledge of time management for their education.

4.7 Ways of Utilization of Guidance and Counseling Service at Secondary Schools

Regarding the utilization of guidance and counseling service at secondary schools, principals and teacher counselor of Jeldu secondary school. The principals reported that guidance and counseling service could be employed effectively if students were provided with important information about use of guidance and counseling. In order to enhance students' awareness on contribution guidance and counseling at school, information is

must given to the students frequently stakeholder. They suggested that school provides necessary facilities such as counseling rooms, recreation center in school, reading and references or modules on guidance and counseling and different charts and wall posters which display the use of guidance and counseling for students' academic performance.

Teacher counselor forwarded that guidance and counseling needs the collaboration of all teachers, parents, schools administrators, governments and NGOs agencies. Teachers are expected to play in guidance and counseling program through following roles;

- Identifying student who has learning difficulties.
- Consulting with parents about student's background or condition of students at home.
- Informing the student's problem to school or referrals him or her to the teacher counselor if problem very severe.
- Follow up student's attendance daily.

Parents engage in implementation of guidance and counseling to improve the students' performance. For instance, the provide students private studying room, send students to with available learning materials, minimizing high work load that student can do when turn back to home. Parents receive information about their students' academic strengthen or weakness and then consulting with counselor or teachers. Also teacher counselor mentioned some contribution of school for utilization of guidance and counseling at school. School supporting the guidance and counseling program by allocating enough budget for counseling services, consign teacher counselors to guidance and counseling services rather assign them to other teaching

activities . This was agreed with the findings of Obuto (2005) that teacher counselor should provide private where counseling can be done and the work load should be reduced to allow enough time for attending to their student clients.

4.2.2 Analysis of Teachers' Responses

The questionnaire totally consists of 25 items it divided into four major parts. The first section four items dealt the perception of teachers on guidance and counseling services. Likewise the eight items in second section questionnaire asked about the guidance and counseling actives at secondary school. The seven items of third section dealt with role guidance and counseling at Secondary School and six items on other hand concerning with the major factors that affecting the implementation of guidance and counseling.

Table 8: Teacher perception toward importance of guidance and counseling

No	Statements		Level of agreement						
			SA	A	UN	DA	SDA	Mean	Std.dev.
1	The positive perceptions students have about guidance and counseling service motivate them to score good academic results.	N	23	17	1	2	1	4.34	0.914
		%	52.3	38.6	2.3	4.5	2.3		
2	Teacher counselor has clear understanding about the goals of guidance and counseling at school.	N	17	10	8	7	2	3.75	1.260
		%	38.6	22.7	18.2	15.9	4.5		
3	Students engage in guidance and counseling club in their voluntary.	N	0	1	3	19	21	1.64	0.718
		%	0	2.3	6.8	43.2	47.7		
4	Students follow their teacher advice.	N	0	1	2	15	26	1.50	0.699
		%	0	2.3	4.5	34.1	59.1		

From Table 8, it can be observed that total number of the teachers 23(52.3%) strongly agreed that the positive perception of students toward guidance and counseling help motivate them in order to score good mark. Also about 17(38.6%) respondents responded that agreed and only 1(2.3%) teachers unable to decided while 2(4.5%) and 1(2.3%) disagree and strongly disagree respectively to the same item. Regarding the item 2 in the same Table, the majority 27(57.3%) of them responded strongly agree and agree that counselors had clear understanding about goal of guidance and counseling at school. But

few of the teachers 8(18.2%) did not decided and 7(15.9%) disagree whereas only 2(4.5%) strongly disagree for statement. When students were asked that they participate in guidance and counseling club voluntarily, none of the respondents strongly agreed and also only 1(2.3%) teacher agreed whereas 3(6.8%) undecided. In contrary, the large number of the teachers 19(43.2%) and 21(47.7%) disagreed and strongly disagreed for the question respectively. In the Table 8, the respondents were asked if the students follow their advice, none of teacher responded to strongly agree and only 1(2.3%) whereas 2(4.5%) of them undecided. In contrary, 15(34.1%) of the respondents disagree and 26(59.1%) of them strongly disagree. The mean value 1.5 and 0.699 standard deviation shows that most of teachers conformed to disagree and strongly disagree that students follow what they advice. Inline of these findings, Simatwa (2007) observed that, students if well advised by teachers will do the right things related to learning and will become disciplined. On the other hand, if students were not properly guided or if they ignored their teachers' advice, they exposed for academic problems.

Table 9: Teacher Responses on Guidance and Counseling Activities are Employed at School

No	Statements		Level of agreement						
			SA	A	UN	DA	SDA	Mean	Std.dev
1	Counselor conducts different assessment to identify the challenges that affect the students' achievements.	N	3	10	16	9	6	2.89	1.125
		%	6.8	22.7	36.4	20.5	13.6		
2	The teachers communicate with parents how to improve the academic achievement of students	N	16	6	11	4	7	2.64	1.183
		%	36.4	13.6	25	9.1	15.9		
3	The school has strong relationship with parents to support the academic activity of the students	N	2	5	8	17	12	2.27	1.128
		%	4.5	11.4	18.2	38.6	27.3		
4	The school invites the counselor to give counseling service to students in order to address their academic problem.	N	1	2	6	15	20	1.84	0.987
		%	2.3	4.5	13.6	34.1	45.5		
5	School has an orientation program for new students yearly.	N	1	5	12	12	14	2.25	1.102
		%	31.8	27.3	11.4	27.3	2.3		
6	School improves the students' academic score, by giving rewards to top learners.	N	18	12	7	5	2	3.89	1.205
		%	40.9	27.3	15.9	11.4	4.5		
7	Students contact the counselor for their academic related problem.	N	0	3	8	13	20	1.86	0.955
		%	0	6.8	18.2	29.5	45.5		
8	Teachers identify the students with problems and refer them to counselor.	N	2	3	6	14	19	1.98	1.131
		%	4.5	6.8	13.6	31.8	43.2		

In Table 9, very few 3(6.8%) of participants supported that counselor conducted assessment to identify the problem which affects the students' achievements and 10(22.7%) of them agreed to the statement. On the other hand, the great number of the respondents 16(36.4%) were unable to decide whether the counselor made any assessment on the problem that hinders the students' academic achievement. In side of disagree, 9(20.5%) disagreed whereas 6(13.6%) strongly disagreed about the statement. The mean value 2.89 and 1.125 standard deviation indicates that most of the teachers unable to decide that teacher counselor conducted assessments on guidance and counseling. With regarding of the teachers and parents relationship in improving academic achievement of students, 16(36.4) strongly agree whereas 6(13.6%) agree. But 11(25%) undecided while 4(9.1) disagree and 7(15.9%) strongly disagree with 2.64 mean and 1.183 standard deviation.

Regarding the result obtained from item 3 in Table 9, it is understood that a few number of respondents 2(4.5%) and 5(11.4%) strongly agree and agree that the school had strong relationship with parents in order to support the educational actives. However, the majority of respondents 17(38.6%) disagree and 12(27.13%) of them strongly disagree about the statement. The mean value is 2.27 and 1.128 standard deviation show that many of the respondents responded to disagree and strongly disagree. In this regard there was not as such relationship between school and the parents in discussing the student learning activity. The survey result of item number 4 in the same table reveals that very few numbers of the respondents 1(2.3%) and 2(4.5%) strongly agree and agree respectively while 6(13.6%) of them unable to decide that the school invited the school counselor to solve the students' academic problem. But the great number of them i.e. 15(34.1%)

disagree whereas 20(45.5%) strongly disagree with 1.84 mean and 0.987 which large number of them rated disagree and strongly disagree. When we have seen question 5 on the above Table, high 14(31.3%) strongly agree and 5(11.4%) that the school had orientation program every for newly admitted to the school. On the other hand, 12(27.4%) of the respondents were unable to decided about the statement. But the majority of the respondents 12(27.4%) and 1(2.3%) disagree and strongly disagree respectively.

For statement rewarding the top achiever students by school, many respondents 18(40.9%) strongly agreed and 12(27.4%) of them agreed that the school rewarded the top learners to improve the students' achievements whereas 7(15.9%) undecided to the statement. However, a few number of the teachers 5(11.4%) disagree and 2(4.5%) strongly disagree. 3.89 mean and 1.205 standard deviation shows that the majority of participants responded to strongly agree about the statement. In the responses to students discuss their academic problem with the teacher counselor, none of the respondent strongly agreed and only 3(6.8%) agreed while 8(18.2%) of them undecided. In contrary, 13(30%) respondents disagree and great number of them 20(45.5) strongly disagree with 1.86 mean value and 0.955 standard deviation that indicates most of respondents strongly disagree and some of the disagree.

In replying to the teacher identified the students who had problem and referred them to the counselor, few number of respondents 2(4.5%) strongly agreed, 3(6.8%) agreed and 6(13.6%) of them undecided whereas some of them 14(2.3%) disagree and most of them 19(43.2 %) strongly agreed about the statement. the mean (1.98) shows the majority of the participants responded to strongly disagree and some extent disagree for the question

number 8. As above can be seen from analyzed data, there were some guidance and counseling activities carried out. There is optimal communication between teachers and parents on the academic issue. The other activities of guidance and counseling which done in selected school was an information and orientation service have been provided for students either by school directors or teacher counselor. As Jeldu secondary school, sometimes some information was provided to students concerning about rule and regulation and how the y can be responded to examination. The findings of the above could be supported by study of Chauhan (2007) that declared about information service as following;

“The information service is an essential part of the school guidance program. Adolescents in secondary schools face a number of problems in educational, vocational and personal life. All these problems need more and more information to enable the students to make correct decisions regarding selection of courses and planning for future.” The newly admitted students have no idea about the environment, compound and rules of schools; therefore it is necessary to give them all necessary information about the school environment, establishment, educational records, courses, building, management, teaching and non teaching staff, and regulation of school so that the students can easily adjust themselves. Information about libraries, organizations and societies, co curricular activities on the other hand have equal importance.

Table 10: Teacher Responses on the Role of Guidance and Counseling Service at School to Improve Academic Achievement of Students

No	Statements		Level of agreement						
			SA	A	UN	DA	SDA	Mean	Std.dev
1	Consulting teacher counselor with school administrators is facilitating the teaching learning process.	N	23	15	1	4	1	4.25	1.037
		%	52.3	34.1	2.3	9.1	2.3		
2	The guidance and counseling assists the students to cope with academic problems of the students.	N	21	13	4	2	4	4.02	1.267
		%	47.7	29.5	9.1	4.5	9.1		
3	Guidance and counseling in school has significant role to improve the students study skill.	N	23	18	1	2	0	4.41	0.757
		%	52.3	40.9	2.3	4.5	0		
4	If the students are advised properly, they can understand easily their subject matter.	N	22	17	2	2	1	4.30	0.757
		%	50	38.6	4.5	4.5	2.3		
5	The counseling services enable the students to reduce their test anxiety.	N	16	22	3	3	0	4.18	0.834
		%	36.4	50	6.8	6.8	0		
6	The guidance and counseling assists the teachers to cope with academic problems of the students	N	19	19	1	5	0	4.16	0.947
		%	43.2	43.2	2.3	11.4	0		
7	Consulting with teachers improve academic achievement of the students.	N	25	16	2	1	0	4.48	0.698
		%	56.8	36.4	4.5	2.3	0		

Table 10 reveals with consulting the school administers with teacher counselor help to facilitate the teaching –learning process. Accordingly, 23(52.3%) of the respondents

strongly agree and 15(34.1%) of them agree to the statement. Only one respondent undecided whether consulting with school administrators could facilitate the teaching learning condition. But very few of the respondents 1(2.3%) disagree and 4(9.1%) strongly disagree. The mean value 4.25 and 1.037 of standard deviation show that more than 80% of the participants responded to strongly agree and agree. Therefore, it could be understood that consulting (discussing) with school administration about teaching and learning issues make education fruitful.

Similarly, as it can be observed from result of item 2 in the table 10, the majority of participants 21(47.7%) strongly agree and 13(29.5%) agree that guidance and counseling assists the students to cope with their academic problem. On the other hand, very small number of from total respondents i.e. 4(9.1%), 2(4.5%) and 4(9.1%) undecided, disagree and strongly disagree about the statement item 2 respectively, so 4.02 of mean tell us above average of the participants responded agree that guidance and counseling plays great role in alleviating the students' academic problem.

From Table 10, it is quite clear that more than half (52.3%) of the respondents strongly agree about role of guidance and counseling at school in improving students' study skill. Also again about 18(40.9%) of the respondents agree for item number 3. But only 1(2.3%) respondent undecided whereas 2(4.5%) respondents disagree and there were no the respondents said strongly disagree. mean value(4.41) indicates most of the respondents confirmed positively about role of guidance and counseling at school. Concerning the idea that if students are advised properly, they can easily understand their subject matter, 22(50%) teachers strongly agreed and 17(39%) of them agree. 1(2.3%) unable to decide to the statement. On the other hand, very few 2(4.5%) of participants

disagree. But no teachers strongly disagree. Therefore, it could be understood from finding and its 4.30 mean, most teachers were responded strongly agree and agree.

Regarding to the role of guidance and counseling service in reducing the students' test anxiety, 16(36.4%) of the respondents strongly agree and half of them agree. However, very few of the participants 3(6.8%) disagree and none of them strongly disagree for this statement. In addition to the finding which given in percents, 4.18 mean reveals that the large number of teachers agreed to the statement.

When asked item 6 in the same table for idea that guidance and counseling assists the teachers to cope with academic problem of the learners, hence 19(43.2%) of the respondents strongly agree and similarly the same number of the participants 19(43.2%) agreed with this statement. However, very few number 5(11.4%) disagreed and there were no the participants confirmed to the strongly disagree.

From above results, we concluded that almost all of the teachers confirmed that guidance and counseling helpful for them in solving the students' academic problem. Regarding in consulting with teachers for improving the students' academic achievement, 25(56.8%) and 16(36.4%) of the participants rated strongly agree and agree respectively. However, 2(4.5%) of the respondents unable to decide whereas 1(2.3%) of them disagree and none of teacher rated on strongly disagreement. The calculated average mean of this item (mean=4.48) depict that almost all of the teacher respondents strongly agree and agree that consulting with teachers is an important points for students' academic problem. Also the standard deviation of the item 7 calculated to be 0.698. This indicates how score of respondents' responses spread in distribution so that the score was concentrated on the strongly agree.

From the above analyzed results can be understood that the most respondents responded positively or agree to all items. The mean of all items are score above the average. Hence, guidance and counseling has positive impact on the students' performance. Moreover, the qualitative result from the principals confirmed with survey outcome. All the principals reported for question: "What are contributions of guidance and counseling at your school in relation to improve students' achievement?" Guidance and counseling has many contributions if it is employed as its principle, among these it enable the students to use their talents and knowledge effectively and efficiently. Guidance and counseling is the foundation for life long career development of the students and useful for self awareness of students that help them to make effective decision about them self. Also the teacher counselors added their views in line with the responses of the principals. Accordingly guidance and counseling services make students comfortable at school, and improvement of academic performance of under-achievers. These finding consistency with some international literature which states guidance and counseling reduce students' educational problems and foster better personal life of students (Carnevale & Derochers,2003). Also the other study Odong &Njiru (2010) concluded that Guidance and Counseling is supposed to influence students' view about their in the world of work and modifies their attitudes towards educational life.

Table 11: Teacher's Responses on the Magnitude Factors Affecting the Effectiveness of Guidance and Counseling Services at School

No	Statements		Level of agreement						
			VH	H	M	L	VL	Mean	Std.dev
1	The students are being voluntary to receive the teacher’s advice.	N	15	12	8	5	4	3.66	1.293
		%	34.1	27.3	18.2	11.4	9.1		
2	Students have enough knowledge about use of guidance and counseling services.	N	17	18	5	4	0	4.09	0.936
		%	38.6	40.9	11.4	9.1	0		
3	The guidance and counseling services are available to all students to solve the academic problem.	N	22	10	8	2	2	4.09	1.137
		%	50	22.7	18.2	4.5	4.5		
4	Students are free to discuss their academic problem with counselor.	N	21	9	8	4	2	3.98	1.210
		%	47.7	20.5	18.2	9.1	4.5		
5	There is special room for counseling session at school.	N	27	9	4	3	1	4.32	1.052
		%	61.4	20.5	9.1	6.8	2.3		
		N	52.3	34.1	4.5	6.8	2.3		
6	School administers provides an adequate budget for guidance and counseling services.	%	31	8	1	3	1	4.47	1.008
		N	70.5	18.5	2.3	6.8	2.3		

Table 11 presents the magnitude or extent of factors that affecting the effectiveness of guidance and counseling. Accordingly, in relation to the interest of students to receive

their teacher advise, 15(34.1%) and 12(27.3%) of the participants said this condition had very high and high influence respectively. Whereas 8(18.2%) of the teachers confirmed that the absence voluntary of the students to receive the teacher's advise had medium contribution in order to implement guidance and counseling role effectively at school. On the other hand, very few of respondents 5(11.4%) and 4(9.1%) supported that it is low and very contribution respectively. The calculated (mean=3.66) above average of respondents argued that students were not voluntary to receive their teachers guidance or advise.

When the respondents asked about factor which related with students' knowledge on the importance guidance and counseling service, 17(38.6%) and 18(40.9%) of the respondents rated very high and high on the effect of the students' knowledge. But 5(11.4%) of the teachers rated to medium while 4(9.1%) of them rated to low. However, there was no teacher responded to very low. The mean of the responses 4.09 shows above so that this indicates there was students' awareness regarding the role of guidance and counseling. When asked if guidance and counseling is available to all the students in solving their academic problem. Hence, half (50%) had very high contribution and 10(22.7%) of the respondents said it had high influence for implementation the effectiveness of guidance and counseling while 8(18.2%) of the respondents agreed on the medium contribution. Equal in number respondents 2(4.5%) and 2(4.5%) on the other hand responded to low and very low. Moreover, the mean value 4.09 reveals that more 70% (above average) of the respondents confirmed that guidance and counseling was not available to all students.

In relation to the information of item number five a great number 27(61.4%) of the participants supported that the availability guidance and counseling room very high contribution for implementation of effective guidance and counseling at their school and also 9(20.5%) of the respondents confirmed the existence of special room had effect for implementation guidance and counseling. However, very few 4(9.5%) of them said it had medium contribution while 3(6.8%) and 1(2.3%) of them responded that this factor had the low and very low effect on effectiveness of guidance and counseling. The mean value (Mean= 4.32) shows that above average of the respondents responded to very high. This means the lack of room for counseling session was highly for effectiveness of guidance and counseling at school.

Regarding to the budget provided for guidance and counseling service at the sample schools, Most of the respondents 31(70.5%) depict that this factor as serious problem or very high and 8(18.5%) rated high for the same item. On the other hand, few number of the respondents 1(2.3%), 3(6.8%) and 1(2.3%) rated medium, low and very low that the problem related to the financial allocation for guidance and counseling.

In addition to the above results, the principals and teacher counselors described that the lack of school facilities, lack of students' knowledge and interest to be counseled and too much work load for teacher counselors were the great depressing influence for application of guidance and counseling in their school. Moreover, teacher counselor realized that by reporting that he was forced to teach English which affected his major work. He has reported that he was not available and an interested to give guidance and counseling for students teaching load. Regarding problem related students themselves, many of them do not take guidance and counseling seriously so that these were the

common factors hindering to employ the effective guidance and counseling in all selected the schools. Although the school directors and teacher counselors agreed that guidance and counseling plays important role in improving students academic performance, there was misunderstanding of about positive contribution guidance and counseling service before many teacher and students. This implies that the teachers and students fail seeking counseling service from teacher counselor. This confirmed the recommendations reported by Lutomia (2002) that guidance and counseling should be strengthened at teachers and students. Thus, the findings tell us that the students of these schools do not give attention the guidance and counseling service. . For interview question, “what are learning problem of the students at your school do you think?” Principals and teacher counselor revealed that most students had no clear understanding as to how to concentrate on their study, how to use their time and programming time for learning.

The responses from open- ended questions suggest that guidance and counseling services become affected by lack of support from school administers. School administrative provides necessary relevant resources for school guidance and counseling services. For example, providing counseling books, allowing time for counseling activities and special room for counseling sessions and budgets are critical for counseling services. The above statements is supported by Ngoro (1994) and Mashanyare (1997) who state that many rural secondary schools in the Zimbabwe lack the necessary resources for the effective implementation of the services.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the information gained from analyzed data, summary, conclusions and recommendations are given in the following section.

5.1 Summary

The purpose of the study was focused the assessment on the practices of guidance and counseling in improving the academic achievement of the students. In order to achieve the objectives of the study, the researcher prepared five research questions. Hence, research question raised the role of guidance and counseling, type of guidance and counseling activities which have been taking place at Jeldu secondary school, counseling services in relation to students' performance, the magnitude of factors that affecting the effectiveness of guidance and counseling services and finally, the study looks at the utilization of guidance and counseling services and sample school.

The study was conducted at Jeldu secondary school. The participants were selected by simple random sampling technique for the study. The subjects of the study were 106 male and 94 female students and 40 male and 10 female teachers respectively. In addition to the students and teachers participants three principals and one counselor was also the subject of this study. Regarding research method, descriptive survey research design was adopted to carry out the study. Open ended questions and semi structured interviews were the other tools that used to collect qualitative data. The gathered data through close ended questionnaires were analyzed by using quantitative statistical tools such as

percentages, mean and standard deviation and qualitative method for data which collected in open ended and interviews.

Depending on the analyzed data made, the following some major findings were obtained.

- As respondents agreed, if they had the positive perception toward guidance and counseling would help them to score good academic results.
- The effective guidance and counseling improve the students' examination results then they are properly counseled.
- Students had not participated in counseling club to resolve their problems. As indicated from results of the study, students had not awareness about contribution of guidance and counseling.
- Analyzed data indicated that many of the students did not follow their teacher advice. As result, majority of the students failed at the end of the academic year.
- The teacher counselors did not conduct necessary assessment in order to identify the challenges that hinder students' achievements.
- Concerning teachers and parents' relationship, there was not most favorable communication in addressing the students' academic problem.
- There was school shortcoming concerning the invitation teacher counselor to give guidance and counseling services. Most of students' respondents disagreed that the school arranged time for the teacher counselor when and where he could give counseling to students.

- The other main problems identified from analyzed data was, the school had no orientation program which should be given for new students at beginning of the year. As result, many students lost school adjustment.
- Teachers or schools' administrators did not make or refer to counselor the students who had academic problem.
- Regarding the role of the guidance and counseling, the results of the study revealed if the school administrators consulted with counselor, it could facilitate teaching and learning activities.
- The finding also indicated guidance and counseling assists the students to cope with their academic difficulties. Moreover, counseling helps the low achiever in improving learning defects by improving students' study skill.
- From major factors which contribute for low achievement of the students was shown that many students did not receive the advice which was given to them by their teachers and therefore most of them brought bad results on the examination. As study revealed that many of the students had not enough knowledge about use of guidance and counseling in solving the students' problems. Students were not freely discussed their complexity with teacher counselor.
- The findings show that most students unable to make planning and programming for their study.
- All principals and teacher counselor gave explanation on the role of the guidance and counseling. Thus, guidance and counseling is the back bone for foundation of lifelong

career and personal development of the students in which they able to make right decision about strength and weakness of themselves.

5.2 Conclusions

Based on data presented and analyzed in chapter four, the following conclusions are drawn by researcher as following;

This research depicts that students have perceived the important guidance and counseling optimistically. It has great contribution in motivating students for scoring good academic results. The effective guidance and counseling services resolve academic and personal life of learners. Although students had positive perception toward guidance and counseling, the students did not participate in counseling club in their voluntary basis. .

Regarding to the guidance and counseling activities which carried out in the sample school, the information and orientation services were given for students on the flag ceremony either by teacher counselor or by school principal. Concerning the rule and regulation of the school and examination time, some information was given to the students by school directors. However, there is no an organized counseling program and necessary counseling facilities in school for guidance and counseling services.

Teacher counselor has been employed in the school was occupied in teaching instead of helping the students who faced with problems. Burden of work and lack of adequate time for counseling was the main obstacle to implement the practice guidance and counseling at secondary school.

One of the major activities that the school used to improve students' performance was giving reward for the top learners to create competition among them. These rewards have been provided to students by educational bureau and woreda government by collaboration of school. Sometimes piece of advice and information was given to the students when they closed to final examination.

As it is explained in analysis section, the lack of students' knowledge about guidance and counseling were common factors that hindering to employ the effective guidance and counseling in secondary schools.

The study revealed that guidance and counseling of Jeldu secondary did not have written plan, specific roles and responsibilities teacher counselor. There was loose coordination among teachers, principals, counselor, parents, and students on the guidance and counseling services.

5.3 Recommendations

Guidance and counseling program services essential tools to address the academic problem of students. More specifically, the effective guidance and counseling is needed for secondary school students in order to guide the personal and academic life of adolescent students. Depending on findings of the study, following recommendations are given:

- In order to provide effective guidance and counseling services, the school administrators should provide necessary counseling resources such as counseling office, adequate budget, computer etc.

- Educational experts, school principals, teacher counselors, should advocate the role of guidance and counseling in improving the academic achievement of students.
- Teacher counselors, teachers, and school administrators should create necessary awareness in students on the important of guidance and counseling in resolving their educational complexity.
- Lack of guidance and counseling in secondary school has its own contribution for students' academic low achievement. This service is currently running in disorganized manner by none counselor in many secondary schools. Even if teacher counselor is presented at school he or she is not volunteer due to teaching load which given them by school administrators. Therefore, the researcher recommended that the teacher counselors should be free from teaching activities.
- An adequate time should be assigned to teacher counselors that allow them to provide effective guidance and counseling services for the students.
- The education bureau should organize training and some intensity to teacher counselors in order to improve their participation in guidance and counseling activities.
- School administers should formulate job-descriptions of school guidance and counseling for teacher counseling. Schools are also expected to have written plans of the guidance and counseling program in order to provide an organized guidance and counseling services in school.
- The teachers and counselor of the school should help the students who unable to make plan and use their time effectively
- To ensure the provision of guidance and counseling in school all teachers, principals, counselors and other concerned bodies work in team approach.

- School environment should be conducive and free from any destructive environment to facilitate the teaching- learning process.
- The Information concerning about school physical environment, rule and regulation of school and subjects should be given to new students at the beginning of academic year. Because such information which can be provided either by counselor or school principal help the students to adjust themselves easily school condition without any trouble.
- Finally, to realize the intended goal of guidance and counseling, all concerned bodies including school communities, all government and non government agencies and society in general should be working cooperatively and collaboratively in supporting the provision and implementation of guidance and counseling in the school.

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Appendices

Appendix I

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

**SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY TEACHER
EDUCATION**

DEPARTMENT OF PSYCHOLOGY

Questionnaire for Students

Dear student;

I am conducting master thesis in social psychology on **assessment on practices of guidance and counseling in improving academic achievement of the students**. The accurate information you will give to me is more helpful to complete my research work. Please note that all your personal information will be handled in confidential and professional manner. Your name and any identification will not be included in discussion of results.

I. Personal information

Please make (X) for appropriate answer in the following boxes

1. Grade level: 9 ☐ 10 ☐
2. Sex: Male ☐ Female ☐
3. Age: 15-20 ☐ 21-25 ☐ 26-30 ☐ Above 30 ☐

II. Rating scale questionnaire

Direction: The following statements show that the opinion you may have about roles of guidance and counseling services. Please indicate (X) sing the extent to which you agree or disagree with the following statements.

1. Students Perception toward Importance of Guidance and Counseling

<u>No</u>	Statements	Level of responses				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The positive perceptions students have about guidance and counseling service motivate them to score good academic results.					
2	Students can show improvement in their examination results due to effective guidance.					
3	Students engage in guidance and counseling club in their voluntary.					
4	Most of students follow their teacher advice					
5	Guidance and counseling helps me to develop good study habits.					

2. Guidance and Counseling Activities are Employed at School

No	Statements	Level of Responses				
		Strongly agree	agree	undecided	disagree	Strongly disagree
1	Teacher counselor conducts different assessment to identify the challenges that affect the students` achievements.					
2	The teachers communicate with parents how to improve the academic achievement of students.					
3	The school has strong relationship with parents to support the academic activity of the students.					
4	The school has invited the counselor to give counseling service to students in order to address their academic problem.					
5	School has an orientation program for new students yearly.					
6	School improves the students` academic score, by giving rewards to top learners.					
7	Students contact the teacher counselor for their academic related problem.					
8	Teachers identify the students with problems and refer them to counselor.					

3. The Role of Guidance and Counseling Service to Improve Academic Achievement of Students

No	Statements	Level of Responses				
		Strongly agree	agree	undecided	disagree	Strongly disagree
1	Consulting with school administrator facilitate the teaching learning process.					
2	The guidance and counseling assists the students to cope with academic problems of the students.					
3	Teacher counselor helps the low achiever students to improve their academic score.					
4	Guidance and counseling in school has significant role to improve the students study skill.					
5	If the students are advised properly, they can understand easily their subject matter.					

4. The Magnitude of Factors Affecting the Effectiveness of Guidance and Counseling Services At School

No	Statements	Level of responses				
		Very low	Low	Medium	High	Very high
1	I am being voluntary to receive my teacher advice.					
2	I have enough knowledge about use of guidance counseling service at school					
3	Guidance and counseling services are available to me to solve my academic problem					
4	I am freely discussing my academic problem with counselor.					
5	There is special room for counseling session at school.					
6	I have knowledge of time management for studying.					

III. Open ended questions

Direction: please give your view for the following questions

1. What are major factors affecting the utilization guidance and counseling service at your school? -----

2. What should be done to overcome the problems which hinder to employ effective guidance and counseling service at your school?-----

Appendix II

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY TEACHER
EDUCATION

DEPARTMENT OF PSYCHOLOGY

Questionnaire for teacher

Dear teacher;

I am conducting master thesis in social psychology on **Assessment of the Role of Guidance and Counseling in Improving Academic Achievement of the Students**. The accurate information you will give to me is more helpful to complete my research work. Please note that all your personal information will be handled in confidential and professional manner. Your name and any identification will not be included in discussion of results. Thank you for taking time to fill the questions!

Name of school: -----

I. Personal information

Make (X) mark in the boxes provided below.

1. **Qualification:** diploma ☐ degree ☐ master ☐ others ☐
2. **Sex:-** male ☐ Female ☐
3. **Age:** 20-30 ☐ 31-40 ☐ 41-50 and above ☐
4. **Marital status:** married ☐ single ☐ divorce ☐ widow ☐ widower ☐

General Directions:

II. Rating scale questionnaire

Direction: The following statements show that the opinion you may have about roles of guidance and counseling services. Please indicate (X) sing the extent to which you agree or disagree with the following statements.

1. Teacher perception toward importance of guidance and counseling

<u>N</u> <u>o</u>	Statements	Level of responses				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The positive perceptions of students have about guidance and counseling service motivate them to score good academic results.					
.2	The counselor has clear understanding about the goals of guidance and counseling at school.					
3	Students engage in guidance and counseling club in their voluntary.					
4	Most of students follow their teacher advice					

2. Guidance and Counseling Activities are Employed at School

No	Statements	Level of Responses				
		Strongly agree	agree	undecided	disagree	Strongly disagree
1	Teacher counselor conducts different assessment to identify the challenges that affect the students` achievements.					
2	The teachers communicate with parents how to improve the academic achievement of students.					
3	The school has strong relationship with parents to support the academic activity of the students.					
4	The school has invited the counselor to give counseling service to students in order to address their academic problem.					
5	School has an orientation program for new students yearly.					
6	School improves the students` academic score, by giving rewards to top learners.					
7	Students contact the counselor for their academic related problem.					
8	Teachers identify the students with problems and refer them to counselor.					

3. The Role of Guidance and Counseling Service to Improve Academic Achievement of Students

No	Statements	Level of Responses				
		Strongly agree	agree	undecided	disagree	Strongly disagree
1	Consulting teacher counselor with school administrators is facilitating the teaching learning process.					
2	The guidance and counseling assists the students to cope with academic problems of the students.					
3	The counselor helps the low achiever students to improve their academic score.					
4	Guidance and counseling in school has significant role to improve the students study skill.					
5	If the students are advised properly, they can understand easily their subject matter.					
6	The counseling services enable the students to cope with the test anxiety.					
7	The guidance and counseling assists the teachers to cope with academic problems of the students.					
8	Consulting with teachers improve academic achievement of the students.					

5. Factors Affecting the Effectiveness of Guidance and Counseling Services at School

No	Statements	Level of responses				
		Very low	Low	Medium	High	Very high
1	The students are being voluntary to receive the teacher's advice.					
2	Students have enough knowledge about use of guidance and counseling services.					
3	The guidance and counseling services are available to all students to solve the academic problem.					
4	Students are free to discuss their academic problem with counselor.					
5	There is special room for counseling session at school.					
6	All students have the knowledge of time management.					
7	School administer provides an adequate budget for guidance and counseling services.					

III. Open ended questions

Direction: please give your view for the following questions

1. What types of guidance and counseling activities are took place at your school? -----

2. What are contributions of guidance and counseling service at your school? -----

3. What are major factors affecting the utilization guidance and counseling service at your school? -----

4. What should be done to overcome the problems which hinder to employ guidance and counseling service at your school?-----
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Appendix III

AFAN OROMO VERSION FOR STUDENTS' QUESTIONNAIRE

YUUNIVARSIITII SAAYINSII FI TEEKINOLOJII ADAAMAATTI

FAAKAALTII SAAYINSII BARNOOTAA FI TEEKINOLOJII BARNOOTA BARSII SUMMAA

MUUMMEE XIINSAMMUU SAGANTAA BARNOOTA DIGIRII LAMMAFFAA

Waraqaa gaafannoo ittiin guuttannaa Digirii Lammaffaaf qophaa'e.

Bar-gaaffii barattootaan guuttamu

Kabajamaa barataa/ barattuu;

Gaafannoon Kun qorannoo “*Iyyaafannoo goochoota gaayidaansii fi kaawunsiliingiin qabxii barataa fooyyessuu irratti qabu.*” mirkaneessuuf qorannoo adeemsifamudha. Odeeffannoo dhugaan dhimma kana ilaalchisee naaf kennamu hojii qorannoo koo galmaan ga'uuf nafayyada waan ta'eef gaaffilee kanaaf odeeffannoo sirrii naa kennuun akka nagargaartan kabajaan isin gaafadha.

Hubachiisa: Odeeffannoon dhuunfaa kee bifa ogummaa fi iccitiitiin kan qabamudha wantaheef; maqaan kee fi odeeffannoon eenyummaa kee agarsiisan kamillee ibsa bu'aa qorannoo keessatti hin barreeffaman.

Maqaa mana barumsaa _____

I.Odeeffannoo dhuunfaa

1. kutaa: 9 ☐ 10 ☐
2. Saala: Dhiira ☐ Durba ☐
3. Umurii: 15-20 ☐ 21-30 ☐ 30 ol ☐

II. Gaaffilee Iskeelii

Kallattii: Himoonni armaan gadii yaada ati gochoota gaayidaansii fi kaawunsiliingiin qabxii barattootaa fooyyeessuu irratti qabu agarsiisuu danda’a jedhamee waan tilmaamamuuf, saanduuqa kenname jalatti akkaataa sadarkaa isaaniitiin mallattoo (x) barreessuun agarsiisi.

1. Ilaalcha Barattoonni Barbachisumma Gaayidaansii fi Kaawunsiliingiif Qaban

T/L	Himoota	Sadarkaalee deebiiwwanii				
		Sirriittan walii gala	Waliin gala	Walii hin galu	Nan morma	Sirriittan morma
1	Ilaalchi gaariin barattoon tajaajila gaayidaansii fi kaawunsiliingii irratti qaban qabxii dansaa akka galmeessan isaan kakaasa.					
2	Gorsaan barsisaan kaayyoo gaayidaansii fi kaawunsiliingiin qabxii barattootaa fooyyeessuu keessatti qabu ilaalchisee hubannoo ifaa ta’e qaba.					
3	Barattoonni fedhii isaaniitiin gumii gaayidaansii fi kaawunsiliingii keessaatti in hirmaatu.					
4	Barattoonni baay’een gorsa barsiisaa isaaniitiin kennamu ni hordofu.					

2. Sochiilee Gaayidaansii fi Kaawunsiliingii Mana Barumsaa Keessatti Adeemsiifamu

T/L	Himoota	Sadarkalee deebiwwanii				
		Sirriittan walii gala	Waliin gala	Walii hin galu	Nan morma	Sirriittan morma
1	Barsiisoonni akkaataa qabxiin barattootaa itti fooya'uu danda'u maatii waiin marii ni godhu.					
2	Manni barumsaa barattoonni sochii barnootaaf qaban gargaaruuf maatii waliin hidhata cimaa qaba.					
3	Manni barumsaa rakkoo barnootaa furuuf akka Gorsaan mana barumsaa barattootaaf gorsa kennu ni affeera					
4	Manni barumsaa wagga waggaan barattoota haaraaf sagantaa hubannoo kennuu ni adeemsisu					
5	Manni barumsaa qabxii barattootaa fooyyessuuf tooftaan fayyadamu keessaa tokko badhaasa barattoota ciccimoof kennuun.					
6	Barattoonni yeroo rakkoon barumsa isaanii irratti isaan qunname, gorsaa mana barumsaa ni mariisisu.					
7	Barsiisoonni barattoota rakkoo barnoota isaanii waliin qaban adda baasun in gorsa.					

3. Gaheewwan Gaayidaansii fi Kaawunsiliingiin Qabxii Barattootaa Fooyyeessuu irratti Qabu

T/L	Himoota	Sadarkalee deebiwwanii				
1	Mariin hooggantoota mana barumsaa wajjin taasifamu adeemsa baruu barsiisuu mijataa taasisa.	Sirriittan walii gala	Waliin gala	Walii hin galu	Nan morma	Sirriittan morma
2	Gaayidaansii fi kaawunsiliingiin mana barumsaa keessa jiraachuun isaa barattoonni rakkoo barnoota isaanitiin walqabatu furachuuf gargaara.					
3	Gorsaan mana barumsaa barattoota suuteeyyii qabxii isaanii akka fooyyeeffatan ni gargara.					
4	Mana barumsaa keessatti qabxii barattootaa fooyyeessuuf gaayidaansii fi kaawunsiliingiin gahee ol-aanaa qaba.					
5	Mariin barsiisota waliin godhamu qabxii barattootaa fooyyessuuf gargaara.					

4. Wantootaa Mana Barumsaa Keessatti Gaayidaansii fi Kaawunsiliingiin Haala Barbachisuun Hojjirra hin Oolle Tasiisan

T/L	Himoota	Sadarkaa deebiwwanii				
		Baayyee Gad-aanaa	Gad- aanaa	Giddugal- eessa	Ol- aanaa	Baayyee Ol-aanaa
1	Barattoonni gorsa barsiisaa isaanii fudhachuuf fedhii ni qabu.					
2	Barattoonni waa'ee barbachisummaa gaayidaansii fi kaawunsiliingii ilaalchisee beekumsa gahaa qabu.					
3	Dhiyeessi tajaajila gaayidaansii fi kaawunsiliingii rakkoo barachuu barattootaa furuuf barattoota hunda biratti walqita kennamaa jira.					
4	Barattoonni rakkoo barnoota isaaniin walqabate bilisaan (sodaa tokko malee) gorsaa barsisaa in asoofsiisu.					
5	Mana barumsaa keessa kutaan tajaajila kaawunsiliingii kennuuf gargaaru ni jira.					
6	Barattoonni hunduu haala itti fayyadama yeroo ilaalchisee beekumsa gahaa qabu.					

III. Gaaffilee Banaa

- Gufuuwwan tajaajilli gaayidaansii fi kaawunsiliingii akka mana barumsaa keessatti hojjirra hin oolle godhan maal fa'i?-----

- Rakkoo gaayidaansii fi kaawunsiliingiin mana barumsaa keessatti akka hin adeemsifamne furuuf maaltu hojjatamuu qabaa?-----

Appendix IV

ADAMA UNIVERSITY

SCHOOL OF EDUCATIONAL SCIENCE TECHNOLOGY TEACHER EDUCATION

Interview guide for school principals and teacher counselor

Personal Information

Name of the School:

Qualification:

Year of experience: _____

A. Question concerning the perception of principals and teacher counselor toward the contributions of G&C services at school

1. Do you think guidance and counseling services improve the students' academic achievement for all students at your school?
2. What benefits guidance and counseling for students concerning their academic performance

B. Question concerning guidance and counseling activities are given in school.

3. What kind of supports are presently giving to students concerning their academic problem?
4. What are the types of guidance and counseling activities conducted at your school?

C. Question concerning the factors affecting the provision of guidance and counseling at school?

5. What are major problems that hindrance for provision of effective guidance and counseling in your school?
6. What are learning problem of students at your school may you think?
7. What are the major problems of students concerning lack of guidance and counseling at your school?

D. Question concerning the utilization of guidance and counseling at school.

8. How to employ the effective guidance and counseling in school in order to facilitate the teaching-learning process?
9. What do you recommend in improving the provision of guidance and counseling in schools?
10. What necessary facilities should fulfilled for implementation of guidance and counseling in school?