

**AN ASSESSMENT OF COUNSELLING NEEDS OF ADOLESCENT
STUDENTS IN ETHIOPIA: A Case in Sheka and Bench Maji Zones**

by

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Abstract

The purpose of the study was to establish the counselling needs of secondary and preparatory school (Grades 9-12) adolescent students and to develop a comprehensive counselling model mainly from the perspectives of students and significant others. This study is born of concerns about the social, emotional, academic difficulties adolescents face and career concerns of learners without access to support services to assist them.

The samples of the study were 256 students for quantitative data; for FGD-48 participants – (16 students, 18 teachers including counsellors, and 12 AdGs including 4 parents and 2 principals) were selected. The samples were selected by employing multi stage methods. Questionnaires, interviews and record analysis were used as instruments. The study used Sequential Mixed Method research design: The quantitative data was collected first and followed by qualitative data. Then, the data were analysed by employing statistical data analyses for quantitative data (Descriptive and inferential), including T-test and one-way ANOVA was tested for significance. In connection with this, percentage and mean were employed. For qualitative data, content analyses of transcripts of the qualitative information (in-depth interview of Focus Group interview results) were carried out to generate concepts, patterns and key themes.

The study targeted to assess in what areas students need counselling assistances, and then assessed whether these needs vary according to school background, by gender, age group and across grade level. In line with this, the study attempted to examine the existing counselling practices whether it has been properly addressing the students' needs or not; and also assessed to what extent it addressed the students' needs, the barriers of addressing their needs and the way to improve the counselling needs of students with intension to develop the comprehensive counselling model. Accordingly, the study revealed the counselling needs areas like academic, relational, emotional, behavioural and career supports. Then, they were requested to prioritize their needs and they reported that counselling services, placement and information services in descending order. The study also revealed that students have great personal, school and comprehensive needs (Academic, personal-social and career needs in sub scale/theme categories) that call for the attention of

concerned others. These research outcomes ascertained that the existing counselling services have not been properly and effectively addressing the needs of students.

Barriers to address needs of students, awareness problems, absence of mandatory counselling policy and lack of emphasis due to understanding problems were considered as major challenges not to address the needs of students. Finally, the study concluded that the counselling programme/services are highly valued by students and teachers as well as by key informant groups that participated in focus group discussions. The study explored the possible alternative framework that can better enhance the comprehensive counselling procedure and tried to assess the need differences across gender, age group, grade level and school names, and came up with that there were similarities and need differences across these variables. Finally, possible interpretation and implication of the study including the recommendations were provided.

Keywords:

Academic need; career concern; assessment; comprehensive needs; personal-social needs; qualitative research; quantitative research; mixed methods

DECLARATION

Student number: **45449058**

I, **EDESSA TOLLERA BEKERE** declare that, AN ASSESSMENT OF COUNSELLING NEEDS OF ADOLESCENT STUDENTS IN SECONDARY AND PREPARATORY SCHOOLS IN ETHIOPIA is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date

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ACRONYMS AND ABBREVIATIONS

ASCA --American School Counselling Association

BMEDST --Bench Maji Education Department Supervision

CTD -- Concurrent Transformative Design

D --Delegate

DEO --District education office

DoDEA --Department of Defence Education Activity

EGSECE --Ethiopian General Secondary Certificate Examination

EUEE --Ethiopian University Entrance Examination

FG1 --Focus Group 1

FGD-- Focus group discussion

IDCM --Illinois Developmental Counselling Model

NA --Needs Assessment

P1-P7 --Administrative participant group

PTA --Parent Teacher Association

QUAL --Qualitative

QUAN-- Quantitative

S Bench --She-Bench

S/N/N/P/R/G --Southern Nation Nationalities and Peoples Regional Government

S1--S10 student participant

SCs --School Counsellors

SPS --secondary and Preparatory School

SPSSCN --Secondary and Preparatory School Students' Counselling Need

T1--T8 ---Teacher Participant

UPR --Unconditional Positive Regard

WVBE --West Virginia Board of Education

WVCDSCP --West Virginia Comprehensive Developmental School Counselling Programme

ZED --Zonal education department

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The underpinning plan and action of the school programme is to satisfy the needs of students. Likewise, in the current study, identifying counselling needs of secondary school students, and based on these identified needs, satisfying students' counselling service needs is the key issue. The Department of Defence Education Activity (Tafoya, 2006:28) and Chireshe (2006:1) assert that students come to school with a variety of academic, career, personal and social needs that can affect their learning. Regarding these needs being addressed by counselling services, Kesici (2008) reports that students need study skill support, exam anxiety support and help with motivation, wanting more information about careers and more guidance in career decision-making. Similarly, Chireshe (2006:6) ascertains that students need academic support such as study skills techniques, test-taking skills and knowledge to learn effectively. Kesici (2008) also found that students want counselling for domestic problems, dealing with family and peer relations and puberty-related problems. In addition, Chireshe (2006:6) reports on career and personal-social needs of students as follows:

“...Career needs like career exploration and planning, subject choice, job seeking and job keeping skills, relationship between personal qualities and work, investigating the world of work in relation to knowledge of self and Personal-social needs; such as-self-awareness, conflict resolution, handling crisis situations, peer pressure, coping with emotion, and sexual issues.”

According to Burkard, Holtz, Martinez, Alexander and Hyatt (2008), high school students experience acute or chronic physical or mental illness, lack of health care, hunger, poverty, and abuse, high rates of mobility, alcohol and other drug abuse and a lack of required language skills. These researchers also add that in response to these challenges, students express their problems through withdrawal, unhappiness, annoyance and an inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety and hyperactivity. In the Ethiopian context, although most of what has been said above is relevant, equally important concerns are parental divorce, lack of a stimulating school environment, lack of timely responsive services/support from helping professionals, teenage pregnancy and abortion, poor academic

performance and high truancy rates, which are some of the existing challenges that adolescent students are facing and need support to cope with Chireshe (2006).

Concerning support-seeking and frequent challenges of adolescent students, Elias (2001:21) accounts that almost every adolescent is looking for answers to the following questions:

“How can I understand who I am now and who I will be in the future?
How can I nurture and build positive relationships? How can I
develop skills to handle everyday challenges, problems, decisions,
and choices? How can I become a moral, ethical, active, committed
human being? How can I develop a positive, constructive identity?”

Elias (2001), believes that an educator’s job, especially that of school counsellors, is to help students find answers and guide them toward opportunities, relationships and skills that will allow them to develop positive visions for themselves. In this regard, the current research study is envisioned to identify and answer such identity and related questions of many Ethiopian adolescent students through school counselling programmes. Accordingly, the purpose of the study is to establish the counselling needs of adolescent students and to develop a comprehensive counselling model as perceived by secondary school students and counsellors.

Regarding the impact of counselling assessment on students’ problems, Carey and Harrington (2010:4) reveal that school counselling assessment is linked to a range of important student outcomes, including increased maths proficiency levels, increased reading proficiency levels, lower suspension rates, lower disciplinary issue rates, increased attendance rates and higher graduation rates. The Welsh Government (2008:5-6) indicates that a school with effective pastoral and counselling services contributes to delivering interventions for children and young people suffering from a mental disorder and helps to support the health, emotional and social needs of pupils and leads to a healthy school culture. Similarly, Lee and Yang (2008:158) maintain that good counselling services lead students to develop a positive self-image and, in turn, satisfying relationships with friends and others. They add that having good counsellors in the school system helps children and youths make good decisions and deal with life’s challenges. In Zimbabwe, students and school counsellors perceive that school counselling services improve study habits of students, increase their positive self-image, reduce anxiety and help with efficient use of time and improved class behaviour (Chireshe, 2011:103).

Considering the abovementioned research outcomes, this study is aimed at identifying southern Ethiopian high school students' counselling needs in an effort to develop a comprehensive counselling model that will meet the academic, career and personal-social needs of students in comprehensive ways. Several school students will gain access to counselling services to attend to, recognise and deal with their concerns.

The American School Counsellor Association (ASCA) (2008:2) suggests that the high school years are full of growth, promise, excitement, frustration, disappointment and hope. ASCA (2008:2) adds that this is the time when students begin to discover what the future holds for them. Concerning careful attention needed to this age group, Gandhi (1984) stated, "If there is one group above all others who should be our concern, it must be youth. They are the inheritors of our future". Similarly, Dogar, Azeem, Majoka-Mehmood Latif, (2011:1) asserts that lack of counselling is liable to lead an individual to inadequate thought and behaviour, wrong decisions and maladjustment. Khan (2010:1) adds that the school memories remain always fresh and the decisions taken at this stage of life affects the whole life. Khan (2010:1) further says that this stage of schooling provides the foundation for higher education.

A background to and motivation for the study will now be given (1.2). In section 1.3, the overall rationale and aim of the study and research questions are presented. Thereafter, key concepts for the study are clarified (1.4). This is followed by the purpose of the study, specific goals, problem statement and study questions (1.5). Next, potential significance of the study (1.6) is considered. Finally, the programme for the study is outlined (1.7) and conclusion for the chapter is discussed.

1.2 BACKGROUND TO AND MOTIVATION FOR THE STUDY

In this section, the background to and motivation for the study are presented. Specifically, in section 1.2.1, a personal motivation for undertaking the study is given. In section 1.2.2, a brief overview of the Ethiopian situation with regard to student counselling is provided, followed by consideration of the types of problems students may face which require access to counselling, in section 1.2.3.

1.2.1. Personal motivation for the study

As a researcher, I am interested in this topic because of my professional qualification in educational psychology and my many years of experience at the Ethiopian Ministry of Education. I served for several years as a guidance and counselling officer working with teenagers in high schools for the ministry and also as a marriage counsellor in religious institutions, serving both teenagers and adults. Moreover, in the southern region of Ethiopia, I have served as zonal educational department head, which gave me the opportunity to facilitate students' affairs, academic, vocational, personal and social issues.

Additionally, in the same region, in Mizan-Tepi University, I served in the Psychology Department as a lecturer teaching childhood, adolescence and educational psychology courses, which are highly related to adolescent issues. Generally, in my work, I experienced that high school adolescents experience sexual abuse, lack effective study habits, are victims of under-achievement, teenage pregnancy, abortion and substance abuse, and are negatively affected by their families' marital disruption (Edessa, 2007) and HIV/AIDS-related cases. Moreover, students complain about a lack of orientation services, especially services for 9th and 11th graders during their transition from junior to senior secondary school and from middle secondary to preparatory school.

These personal work experiences and my readings on the taskforce's work of Daniel et al. (2010) and the Bench-Maji Education Department Supervision Team (BMEDST) (2010) gave me a better insight into and understanding of teenagers' developmental and academic-related problems. Hence, the realization of the above perplexing issues and the absence of studies regarding the assessment of counselling needs of high school adolescents led me to conduct the present study.

1.2.2 The Ethiopian situation/status quo regarding student counselling

In the Ethiopian context, in some high schools, teachers who are not trained in the counselling profession are improperly practicing school counselling concepts and services. In other schools, the services are partially provided and in a few others, although there are partially trained first-degree Psychology graduates, there is no clearly specified school counselling policy guideline that encourages/facilitates the services given by these professionals.

Thus, adolescent students are inadequately served or not getting the full counselling services needed to meet their academic, career and personal-social needs. Ethiopian secondary schools are therefore, missing an integral component part of education/school counselling programmes (Alexandria, 2005:29; Dahir, Hardy, Ford, & Morrissey, 2005:13).

Furthermore, there is great variation among different regions of the country in the number of counsellors serving in the high schools to address students' counselling needs. This might have happened due to a lack of awareness in each region or lack of due regard given to the school counselling needs of students and/or to the counselling profession by the authorities concerned. In connection with this notion, an Ethiopian researcher, Yusuf (1998:9) states that in all the previous governments and even in the present one, namely the Feudal Monarch, the Communist regime of the Military Junta and the present FDRE government of Ethiopia, little significant emphasis has been given to the relevance of and need for counselling. Recent statistical data that shows the number of governmental high schools and the number of school counsellors in some of Ethiopian regions is presented in Table 1.1.

Table 1.1: Statistical data of school counsellors in selected regions of Ethiopian high schools

Region	Number of high schools	Number of counsellors or psychologists
Addis Ababa	43	53
Tigray	96	0
Gambela	23	0
S/N/N/P/R/G*	223	No clear data

*S/N/N/P/R/G- Southern Nation Nationalities People Regional Government

(Source: Regional Government Education Bureaus Annual Statistics, 2010/2011).

As shown in Table 1.1, graduate psychologists/counsellors are concentrated in the capital, Addis Ababa. However, the rest of the regions have almost no trained counsellors. Here, as the researcher observed and also as some zonal educational departments witnessed, in the absence of clear data of school counsellors from S/S/N/N/P/R/G, the conclusion is that they do not officially employ these professionals as counsellors, but rather as teachers or force them to teach their minor courses. In addition, since there are no mandatory counselling policies in the education polices, except for some zonal administrations who well appreciate the challenges adolescent students face, there are no clearly delineated policy guidelines that force them to do so. Thus, it is easy to imagine the problem of equity and lack of focus in addressing counselling needs of students, even though the provision of counselling services is essential for students in all regions of the country. In this regard, Hatch and Bower in ASCA (2005) states that every student has the right to be treated with dignity and to use a comprehensive school counselling programme.

Academic performance of students is also of concern. A total of 93.3% of students fail to graduate from their secondary education each year (Southern Ethiopia Regional Education Bureau Annual statistics 2005/06-2008/09). Students' various concerns are not properly addressed, for instance, there is a lack of a smooth transition programme for 9th and 11th graders and a lack of field choice awareness and career practice skills that are necessary for all students.

The high school graduation rate of one of the administrative regions (Bench Maji zone) where the current study was conducted was 6.7% on average from 2005/06-2008/09 each year (Southern Ethiopian Education Bureau, 2005/06-2008/09). Furthermore, in 2007, the number of students who passed Ethiopia's National Secondary School Examination was as low as 7.6%, and in 2008, it was worse when only 3% of the students passed the National Examination nationwide (Lemlem, 2007). Here, one can argue that to achieve the above objectives and programmes, students' mental, character, social and career skills should be clearly addressed by school counselling services for their productive high school years and post-secondary career lives.

The researcher tried to determine whether such a study has been conducted previously. It appears that there has been no research conducted at national level in Ethiopia that assesses the counselling needs of high school adolescent students and the challenges encountered in addressing their needs.

This is perhaps due to a lack of awareness of the counselling needs of students in the areas where the counselling service is available. At high school level, there is no counselling facility where the students can get services specific to their developmental characteristics. In the same way, at national level, the attempts to prepare the delegated staff members with the necessary skills have not yet received due emphasis. Additionally, Ethiopian researchers, Frehiwot, Yemane, and Mesganaw (2005) state that the world we live in currently cares for a significantly high number of adolescents (about 1.2 billion) needing proper education, health and other life skills to ensure a better future for themselves and their countries. Nevertheless, in Ethiopia, despite the growing needs, there is no adequate health service or counselling specifically suitable for this specific age group.

The other issue in the country is problems linked to policy, training and resource allotment cases for counselling services. These problems are interrelated in that the enhancement of any one factor strengthens the others or vice versa. There would appear to be an absent mandatory policy on school counselling and other structural-related problems that hinder counselling services provided to high school students in the Ethiopian context. There is a lack of awareness about counselling service benefits, an absence of budget allocation for counselling programmes and no private office/counselling centre where such programmes are available for students. In line with this, Darling-Hammond and Friedlaender (2008:2) maintain that “every organisation is perfectly structured to achieve the results it achieves”, which is an appropriate outlook for schools too. They add that, “the right design features and policies could promote exceptional high schools on a broad scale”. Here, we see the decisive role a policy plays in the progress of an organisation if properly designed and implemented.

This study, therefore, intends to show the need to establish a school counselling programme that is comprehensive in scope, preventative in design and developmental in nature, guided by demarcated policy being integrated into education policy. In this regard, the outcome of the study will address the aforementioned challenges of school counselling in this region, bring attitudinal changes and could be the response to the human and material resources mentioned earlier. As a result, the counselling needs of students will be addressed.

The other decisive factor for this study is related to students' lack of responsive services. For instance, according to the BMEDST (2010), reports that although students have different kinds of problems, there is no body that directly listens and responds to their cases. Instead, the students tell their cases to the student council, which refers it to the delegated staff member counsellor, and this supposed school counsellor, in turn, refers the student cases to the civic education teachers, who are assumed to deal with the students' cases. Overall, it can be seen that the concept and practice of counselling service is almost disorganised and has not been given legitimate status. Thus, under such circumstances, it is impossible to think of the prospect of addressing the counselling service needs of students. Hence, conducting research into the counselling needs of students assists in identifying the top priority needs and the challenges of students not yet addressed and in helping to uncover the factors that hinder or facilitate comprehensive counselling programmes in secondary and preparatory schools.

1.2.3 The issues/problems that students face

A Parent Teacher Association (PTA) of one of the secondary schools in this study established a task force to assess the teaching and learning processes and the situation of school climates (Daniel et al., 2010). The assessment outcomes revealed that students of one of the study areas –Mizan Teferi secondary and preparatory school, displayed a lack of interest in doing homework and group work, and they purposefully destroyed teaching and learning equipment. This task force conducted its assessment by using an observation technique that lasted five months (a semester) and a focus group discussion (FGD) with 10 participants, in one high school. Moreover, the same task force (Daniel et al., 2010) found that some students show contradictory behaviour, that is, they tell their parents that they have school programmes, but they spend their time in other areas outside the school, abusing substances – locally known as 'Chat' and engaging in sexual activities in places where such activities are prohibited.

The report also emphasised that some students engage in intercourse at an early age through peer pressure, fall pregnant and have unsafe abortions, causing some female students to die prematurely and others to lack goals and to drop out of school. Hence, identifying their behaviour-related problems and providing counselling services that best address their needs are essential. Similarly,

(Newman & Newman, 2009; Santrock, 2008) as cited in Cale (2010:15), state that the common experiences of modern-day adolescents, such as increased mobility of families, lack of supervision and support from adults and high rates of drug use, confuse adolescent development.

Equally important, and what needs explanation, are the conditions of the study sites' parents and community concerning their students' follow-up related issues. With regard to this, Daniel et al. (2010) assert that most parents and the surrounding communities do not give due attention to their children's achievements and failures and do not play the necessary roles in supporting their children. Moreover, parents neither monitor their children nor follow up on where their children spend their time. More to the point, adolescents, especially those with special needs, those who need special focus, those with divorced parents and children who are orphaned due to HIV/AIDS, as well as other related cases do not get due attention, which could mostly be addressed by counselling services in collaboration with parents and the community of that region.

Most of the students in the study areas focus on watching movies and substance abuse rather than on their major responsibilities, that is, learning and striving for success (Daniel et al., 2010:6). From the task force's report, we can deduce that students where the current study will be conducted have educational, psychological and social problems. These problems, as stated earlier, could arise from school circumstances, parents and other students in particular and the community in general. These problems potentially affect their academic success and healthy development (academic, vocational and personal-social development). Such situations indicate that these students have unmet needs and problems that need to be identified and addressed by professionally trained school counsellors.

1.3 OVERALL RATIONALE AND AIM OF THE STUDY AND RESEARCH QUESTIONS

Under this section, the overall rationale, aim of the study and research questions is considered. Particularly, the rationale for the study will be discussed in sub-section 1.3.1, in 1.3.2, the aim of the study and specific goals are provided and study questions are discussed in 1.3.3.

1.3.1 Rationale for the study

This study is born of concerns about the social, emotional and academic difficulties teenagers face without access to support services to assist them. For example, there is a prevalence of risky sexual behaviour among students, leading to negative consequences such as unwanted pregnancies and sexually transmitted infections. In addition, there is drug and substance abuse, high rates of absenteeism, drop out problems and a very high number of class repeater problems, especially in the 8th and 9th Grade, which affects the statistics of other zonal educational departments and of the region- SNNPRGE (Southern Nation Nationalities People and Regional Government of Ethiopia). These emotional and behavioural difficulties, if not addressed, can lead to negative experiences in class, underperformance, and reduced motivation to attend school, reduced attendance, truanting and impeded academic achievement (Phillips & Smith, 2011).

Though the bodies concerned are aware of all the challenges that high school students are facing, these challenges have received less attention by these bodies. This is evident in that although there is a high demand for counselling services among students, teachers and school administration; there is no sufficient supply of trained counsellors from the government to meet the need of the users (Beker, 2002:101). Where the services are provided, volunteer counsellors who are practicing counselling services are occupied by irrelevant duties and there is an absence of equity and appropriate counselling services for secondary school students. All this evidence indicates that students' counselling needs have been and continue to be unmet.

The other reasons for this study that need to be mentioned are the existing conditions of parents in the study areas. From the researcher's personal experiences and observations, the following points are additional issues that need to be mentioned: there is low or no parental, community and other stakeholder involvement in meeting students' needs. Thus, there are weak relationships and misconceptions between high schools and stakeholders that hinder the fulfilment of students' counselling needs.

1.3.2 Aim of the study and specific goals

The purpose of the study is to establish the counselling needs of secondary and preparatory school (Grades 9-12) adolescent students and to develop a comprehensive counselling framework mainly from the perspectives of students and counsellors. The study is aimed at identifying the various educational, career, personal-social adjustment and developmental needs of adolescent students pursuing their education in secondary and preparatory schools. The aim is also to explain the nature, typology, magnitude and distribution of these needs across different contextual, demographic, educational, developmental, grade level and social variables.

Aligned with the aim, the specific goals of the study are to:

- identify the counselling needs of (secondary school students/Grades 9-12) in Sheka and Bench Maji zones of the SNNPRGE
- define a set of behavioural objectives, in other words, counselling services that focus mainly on changing behaviour based on personal (group) needs for a counselling centre in secondary school found in Sheka and Bench Maji zones of the SNNPRGE
- assess the existing capacity in and readiness of secondary and preparatory schools in Sheka and Bench Maji zones of the SNNPRGE in meeting this set of behavioural objectives
- generate a body of frameworks for the implementation and/or restructuring of counselling centres in secondary and preparatory schools found in Sheka and Bench Maji zones of the SNNPRGE

1.3.3 Research questions

Given the overall aims of the study as well as the specific goals outlined above, the main research question for the study is:

What are the counselling needs of the adolescent students in southern Ethiopian secondary and preparatory schools? The counselling needs of secondary and preparatory school (Grades 9-12) adolescent students will need to be determined and a comprehensive counselling model mainly

from the perspectives of students and counsellors will need to be developed. Based on the above research question, the following research sub-questions will be addressed:

- What areas do students need counselling?
- What are the existing practices regarding student counselling in the research setting?
- What are the current school counselling programmes address the counselling needs of students?
- What are the challenges of meeting students' counselling needs?
- What framework can be used to improve student counselling services?

1.4 POTENTIAL SIGNIFICANCE OF THE STUDY

Different study outcomes have revealed that conducting needs assessments has various significant payoffs for clients, counsellors, schools and other institutions in which the study will be conducted. For instance, according to Astramovich (2011), conducting needs assessments has significance in the sense that it helps identify potential gaps in the services, assists in strengthening quality services and serves to prioritize and refine the existing programmes to meet the unique needs of various clients. In this regard, Witkin and Altschuld (1995) illustrate that needs assessment often serves as a foundation upon which organisations make decisions about where to invest their resources and what populations to target for their services, implying that both the direction and redirection of resources and also the identification and characterisation of clients are not possible without needs assessment. Equally, Zyromski (2010) pointed out that counselling needs assessment results enable counsellors to identify programme areas of strength and weakness, underlying the fact that needs assessment is an indispensable litmus test for the proper functioning of a given counselling unit. Going beyond the immediate significance a needs assessment has on a counselling unit and its services, these same authors have underscored that findings and results, when appropriately shared and wisely used, could effectively be used by those involved in policymaking and policy management by positioning them to make informed decisions.

Authorities in the area indicate that needs assessment beyond helping understand the organisation (school), the clients (students), the service and its gap and priority (counselling) provides valid

data for policy decision makers. Thus, the significance of this study is expected to include the following:

For policymakers:

- provide valid information to different governmental organizations like the Ministry of Education, Women, Youth and Children; Labour and Social Affairs; Health and Justice on the needs of students in high/preparatory schools to enable them to collaborate, design and implement preventive, remedial, and/or rehabilitative services
- equip policymakers at national and regional level to devise new or existing policy directions towards the observance of the rights of high/preparatory school students and address their individual and collective needs by strengthening school counselling centres and services

At higher institution level:

- provide valuable information to institutions that train school counsellors and psychologists to revise their curriculum and strategy in producing able and qualified school counsellors

At school level:

- create awareness and more understanding among school principals, unit leaders and teachers, and motivate them to become involved in the counselling service programmes for the fulfilment of academic, career and personal-social needs of students
- increase the awareness of students about the counselling services both during data collection and following the dissemination of the study report to allow them to have a more proactive role in the design, implementation, monitoring and supervision of counselling centres and services in the future
- increase the awareness of parents and the surrounding communities both during data collection and also following the dissemination of the study report to enable them develop more interest in becoming more involved in the future

- provide valuable data in the national attempt to contain the problems of truancy, conduct disorder in school, classroom repetition, school dropout, etc., and in so doing solve both the individual problems of students and decrease the existing economic burden on the education sector
- the study will add to the limited literature in Ethiopia on counselling needs assessment

1.5 CONCEPT CLARIFICATION

In this section, firstly, counselling needs assessment (1.5.1); the need for counselling (1.5.2); counselling needs (1.5.3); adolescence (1.5.4), academic domain (1.5.5) and career development (1.5.6) are discussed briefly. Finally, personal/social development is highlighted (1.5.7).

1.5.1 Counselling needs assessment

Needs assessment is a systematic approach to studying the state of knowledge, ability, interest or attitude of a defined audience or group involving a particular subject (McCawley, 2009:3). Other scholars (Astramovich, Hoskins & Erford, 2008 cited in Astramovich, 2011:2) say that needs assessment information can help organisations and individuals prioritise their services and refine existing programmes to meet the needs of various subpopulations.

1.5.2 The need for counselling

Counselling needs of adolescent students refers to the support the need, want or express when they are consulted or when they seek information or advice from helping professionals (Fox & Butler, 2003; Young Minds, 2005; Cooper, 2006). Another researcher (Reed, 2006) states that counselling needs assessment is a formal or informal survey in which respondents indicate their concerns, needs and interests. In this study, the focus is on formally assessing counselling needs of high school adolescents in terms of their academic, career and personal-social needs and factors affecting meeting their needs as perceived by adolescents, key informants and counsellors.

1.5.3 Counselling needs

1.5.3.1 Responsive services

The responsive services domain provides activities that are designed to meet any immediate needs and concerns a student may have. Responsive services are delivered through individual and small-group counselling, consultations, crisis counselling, peer facilitation and referrals to outside agencies (Petersen, 2007:24). Reed (2006:13) explains that through this service, students are assisted in solving immediate problems that interfere with academic, career and personal-social development. Based on the above clarification, responsive service in this study is used to assess whether the students' needs are addressed in the way the services delivered to the clients, the category and their multiple purpose in serving the stakeholders in terms of global counselling literature.

1.5.3.2 Counselling

Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge (UNESCO, 2011:11). Other writers (Thompson, Rudolph & Henderson, 2004:21; Lunenburg, 2010:4) state that counselling involves individual and small-group relationships in which counsellors help students, parents or teachers focus on special concerns, plan to address these issues and act on these plans. Dahir et al. (2005) explain counselling as a process of helping people by assisting them in making decisions and changing behaviour. While discussing counselling, it is important to raise the issue of the counsellor and client relationships and expectations. In this regard, Neukrug (2012:98) describes his visits to different therapists as follows: "I have attended counselling a lot. My first counsellor was able to hear the deepest parts of my being. He helped me work through some entrenched pains and hurts. He helped me look at myself and open myself up to my feelings. He was grounded in person-centred counselling but would periodically use other techniques from the existential-humanistic tradition." This same author also reports that his next counsellor used to challenge him. His counsellor asked him to close his eyes, get in touch with his thoughts, feelings, and sensations, and discuss them. Neukrug (2012:98) states further that his counsellor would point out inconsistencies, such as noticing that

he would smile when he was angry. Besides, his counsellor would challenge him to go deeper into himself. He was a Gestalt therapist.

Counselling can be provided individually and in-groups to help clients who are experiencing different adjustment difficulties and to assist them in decision-making and behavioural change. In this study, counselling services are provided to high school adolescents, individually and in groups, to address their academic, career and personal- social needs of adolescent students.

1.5.4 Adolescence

Ruffin (2009:1) ascertains that adolescence is a time of many transitions for both teens and their families. Ruffin further states that teens tend to exhibit the “it can’t happen to me” syndrome, also known as a “personal fable”. This belief causes teens to take unnecessary risks like drinking and driving (“I won’t crash this car”), having unprotected sex (“I can’t possibly get pregnant”), or smoking (“I can’t possibly get cancer”). Another researcher Yeshimebet (2005:4) states that young people are vulnerable to health risks, particularly related to their sexual reproductive health. Risks to their health and well-being, such as high rates of sexually transmitted infections (STIs) and HIV/AIDS, unwanted pregnancies, unsafe abortions and sexual abuse, especially among young girls, are rampant.

The above focuses on the life transitions that adolescents experience, the risks involved and the important considerations needed in dealing with this developmental age group. The current study stresses the care, preventive measures and support needed in handling this age group and how to address their unmet needs.

1.5.5 Academic domain

The academic domain entails academic counselling, which assists students and their parents in acquiring knowledge of the curriculum choices available to students, planning a programme of studies, arranging and interpreting academic testing and seeking post-secondary academic opportunities (Prince William County Public Schools, 2010:1). Other researchers (Horne &

Schreiber, 2007:17; Lunenburg, 2010:3) explain that through academic domain/development, students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their lifespan.

1.5.6 Career development

Horne (2007:18; Prince William County Public Schools, 2010:1) asserts that by means of career development services, students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Moreover, students will employ strategies to achieve future career success and satisfaction; through career counselling support, students will also understand the relationship between personal qualities, education and training, and the world of work. Zyromski et al. (2010:23) state that career development provides activities and experiences that develop competencies leading to educational success so that each student develops to his/her maximum potential.

1.5.7 Personal-social development

Zyromski et al. (2010:24) state that through this service, students identify competencies that will assist them in understanding and expressing their self, how they relate to others and how their thinking, feelings and behaviours shape their personalities. Students need to be assisted in learning how to understand themselves and others, manage their emotions, make appropriate decisions, interact effectively and assume responsibility as they develop. Schreiber (2007:18) and Duncan (2006:8) assert that students will acquire skills, attitudes, and knowledge that help them understand and respect their self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society. In addition, students will recognise personal boundaries, rights and privacy needs, understand the need for self-control and how to practice it.

1.6 DEMARCATION OF THE STUDY

The study will be conducted in the Bench Maji and Sheka zonal administrations of the south-western part of SNNPRGE. The reason why these two zones are selected for this study is their remoteness and the behaviour-related problems manifested by students in these areas. The reason for including Grades 9-12 is that these students at this grade level, being in one school (compass), share so many environmental, academic and personal-social problems that equally impact all of them. Moreover, relative to the other zones in the regions, the academic performances they score at national and regional level were taken as one criterion. Secondly, their proximity to the researcher's residence and the availability of familiar participants/focal persons who are familiar with the researcher and the availability of research assistants encouraged me to focus on these areas.

1.7 OUTLINE OF THE CHAPTERS

The study will include seven chapters. **The first part of chapter 1**, an introduction to the study, will deal with worldwide general counselling needs of secondary school students, students' expectation while joining high schools and the emphasis needed by the concerned others, etc. Then, the motivation for the study, background to the study, concept clarification, rationale for the study, purpose of the study, specific goals, the problem statement, the aim, potential significance of the study and the research methodology will be highlighted. This chapter also presents the programme and conclusion of the study.

The second chapter provides a review of related literature. This review will be guided by the research questions presented in chapter 1. The literature review also includes an overview of counselling, the components of counselling needs of students, and the role and functions of school counselling in meeting teenagers' related issues, such as academic, career and personal-social domains. This chapter also provides briefings related to the factors affecting the counselling needs of high school students, and the development-related problems that high school students experience, will be clearly discussed.

The third chapter highlights the theoretical frameworks embedded within the study. **The fourth chapter** deals with the research design and methodology, and focuses on methods and instrument development. **Chapters 5 and 6** present findings, data analysis and interpretation of the empirical data. **The last chapter, chapter 6,** gives a summary of the research findings, presents conclusions from those findings and indicates some of the implications of the findings. Suggestions for further study in this area are considered.

1.8 CONCLUSION

In this chapter, a general introduction was given, as well as the background to and motivation for the study and the Ethiopian situation regarding student counselling, the problems that students encounter and the importance of their access to counselling. In addition, the rationale, research objectives and questions and key concepts were clarified, the research methodology and the programme of the study were highlighted. In chapter 2, a review of national and international literature on counselling needs of adolescent students and services offered by counsellors at school, the need for assessment of counselling needs of high school adolescents, and the components of counselling needs of secondary school students will be discussed. In addition, the role of these components for academic, career and personal-social in facilitating the concerns of adolescents, the counselling needs of adolescents, the way they acquire these services, the role of stakeholders in providing the counselling services, factors that hinder and enhance the counselling needs of high school adolescents and the challenges associated to the services will be assessed.

CHAPTER 2

COUNSELLING NEEDS OF ADOLESCENT STUDENTS AND SERVICES OFFERED BY COUNSELLORS AT SCHOOL

2.1. INTRODUCTION

The previous chapter provided an overview of this study and this chapter will give a literature review on counselling needs of adolescent students and services offered by counsellors at school. Besides the mentioned in chapter one, Ayyash-Abdo, Alamuddin, and Mukallid, (2010:1) referring to (Kazandjian, 1975; Nassif, 1960; Theodory, 1982) state that school counselling introduced in response to assist Lebanese students who had experienced a range of social, emotional, academic, and/or physical problems to which the school staff and parents are inefficient to respond to. Similarly, (Yates, & Zyromski, 2010: 20) ascertained that the major school counselling programmes consideration is to address the concerns and needs of all students and to help each to develop meaningful, responsible, and productive lives. Likewise, in response to addressing the needs of students (UNESCO, 2009:7), emphasizes that “school counselling” broadly refers to the process of meeting the needs of Students in several areas of development, such as academic, career, and personal. According to this manual, experts agree that professional school counselling programmes should be “comprehensive in scope, preventative in design and developmental in nature.

Needs Assessment studies can have different purposes based on the objectives of the study, design, envisaged research outcomes, methods applied to investigate the assessment, the characteristics of the institution and the nature of the participants. In this regard, this chapter will assess available global, continental and local counselling needs assessment concepts of literatures and the implications they have for Ethiopian counselling needs of adolescent students in secondary schools. The chapter also focuses on the description and definition of counselling, needs assessment concepts, functions, the components of counselling needs and comprehensive counselling programmes in secondary schools. In searching the relevant literatures, special focus will also be given to the services offered in terms of academic, career and personal/social contents

among the secondary school students and factors affecting (hinder and /or facilitate) in addressing these needs of students will get equal emphasis.

Secondly, the challenges adolescent students are facing in high schools, and the benefits and functions of school counselling in meeting these challenges of students plus, the importance of conducting counselling needs assessment among these adolescent students and the role of school counsellors, will also be examined. Lastly, the required policy guidelines, the roles that stakeholders need to play and relevant other information will also be discussed. Prior to the above-mentioned introduction contents, a historical background of international school counselling services is presented here under.

2.2. Overview of School Counselling

According to Romano, Kay, & Wahl, (2005:1), School counselling in the US had its inception in the late 19th century. Similarly, according to Faber, (2005:8), the evolution of guidance and counselling occurred during the late 19th and early 20th century. During that time, or at initial stage, (Faber, 2005:8) illustrated that the role of counsellors was to provide vocational training for children. Eventually, the responsibilities of school counsellors increased. In line with this, most historians (Baker & Gerler, 2004; Sciarra, 2004; Gysbers & Henderson, 2000 cited in Romano, Kay, & Wahl, 2005:1), recognized the early beginnings of school counselling as vocational guidance, initiated by far sighted people who recognized the need to help students prepare for life after high school.

Parallel to the above introductory issues, as history of school counselling manifests, many school counsellors spent much of their time responding to the needs of a small percentage of their students, typically the high achieving or high-risk students (Fezler-Brown, July 2011:11). However, the International Model of counselling recommends that the majority of the school counsellor's time be spent in direct service to students so that every student receives maximum benefits from the programme (Fezler-Brown, July 2011:11). Similarly, the current study also gives equal emphasis for all students who are coming from different family backgrounds and perhaps have their own challenges to be addressed by helping professionals.

As emphasized in the American School Counselling Association (ASCA) national standards, high school counselling and guidance services are meant to address the barriers students have to learning, both educational learning and life-long learning, retrieved from (<http://www.school.counselor.org/pp.1>). In connection with this, high school counsellors are in the business of helping students become citizens who are successful in fast-paced growing economy, good family providers, and responsible parents and involved in their communities retrieved from (<http://www.school.counselor.org/pp.2>).

According to (Tatsuno 2002, cited in UNESCO, 2009:9), in Japan, career counselling was increasingly being viewed as critical to the healthy development of secondary school students with rising rates of unemployment and the disappearance of traditional, “seniority-based” employment models. As a result, researchers in Japan also continue to call for increasingly highly trained professional counsellors to provide these services (UNESCO, 2009:9). In South Korea, there is a call for policy development and implementation of technical and vocational education. Besides, (UNESCO, 2009:9) reported that non-traditional mode of delivery of guidance services is particularly useful for the country.

Studies conducted in high schools on Assessment of Guidance and Counselling Needs of At-Risk student in Alternative School, for instance, in Charter high school USA, suggest that the participant students expressed that they are concerned about academic progress and their future (Faber, 2005:3). Besides, they/the participants) indicated that they were most interested in receiving individual counselling, academic support, and information on post high school options. In the same study, individual counselling service was the service that received the most response from the survey participants (Faber, 2005:3). In Lebanon, the need for school counselling is partly attributed to the inevitable psychological consequences of on-going rapid social change, including the political instability of Lebanon (Morocco, 1978; Saigh, 1984; Soitman, 1986 in Abdo, Alamuddin, & Mukallid, 2010:1). Another reasons for the needs of school counselling in Lebanon reflect that a number of researchers found that Lebanese students experienced a range of social, emotional, academic, and/or physical problems to which the school staff, and sometimes parents, were

insensitive to or not qualified to intervene (Kazandjian, 1975; Nassif, 1960; Theodory, 1982 in Abdo, Alamuddin & Mukallid, 2010:13).

2.2.1. Development of School Counselling

The needs for school counselling needs were introduced for various reasons in different countries. For instance, in Lebanon, the need for school counselling is partly introduced in response to the inevitable psychological consequences of on-going rapid social change, including the political instability (Morocco, 1978; Saigh, 1984; Soitman, 1986 cited in Ayyash-Abdo, Alamuddin, and Mukallid, (2010:1). Besides, a number of researchers found that Lebanese students experienced a range of social, emotional, academic, and/or physical problems to which the school staff, and sometimes parents, were insensitive to or not qualified to intervene (Kazandjian, 1975; Nassif, 1960; Theodory, 1982 cited in Ayyash-Abdo, Alamuddin, & Mukallid, (2010:1). In Kenya, school counselling was introduced in response to /to address the emotional, physical, and personal problems of students (Nayutu, 2007:5). Likely, in America-Texas State, school counselling was introduced to respond to students those who were ill equipped emotionally, physically, and/ or socially to learn and educate all students at an ever higher level of literacy to meet the demands of internationally competitive, and technologically market place (Neeley et al, 2005:3).

Over time, many schools around the world recognized the need for professional, unbiased, confidential and private counselling (Gysbers & Henderson, 2001 cited in UNESCO, 2009:7). Besides, several changes have taken place in the evolution of counselling and guidance programmes in schools around the world (Gysbers & Henderson, 2000 in UNESCO, 2009:7). According to this source (Gysbers & Henderson, 2000 cited in UNESCO, 2009:7), counselling and guidance appear to have “moved from a single vocational counsellor in schools to an organized programme that focuses on (a) content (core competencies that all students can acquire) (b) organizational framework (structural components and programme components) and resources (human and political)”.

Other researchers, (Szilagy, & Paredes, 2010:1), found out that the counselling needs continued on the path of industrialization that had begun in the late 19th century in Romania. According to

these researchers, the Romania government encouraged development in the technical sectors of the economy as well as the development of a skilled workforce. Then, access to free education was introduced. Consequently, the literacy rate rose and a broader range of career options became available (Szilagyi, 2005 in Szilagyi, & Paredes, 2010:1).

In South Korea, the introduction of school counsellors marked a step forward in the development of school counselling. As a result, schools could design, implement, and evaluate preventive interventions by professional counsellors? In Japan, the introduction of school social worker gave rise to the discussion of licensure restructuring of school counsellors (Lau, & Fung, (2009:2). According to Landers, Delia, Nancy, Aleman, Silano, and Turek (2008:2), the school counselling profession has been shaped over many decades in response to social, economic and political changes in American society. According to the above mentioned scenarios, changes in demographics, family structures, expanding communication systems, advances in technology, and federal and state laws related to educational expectations and the welfare of children are a few of the issues that have had an impact on the role of the school counsellor and on defining the parameters of school counselling functions. These types of issues, as well as the lack of consistency of school counsellor functions Landers et al, (2008:2) explained that at the national and state levels, have contributed to the need to set standards for school counselling programmes in order for school counsellors to effectively address the challenges that face them in the 21st century.

Currently, in South Korea, school counsellors/SCs/ play an important role in fostering the emotional and social development of children during their formative years (Lee, & Yang, 2008:5-6). Moreover, according to Lee, 2004 cited in Lee & Yang, 2008:5) school counsellors advocate for students and work with other individuals and organizations to promote the academic, career, personal, and social development of children and youth. In doing so, school counsellors use interviews, counselling sessions, interest and aptitude assessment tests, and other methods to evaluate and counsel students.

The need for school counselling in Lebanon is partly attributed to the inevitable psychological consequences of on-going rapid social change, including the political instability of Lebanon (Moracco, 1978; Saigh, 1984; Soitman, 1986 in Ayyash-Abo, Alamuddin, & Mukallid, 2010:1).

Besides the abovementioned factors, Ayyash-Abdo, Alamuddin, & Mukallid, 2010:1 referring to (Kazandjian, 1975; Nassif, 1960; Theodory, 1982) stated that school counselling introduced in response to assist Lebanese students who had experienced a range of social, emotional, academic, and/or physical problems to which the school staff and parents are inefficient to respond to.

Similarly, (Yates, & Zyromski, 2010: 20) ascertained that the major school counselling programmes consideration is to address the concerns and needs of all students and to help each to develop meaningful, responsible, and productive lives. Likewise, in response to addressing the needs of students (UNESCO, 2009:7), emphasizes that “school counselling” broadly refers to the process of meeting the needs of Students in several areas of development, such as academic, career, and personal. According to this manual, experts agree that professional school counselling programmes should be “comprehensive in scope, preventative in design and developmental in nature.

2.3. COUNSELLING NEEDS ASSESSMENT CONCEPTS

Students may have differing needs based upon their communities, cultural influences, economic resources, familial patterns, and available resources (Yates & Zyromski, 2010:17). These same authors recommended that a carefully planned needs assessment help the counselling programme to articulate direction and set priorities. Besides, Yates and Zyromski further stated that needs assessments are also valuable in justifying new programmes, changes, and improvements that strengthen the counselling programme. Likely, the present study also visualized well established and communicative counselling programmes that brings improvement and changes in the lives of students in particular; and in the school community in general.

Regarding the settings and practice of NA (needs assessments) in the field of professional counselling, NAs have been used in various practice settings including schools (Cohen & Angeles, 2006), universities (Harrar, Affsprung, & Long, 2010), mental health agencies (MacDevitt & MacDevitt, 1987), and correctional facilities (Laux et al., 2008 cited in Astramovich, 2011: 1)].

With regard to the purpose of NA, authors (Gupta, Sleezer, & Russ-Eft, 2007 cited in Astramovich, (2011:1) explain that NA refers to the evaluative process of gathering and interpreting data about the need for programmes and services. Moreover, (Witkin & Altschuld, 1995 cited in Astramovich, 2011:5) further states that NAs often serve as a foundation upon which organisations make decisions about where to invest their resources and what populations to target for their services. Besides, according to the aforementioned research outcomes, organisations that seek funding through grants and foundations must often conduct needs assessments in order to demonstrate a demand for the services they provide (Soriano, 1995 cited in Astramovich, 2011:2).

Concerning the positive outcomes of NA, Astramovich, (2011:1) explains that needs assessments suggest that professional counselling practice is ultimately enhanced when practitioners recognise the specific needs of the populations that they serve and then implement targeted counselling services to address those needs. Similarly, the current study envisages discovering the unique concerns and the counselling service needs of adolescent students and ultimately, to identify the challenges of addressing their counselling needs to better address their needs (academic, career and personal/social). In line with this, Tanggaard, & Elmholt (2008:1) better illustrate that within the school system, assessments communicate information to people at various levels, serve numerous accountability purposes and provide data for decision-making.

2.3.1. What Is Needs Assessment?

A need can be defined simply as the difference between the real and the ideal. It is a discrepancy between “what is” and “what should be”, or between “what exists” and “what ought to be” Ogechim, Joshua, & Eweniyi, (2010:1). According to UNESCO (2011:12), NA discovers out what is needed; it is the basis for accountability and ensures greater degree of programme relevance. According to this source, any practical programme should address the needs of those it is designed to serve. An accurate and continuous assessment of the needs of the beneficiaries is vital for the success of a programme.

Likewise, Spurlin (2007:9) claimed that a needs assessment is the process of collecting information about an expressed or implied organizational need that could be met by conducting training. Moreover, Spurlin, (2007: *ibid*) further stated that the need can be a desire to improve current

performance or to correct a deficiency. Similarly, Gupta, Sleezer, & Russ-Eft, (2007 cited in Agramovich, 2010:1 & Kasayira & Gwasira, 2005 in Chireshe, 2006:13), explains that NA refers to the evaluative process of gathering and interpreting relevant data about the need for programmes and services.

Other researchers, Ogechim, Joshua, and Eweniyi (2010:1) stated that NA has been defined as the process of identifying and analysing needs and placing priorities among them for the purpose of decision-making. Likely, the current study assumed to discover the counselling needs/CN of students in Ethiopia in secondary schools and structuring well-designed counselling services that best address the students' needs. Similarly, Spurlin, (2007:7), emphasizes that needs assessment entail gathering information that help in making appropriate decisions. Gathering information can be the process of collecting existing information or developing new information (Spurlin: *ibid*: 7).

Besides, as this same author described it, the NA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Needs assessment incorporates data and opinions from varied sources that facilitate decisions about what to change as well as what to continue (Spurlin, 2007:9). Accordingly, the present study envisages that data and opinions that are to be collected from students and counsellors plus, from related stakeholders and document analysis will result in changing the services programmes and the programme guidelines that need further modification and encourages the services that are corresponding to the students' current needs.

With regard to the components of NA, Bates, Holton, and Naquin, 2000 cited in Maldonado, (2007:11) ascertained that a main component of needs assessment is to find solutions that bridge optimal performance and actual performance through solutions. In one study, based on the data tabulated from the Students Grade 7-12 (N=84), the top four needs were identified as follows: 1) 26 students need to know more about how to prepare for a career in their interest area. 2) 25 students responded that they need to explore more about their interests; aptitudes and abilities. 3) 17 reported that they need to improve their study skills. 4) 11 students need to be more tolerant of people who have different views than theirs.

In light of the above-illustrated perspectives, NA concepts and definitions, the current study focuses will be assessing the existing counselling service programmes versus, the counselling needs of students, its deficiency to be improved, and recommends the strategies required in addressing the counselling needs of secondary school students. The second purpose of needs assessment is to analyse information: Here, after gathering information, analysing, interpreting, and drawing conclusions from the information will be followed (Spurlin, 2007:7). This phase of the needs assessment as Spurlin, (2007: ibid) suggested most effective as a collaborative process that includes all stakeholders. The other description of needs assessment is to create a training plan: After analysing and interpreting information and offering conclusions, the information becomes the basis for a training plan that proposes how to resolve the performance deficiency. Study conducted by Chireshe, 2011 “entitled School Counsellors’ and Students’ Perceptions of the Benefits of School Guidance and Counselling Services in Zimbabwean Secondary Schools” by using the survey design (more of quantitative data analysis) revealed that students and school counsellors rated fairly the services like personal-social, career and vocational benefits.

2.3.2. Reasons for Conducting a Needs Assessment?

The purpose of NA according to (Spurlin, 2007:7-8) is to answer some familiar questions: why, who, how, what, and when. Following the definitions of each type of needs assessment is the common needs analysis term.

1. Why conduct the training: to tie the performance deficiency to a business need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency. Conduct two types of analysis to answer this question: (1) needs versus wants analysis and (2) feasibility analysis.

2. Who is involved in the training? Involve appropriate parties to solve the deficiency. Conduct a target population analysis to learn as much as possible about those involved in the deficiency and how to customize a training programme to capture their interest.

3. How can the performance deficiency be fixed: training can fix the performance deficiency or suggest other remediation if training is not appropriate? Conduct a performance analysis to identify what skill deficiency is to be fixed by a training remedy.

4. What is the best way to perform: there is a better or preferred way to do a task to get the best results. Are job performance standards set by the organization, such as standard operating procedures (SOPs)? Are there governmental regulations to consider when completing the task in a required manner? Conduct a task analysis to identify the best way to perform.

5. When will training take place: the best timing to deliver training because attendance at training can be impacted by business cycles, holidays, and so forth, conduct a contextual analysis to answer logistics questions?

6. Research study conducted on concerns about ninth- grade students' poor academic performance revealed that students have different needs. For instance, survey results showed that teachers' greatest areas of concern were time management, motivation, and homework.

Whereas, students rated themselves lowest on study habits, self-regulation, and test anxiety (Fulk, 2003:1).

The findings of gifted student counselling needs study revealed that it could help counsellors in both private practice and school settings to provide developmentally appropriate services for gifted children. (Yoo, & Moon, 2011:9). Likely, the outcome of the current study envisioned to provide developmentally appropriate counselling service for adolescent students at high school setting.

2.3.3. Why Are Needs Assessments Valuable to an Organization?

As stated earlier, conducting NA has many advantages for an organization. For instance, according to (Spurlin, 2007:6), conducting NA protects the assets of an organization and assures that resources set aside to address training issues are conserved and used only for that purpose (Spurlin, *ibid*: 6). Moreover, needs assessment can help determine whether training is the appropriate solution to a performance deficiency (Spurlin, 2007:6). Another researcher (McCawley, 2009:3) state that a need assessment is a systematic approach to studying the state of knowledge, ability, interest or attitude of a defined audience or group involving a particular subject. Information gathered through needs assessments may help professional counsellors in various specialties to identify critical needs of the populations to whom they provide services. In this regard, (Astramovich & Hoskins, 2009 in Astramovich:1) explained that in today's era of managed care and educational accountability, NA data can play a central role in advocating for

funding and resources to provide counselling services to clients. This same authors stated above asserted that the NAs suggest that professional counselling practice is ultimately enhanced when practitioners recognize the specific needs of the populations which they serve and then implement targeted counselling services to address those needs.

2.3.4. Why Do We Need Pupil Services Professionals in Schools?

According to Burkard et al, (2008:12), if every child is to graduate with the knowledge and skills necessary for success in the 21st century global society, we must provide the resources for all students to develop in the academic, career, and personal/social areas, as well as address barriers to their learning. In relation to this, Chireshe (2011:1) referring to (Egbochuku 2008; Oniye and Alawane 2008; Eyo et al. 2010; Lunenburg 2010), explained that counselling is a specialized field which has a wide-ranging of activities and services aimed at assisting students to understand themselves, their problems, their school environment and their world. Moreover, Oniye and Alawane (2008) cited in Chireshe (2011:1), further illustrated that the development of effective study habits in relation to how one can utilize his/her assets and manage his/her abilities for optimal development as an essential service of counselling services. In this regard, by employing mixed method design/qualitative and quantitative method/, the current study would be able to identify more comprehensive needs of students and the challenges of addressing their needs.

2.3.5. What Is the Function of Counselling Needs Assessment in High Schools?

Regarding the purposes of counselling needs assessment in high schools, (Braddock, 2001 cited in Khan, 2010:2) ascertained that counselling needs assessment services improve academic achievements of students, foster positive attitude toward school learning and work, increase acquisitions and application of conflict resolution skills and decrease dropouts.

Likewise, Astramovich, (2010:1) claimed that needs assessments may help professional counsellors in various specialties to identify critical needs of the populations to whom they provide services. Other researcher (Witkin & Altschuld, 1995 in Astramovich, 2010: *ibid*) asserts that needs assessments often serve as a foundation upon which organizations make decisions about where to invest their resources and what populations to target for their services.

2.3.6. Determining the Need for a Comprehensive School Counselling Programme

In this regard, according to (Dahir, Ford, Hardy, & Morrissey, (2005:18), prior to start conducting the needs assessment, it is important to visit the current practices of the school counselling programme in the district. What is working? What is not? Whether there is a definition of school counselling for the department, school or district? It requires starting /beginning by looking for missing elements. Next, school counsellors must incorporate the three domains in student development: academic, personal/social, and career.

2.3.7. Guidelines for Needs Assessments

According to Yates and Zyromski (2010:18), there are a variety of commercially produced available needs assessments that can be modified to fit each school system. A survey can be developed for the entire population of the school, or for a random sample of the population. The following list of guidelines for needs assessment work may be helpful:

1. Preparing for the needs assessment: Utilize an advisory committee to develop the tool. Include input from students (at all grade levels), parents, teachers and other staff.

2.4. COUNSELLING NEEDS IN AFRICA

UNESCO (2009) further explains that the aforementioned co-ordinate effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme, African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that ‘The Guidance Counselling and Youth Development Centre for Africa’, designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi. While this Programme was intended for use with boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls.

According to UNESCO (2009), most sub-Saharan African societies have in the past, been held together by elements unique to the region. The most outstanding of these elements are: The extended family system, including the clan and the tribe; Chieftaincy; Taboos; Various forms of initiation; and Close links with ancestors and elders.

In the past, according to UNESCO, (2009), in most cases, the chiefs in Africans were regarded as a vital link between ancestors and the present generation. The rituals, ceremonies and taboos attached to them strengthened this link. It was easy to guide and counsel the young, since the rituals or ceremonies were also aimed at preparation for adult roles in society (UNESCO, 2009). Moreover, according to UNESCO (2009:7), at present, sub-Saharan African countries experience many changes, which in turn have resulted in the weakening of the structures of society. The most outstanding examples as (UNESCO,2009) explained further are: a gradual shift from the extended to the nuclear family unit, or single parent family unit; a heavy reliance on a cash economy in poor countries; Political demands and expectations; a rapid rate of urbanization with a high unemployment rate compounded by a high illiteracy rate; a high population growth rate, which leads to large classes in schools; the infiltration of foreign culture through films, television, videos, live performances, and magazines, which are counter-productive; wars, political instability and epidemics, leading to increased numbers of orphans and refugees; and moral decay due to elements from within and outside the nation.

According to Hassane (2011:2), in Africa, school counselling and guidance programmes started the same way they started in the United States of America. They began as a response to the changing needs of the society and of the people. There were no standards of training or practice, which were widely accepted throughout the continent. Classroom teachers became the pioneers of the profession and helped the students with their social, personal, academic, and career concerns (Hassane, 2011).

Teachers who responded to the needs of the students were, in some cases, given in-service training to begin these new functions, which they performed in addition to their regular teaching activities. It was not until much later that training of school counsellors started in higher education

institutions in several countries in Africa. Some school counsellors were also trained in universities overseas especially in Britain, France, the United States, and Canada (Taylor & Buku, 2006).

According to Hassane (2011:2), school counselling began in Nigeria in 1959. Then, in 1976, the Counselling Association of Nigeria (CASSON) was formed to promote the profession. Togo started to train vocational guidance counsellors after independence in 1960 in foreign universities (Hassane, 2011). Later, an accelerated programme was introduced at the University of Benin (Togo) to train guidance counsellors to meet the increasing needs of students. Hassane, (2011) showed the need for guidance activities in secondary schools in Sierra Leone by relating schoolwork and future job opportunities of students and most school administrators then appointed “career masters” or “career mistresses” to help students be well prepared educationally to join the world of work.

2.4.1. The Development of the Counselling Profession in Africa

In different African countries, the history of the development of counselling reflects that of the history of the country. For instance, the concept of counselling was introduced in Botswana because of several factors (Stockton, Nitza, & Bhusumane, 2010:9). Among these factors, the rapid social and economic changes that occurred in Botswana following independence brought with them a growing set of changes in the lives of individuals and a corresponding need for services and structures to address these changes (Navin, 1996). Above all, counselling was introduced in Botswana in response to serious social challenges including increased rates of unemployment, crime, teenage pregnancy, and substance abuse, and the needs for career guidance for students (Stockton, Nitza, & Bhusumane, 2010:9).

According to UNESCO’s 2011 report, African Ministers of Education have long been aware of the growing number of social problems that affect the lives of young Africans; particularly, girls and determined some time ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care (UNESCO, 2011:3). Then, before they/African leaders decide any decision, after conducting successive meeting, they finally reached on the consensus that Guidance and Counselling should

be an integral part of the education of children and should be included in the teacher training programmes (UNESCO, 2009). Similarly, (Yates, & Zyromski, 2010: 20) ascertained that the major school counselling programmes consideration is to address the concerns and needs of all students and to help each to develop meaningful, responsible, and productive lives. Likewise, in response to addressing the needs of students (UNESCO, 2009:7), emphasizes that the term “school counselling” broadly refers to the process of meeting the needs of Students in several areas of development, such as academic, career, and personal. Expressly, UNESCO (2009), experts agree that professional school counselling programmes should be “comprehensive in scope, preventative in design and developmental in nature.

School counselling in the Chinese mainland has developed rapidly since the 1990s (Jiang, 2005 cited in Yuen, 2008:3). Counselling in mainland schools is termed “mental health education” in the official documents of the Chinese government (Ministry of Education of the People’s Republic of China, 2002 in Yuen, 2008:3). Mental health education is implemented as a specific curriculum subject in schools (Yu & Wang, 2002 cited in Yuen, *ibid*: 3), with emphasis on study skills, human relationship, and emotional and personal growth, but with rather less concern for career development (Yuen, 2008).

A study conducted in Ethiopia by Frehiwot, Yemane & Mesganaw (2005:1), claimed that currently, due to changing conditions such as civilization, urbanization and change of life style, the health of adolescents is increasingly at stake. Sexually transmitted diseases, HIV/AIDS and other reproductive health problems are the greatest threats to their well-being. However, despite the growing needs, there is no adequate health service or counselling specifically suitable for this specific age group unlike children, mothers or adults (Frehiwot, Yemane & Mesganaw, 2005:1). In the above stated three paragraphs, the issues that necessitated the counselling needs/CN/ of high school students were academic concerns, information regarding their future, psychological consequence and social changes; problems that parents and other concerned stakeholders are not qualified to or insensitive to intervene. In similar manner, the present study will attempt to discover the needs of students, their main concerns and challenges and the ways of meeting these concerns. In connection with this, (Neeley, Scott, Barnes, Travillion, Lucas and Rodriguez, 2004:3) ascertained that the ever-increasing needs of children and the expectations of today’s society are

on a conflict pathway with the growing demands in our educational system. Besides, according to (Neeley et al, 2004:3), educators and parents are challenged to educate all students at an ever-higher level of literacy to meet the demands of an internationally competitive, technological marketplace, even though societal and other factors cause some of our children to attend school ill equipped emotionally, physically, and/ or socially to learn. Finally, these same authors (Neeley et al, 2004:3), recommended that schools must respond by providing support for all students to learn effectively. In connection with this, the current study is also envisaged to address the concerns of students (academic, career and personal/social) and issues.

Other researchers' findings, (Ayyash-Abdo, Alamuddin, & Mukallid, (2010:1), revealed that educators in Lebanon were aware of students' need for guidance and psychological assistance. These researchers further stated that they were also in favour of implementing school counselling programmes led by trained counsellors (Bsat-Juma, 1994; Day, 1983; Kurani, 1970 in Ayyash-Abdo, Alamuddin, & Mukallid, 2010:1). In the present study, the purpose is to understand the counselling needs of secondary school students, the factors at work (facilitate/hinder), and the required policies and strategies needed in bringing essential changes/progresses.

2.5. SECONDARY SCHOOL STUDENTS' DEVELOPMENTAL NEEDS

Regarding secondary school students' developmental needs, Duncan (2006:47) explains that high school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Duncan further stated that students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, says Duncan, students are evaluating their strengths, skills and abilities and the biggest influence is their peer group. Accordingly, the present study also likely to identify the perception of the secondary school students' needs related to counselling services and the factors that facilitate and/or hinder addressing their needs.

2.5.1. Student Needs

Although the basic goal of school counselling is to enhance the student's educational development, studies show that through guidance and/ or counselling, some students achieve identified results in a range of related areas: Academic achievement, improved school attendance, improved school attitudes, improved school behaviour, social skills, information to assist in choosing potential careers, self-confidence development, interpersonal relationships, and life satisfaction (Neeley, 2004: 25). According to Duncan (2008:3), needs assessments may be conducted to assist in curriculum planning and to determine student concerns. Besides, this same source, suggested that counselling issues that have been identified by students are wide-ranging:

School attitudes and behaviours, test anxiety, peer relationships, study skills, Career planning, suicide, school safety, harassment issues, bullying & victimization, Gang pressures, conflict resolution, college choice, death of a family member, family divorce, substance abuse, family abuse, scholarships, and financial aid (Neeley et al, 2004: 25).

What do collaborative and comprehensive student services look like in some High schools? To achieve the students' academic, career and personal/social needs the student service of Alberta high school sets two goals as presented below:

1. Increasing academic achievement by addressing barriers to learning and
2. Helping students to become confident, caring, and contributing citizens. According to Burkard, (2008:13), in order to bring about long-term, sustained changes in the lives of students; pupil services programme must be "planned, systematic, monitored, improved, and refined over time Burkard. When reforms are carried out in an isolated, fragmented way, their impact, even when they make a real difference, is often short-lived." Collaborative for Academic, Social, and Emotional Learning (Burkard et al, 2008:13)

In South Korea, the introduction of school counsellors marked a step forward in the development of school counselling. Schools now could design, implement, and evaluate preventive interventions by professional counsellors. In Japan, the introduction of school social worker gave rise to the discussion of licensure restructuring of school counsellors. Adolescence is a time of

many transitions for both teens and their families. To ensure that teens and adults navigate these transitions successfully, it is important for both to understand what is happening to the teen physically, cognitively, and socially; how these transitions effect teens; what adults can do; and what support resources are available (Ruffin, 2009:1).

Regardless of an apparent increase in children's mental health needs in schools, an overwhelming 70% of children with a diagnosable mental illness do not receive treatment, or receive inadequate treatment (Tasman, Waxman, Nabors, & Weist, 1998 cited in Ruffin, 2009:1). As a result, teachers are increasingly faced with students who lack the optimal social and emotional resources to focus and, therefore, benefit from academic instruction in the classroom (Koller, Osterlind, Paris, & Weston, 2004 in Koller& Bertel, 2006:3). Implications for Counsellors—regarding the study outcomes implications of the counselling needs of gifted students for counsellors as suggested by the authors implies that the findings of this study can help counsellors in both private practice and school settings provide developmentally appropriate services for gifted children. It has also been suggested that Counsellors need to be aware that many parents of gifted children perceive that their children need differentiated, professional guidance from counsellors with training in working with gifted children, especially in the areas of educational assessment and planning, career counselling for adolescents, and child and school concerns. Thus, this study can help in motivating counsellors to seek such training that consider this group of students while providing the services for students that haven't got emphasis yet; and initiate helping professions to provide developmentally appropriate, and differentiated services for gifted children and for others.

2.6. THE CHALLENGES OF ADOLESCENCE IN INTERNATIONAL ARENA

According to Pan American Health Organization (PAHO, 2005:1) report, each year, millions of adolescents die prematurely or needlessly suffer from illness that could be prevented or treated with simple health interventions (WHO, 2003). Nearly one third of the people who have contracted HIV/AIDS worldwide are young persons whose ages range 15 to 24 (UNAIDS 2002). Furthermore, a study of youths in Mexico, South Africa and Thailand found that sexually experienced and inexperienced youth alike believe themselves to be at the same level of risk for contracting HIV/AIDS (Stewart, McCauley, Baker et al., 2001 in PAHO, 2005:1). This same

report recommended a need for appropriate interventions for this group of youngsters. This implies that worldwide, including Ethiopia, many young adolescents are victims of the above-mentioned HIV/AIDS which could be prevented if timely intervention taken by helping professionals.

The other related challenges that adolescents are facing, according to (Kenny, Bower, Perry, Blustein, & Amtzis, 2000: 30 in Scheel, M. J; Madabhushi, S & Backhaus, A. 2011:5), lack of direction is related to “high school failure, dropout, and barriers to future employment” .To address the problems these students are facing these same authors recommended that counselling psychologists are uniquely equipped to offer personalization through counselling and consultation to meet the needs of at-risk students, based on philosophical groundings and preparation in career development, counselling, diversity, systems theory, and prevention (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998 Kenny, Bower, Perry, Blustein, & Amtzis, 2000: 30 in Scheel, Madabhushi, & Backhaus, 2011:5). In similar manner, (ASCA, 2004:3) illustrates that professional school counsellors everywhere proudly share the same simple vision -to prepare today’s students to become tomorrow’s adults.

2.6.1. Adolescence Period and Related Challenges Associated to This Period

Adolescence is a time of transition and change. It is a time when youth work toward educational and vocational goals, take on exciting new responsibilities, and prepare for their transition to adulthood. A proportion of America’s youth struggle to achieve developmental goals during adolescence and become disconnected from mainstream institutions and systems—including schools. Their day-to-day lives are very different from the typical American adolescent. These youths are vulnerable to further failures and continued disconnection from society, often resulting in lifelong economic and social hardship (Zweig, 2003:3). They/adolescents/ strive for independence, yet they clamour to belong. They fight the connections they have with their parents, but they need to form alliances with peers and bond with understanding teachers (Checkley, 2004:1). They are finding themselves and, in the process, will challenge authority, experiment with sarcasm, and try on many different personalities claimed (Checkley, 2004:1). They are adolescents. In addition, if recent brain studies are accurate, they can be as young as age 10 or as old as age 25.

Another researcher (Kanthiti, 2009:12) asserted that adolescent is a period of physical, psychological and social maturation from childhood to adulthood. Call et al (2002) defines adolescence as the time for first experience of various kinds such as being out of the direct control of parents, first sexual experiences, transition from school to work and from the role of cared for, to the caregiver. Unless carefully managed by professional counsellors, it is the belief of this researcher that at this stage, adolescents are misled and deceived by silly things that bring risks/ affect their successive life spans. In this regard, (Kanthiti, 2009:12) concurs that adolescents feel they should test everything they are curious of; they develop self-esteem and exert independence from the parental generation. This indicates that adolescents need wise handling for their normal development. Besides, this same scholar ascertained that adolescence is a critical developmental period with long-term implications for the health and well-being of the individual and for society as a whole. Adolescence is often associated with risk-taking behaviour and experimentation (Kanthiti, 2009:12).

2.6.2. Adolescent Student school experiences and challenges

Regarding the students' difficult circumstances in the school and how these situations disrupt them not to benefit fully from teaching and learning process, Benson et al, (2008:11) illustrate that:

“Not all students come to school prepared to take advantage of the opportunities to learn from classroom learning environments. Some lack important knowledge, skills, and attitudes, and this interferes with their capacity to reach their full potential.”

Similarly, Lunenburg (2010:1) study outcome reveals that the school years, primary and secondary, are difficult ones for students. According to (Lunenburg, *ibid*), it is a time when they are dealing with many conflicting feelings, dealing with uncertainty towards self and others, coping with new social situations, and facing academic challenges. Many students also find themselves experiencing family changes and family tensions. Sometimes students hide their difficulties behind defiant and experimental behaviours. To succeed they need help to overcome many challenges.

2.6.3. Challenges of Secondary School Students

Both school counselling and secondary school students in South Korea are facing implementation and adjustment problems. For instance, despite a rapid increase in the number of school counsellors, a generally agreed consensus on training, ethical standards, role identity, counselling model, and structures for school counsellors has not been reached (Lee 2001, cited in Lee, & Yang, 2008:1). Parallel to this, an estimated 25.8% of Korean students (about 54,611 students) exhibit behavioural or social and emotional problems, including many of them have learning disability or with Attention Deficit Hyperactivity Disorder (ADHD). In addition, (Lee, & Yang, 2008:2) referring to (Korean Youth Counselling Institute) (KYCI, 2006), stressed that more than 90% of middle- and high-school students report having witnessed bullying in their schools (Korean Youth Counselling Institute (KYCI, 2006), and it is estimated that approximately 60% of youths in South Korea are involved in bullying either as a victim, as a bully, or both. Besides, Yu, Lee, and Puig, 2005 in Lee, and Yang, (2008:2) ascertain that since societal problems grow in South Korea, school violence has become a salient issue. Moreover, the above authors- Lee and Yang (2008:2), suggested that the extent of emotional problems illustrated by the fact that suicide is the leading cause of death among teenagers in South Korea. In response to the above-mentioned challenges of students, (Lee, & Yang, 2008:1), recommended that good counselling service leads students to develop positive self-image and in turn, satisfying relationships with friends and others. Lee and Yang, (2008:2) stated further that having good counsellors in the school system helps children and youths make good decisions and deal with life's challenges. Without students present in classes, required achievement levels were, according to studies, unlikely to be reached (Eamon, 2005; Lehr, Sinclair, & Christenson, 2004; Nichols, 2003; Roby, 2004 cited in Zimchek, 2009:21).

2.6.4. Other Student-related Factors.

Students were found to be unique. Each came to school with a different package of skills, abilities, experiences, interests, and expectations. As with schools and families, contributing factors were varied and interactive, creating a tangle of issues difficult to unravel or study in isolation. The following clusters of student-related factors were considered: age; health; ethnicity and race; academic factors; and employment (Zimchek, 2009: 27-28).

The ever-increasing needs of children and the expectations of today's society continue to place growing demands on students and the educational system. Educators are challenged to educate all students at an ever-higher level of academic proficiency to meet the demands of an internationally competitive marketplace, even though societal factors may create obstacles to learning for some of our children. Dropping out of school, substance abuse, peer pressure and violence are not abstract issues. They are real and have a substantial impact on students and their educational development (Garrett, & Paul, 2004:13).

According to Ruland, Finger, Williamson, Tahir, Savariaud, Schweitzer and Shears (2005:7), a key developmental adjustment of orphaned adolescents is physical and sexual maturity. With this maturation comes the need to understand relationships, including intimacy and peer pressure. Moreover, Ruland et al, (2005:7) discovered that moving toward adulthood in adolescence also involves challenging rules, testing cultural norms, finding a means of economic support, and navigating risky behaviours. Besides, Ruland et al, (2005: ibid) stated that connectedness to parents, including parental expectations regarding school completion, is one of the key protective factors associated with positive outcomes for young people. One positive outcome Ruland et al, (2005:7) suggested is that avoidance of risky sexual behaviours. Sexual activities, as well as substance abuse and other risky behaviours, often begin during adolescence. Psychosocial and economic distress, which is common pressures for orphans, can heighten these risky behaviours.

2.6.5. An Overview and Understanding of High School Counselling and School Student Experiences

The life of typical high school students is one full of uncertainty and turmoil. It is a time of increasing stress with influences of accountability from high stakes test taking to pressure from peers. High school is a time of life altering transition that can cause confusion on the students' abilities to make good decisions for the welfare of themselves and others. Moreover, high school students are often looking for a place to belong (Sciarra, 2004). They rely heavily on their peer groups to learn what types of behaviours are rewarded with reactions they feel to be positive, often at the expense of reason and good judgment. A needs assessment is the process of collecting information about an expressed or implied organizational need that could be met by conducting

training. The need can be a desire to improve current performance or to correct a deficiency. A deficiency is a performance that does not meet the current standard (Sciarra, 2004).

2.7. THE PROFESSIONAL SCHOOL COUNSELOR AND COMPREHENSIVE SCHOOL COUNSELIN PROGRAMMES/SERVICES.

In implementing CCP (Comprehensive Counselling Programmes), (American School Counselor Association) ASCA (2005:8) state that professional school counsellor focuses their skills, time and energy on direct service to students and families. To achieve maximum programme effectiveness, the ASCA (2005:8) also recommends that a professional school counsellor-student ratio of 1:250 and those professional school counsellors spend 80 percent of their time in direct service to students. Moreover, professional school counsellors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate.

With respect to focus of CCP, Duncan, (2002:7) asserts that a CCP is structured around three domains: academic, career, and personal/social. The emphasis on academic success is paramount for every student, not just those who are motivated and ready to learn. This same author asserts that a CCP assists all students to find success in school, which in turn allows them to develop into contributing members of our society. Likely, ASCA (2008:1) claimed that school counsellors in the 21st century are highly trained educators in pre K—12 settings, who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counselling programmes that promote and enhance student success. In this regard, the present study is also due to cultural variation and other factors envisioned the comprehensive counselling programme that is organized to address academic, career, personal/ social and other global issues, which enhances academic and moral success.

Career development goals guide the school counselling programme to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life-span. Career development goals and competencies ensure that students develop career goals because of their

participation in a comprehensive plan of career awareness, exploration and preparation activities. Similarly, Zyromski, and Yates, (2010:12), define that career development targets competencies that will assist students in exploring career opportunities, making career decisions, and transitioning to post-secondary training or to the world of work. According to this domain, students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. Students will understand the relationship of academics to the world of work, and to life at home and in the community. In implementing career domain, according to (Zyromski & Yates, 2010:44) many schools provide services such as career day/practice or job shadow opportunities to help equip students to different career options. In addition, (Zyromski & Yates, 2010) further stated that counsellors may facilitate sessions that help students practice various computerized personal, interest and skills inventories. In addition, according to these same authors stated that because of participation in the school counselling programme, students will acquire the knowledge, skills, and attitudes to:

1. Make appropriate career decisions (planning a career identity)
2. Establish goals, plan, and prepare for the future (planning for the future)
3. Understand the continuing changes of male/female roles and the interrelationship of life roles (combating career stereotyping)
4. Participate in school-to-work transitions (analysing skills and interests)

In addition, Zyromski and Yates (2010), claim that through College and Post-Secondary Planning College planning and career counselling guarantee great attention, as counsellors' work to meet the ever-changing postsecondary needs of students. College admissions have become extremely competitive and complex, requiring counsellors to acquire knowledge and skills in college counselling and postsecondary planning. While many graduate counselling programmes teach college counselling, it may not be a course in and of its own. Therefore, counsellors are highly encouraged to seek professional development opportunities with appropriate organizations.

Personal/social development goals guide the school counselling programme to provide the foundation for personal and social growth as student progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students

understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

According to ASCA, (2004:9), through personal/social development goals, students will acquire the knowledge, attitudes and interpersonal skills, to help them understand and respect self and others. Besides, under these goals, mentioning some specific points will raise the readers understanding more. Accordingly, students develop positive attitudes toward self as a unique and worthy person, distinguish between appropriate and inappropriate behaviour, and understand the need for self-control and how to practice it, demonstrate cooperative behaviour in groups and Identify personal strengths and assets. These programmes also promote student success by focusing on academic achievement, prevention and intervention activities, advocacy and social/personal/emotional and career development.

With regard to meeting these challenges/difficulties, American School Counselling Association (ASCA, 2008:1) states that secondary school counsellors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. In doing this, (ASCA: *ibid*), secondary school counsellors do not work in isolation; rather they are integral to the total educational programme. They provide proactive leadership that engages all stakeholders in the delivery of programmes and services to help the student achieve success in school. To accomplish such responsibilities, as stated above, school counsellors execute their duties in collaboration with stakeholders. To better understand this, let us have a thorough look at the qualities that influence student positive attachments and possibly address the needs of students.

2.7.1. Why Counselling supports are needed for adolescent students?

Concerning such circumstances Gutzwiller (2008:2), ascertain that the last fifty years have seen a dramatic increase in divorce rates. This has given rise to concern for and extensive research on the effects of marriage dissolution upon children and adolescents. Nearly, one in five of all children in the UK live with one parent and of this number, with the exception of about 14 per cent who live with their fathers, their mothers (Lines, 2006:127) raise most. Consequently, the 'nuclear family' is no longer the norm in some areas (Pechereck, 1996), with as many as 900,000

stepfamilies living in the UK (Webb, 1994) and 200,000 children living with only one of their biological parents (Holland, 2000 in lines, 2006:127). Here, one can visualize that schoolchildren are really experiencing challenging lives that require counselling support needs for their better adjustments.

2.7.2. Defining Counselling

The term “school counselling” broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career, and personal (UNESCO, 2009:7; Guidance, BRACE & Academic Advisement, 2009:1) and according to them, a school-counselling programme is comprehensive in scope, preventive in design and developmental in nature. Other scholars (Malikiosi-Loizos, & Ivey, 2011:113), give extensive definition that counselling as the applied branch of psychology that facilitate lifelong personal and interpersonal functioning, focusing on emotional, social, vocational, educational, developmental and health issues. Canadian Psychologist Association (CPA, 2009:1), rather describes a more comprehensive definition of counselling as follow:

Counselling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the growth, well-being, and mental health of individuals, families, groups, and the broader community (Malikiosi-Loizos & Ivey, 2011:113). On the other hand, McMasters (2004:19) defines Counselling as a process of helping people by assisting them in making decisions and changing behaviour. Besides, this same source expresses that School counselling programmes promote student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. In addition, these same authors provide a comprehensive definition of counselling that, Counselling support people in their important life decisions or in their adjustment to new and often-difficult situations. Counselling is an interactive process that works on personal, group, family, and an institutional level. It helps people with physical, emotional, and mental problems to improve their quality of life, eliminate discomfort, and/or disorder, resolve their crises and thus increase their ability to live a functional life.

Counselling is an integral part of education and is centred directly on this function. In line with this, guidance and counselling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson, 2008; Kauchak, 2011 cited in Lunenburg, 2010:1).

The Encyclopaedia Britannica Online (2010) describes counselling as “the process of helping an individual discover and develop his educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness”(Cooley, 2010: 8).The Agape Counselling Centre says: “Counselling is a process in which the professional counsellor uses his or her skills and experience to help another person or family explore, evaluate and clarify feelings and issues in his or her own life or relationships. It takes place in a safe, confidential environment. The aim is to give the opportunity to choose courses of action which can lead to greater growth and satisfaction.” Some scholars, (Cooley, 2010; Coy, 2004, in Lunenburg, 2010:3 & Sheffield David et al, 2002:4) define the counselling programme as follows: “Counselling is an integral part of a school's total educational programme; it is developmental in design, focusing on needs, interests, and issues related to various stages of student growth”. They further discovered that the scope of the developmental guidance and counselling programme in today's school include the following three components: Personal/social, Educational, and Career. As mentioned, in this study, the focus will be on these three components and related others.

On the other hand, American School Counselor Association (ASCA), (2005: IX) define counselling as a process of helping people by assisting them in making decisions and changing behaviour. In connection with this, this same author illustrates that school counsellor's work with all students, school staff, families and members of the community as an integral part of the education programme. School counselling programmes promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. Likely, in this study, an attempt will be made to assess the concerns of adolescents as perceived by school counsellors and student themselves to be addressed by school counselling programmes.

UNESCO, (2009:7) explains the term “school counselling” broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career, and personal. Besides, according to UNESCO (2009: 7), experts agree that professional school counselling programmes should be “comprehensive in scope, Preventative in design and developmental in nature” (Guidance and counselling as the third force in education along with instruction, is an integral part of educational system.

Regarding the coverage of comprehensive aspects of school counselling, Bassey, Monday and Edet (2006-2007:1) assert that counselling programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. Though the present researcher agrees with the above stated definitions, it is the belief of this researcher that the current adolescent students could have more needs to be addressed by school counselling programmes.

2.7.3. Benefits of Counselling Service in High School

Regarding the latest counselling service benefits of in high school, National Education Association - NEA (2008:1) describe school counsellors, as “guidance counsellors” in the past, help every student improve academic achievement, personal and social development, and career planning. However, as these same authors illustrate counsellors in the 21st century are highly trained educators in pre K—12 settings who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counselling programmes that promote and enhance student success. Previously, school counsellors were called guidance counsellors; but, currently, they are called counsellors. Thus, this researcher, prefer to use the word counsellor, rather than guidance counsellor. Besides, as described in the paragraph, this study assumed to develop similar concepts of counselling services that meet the concerns of adolescents.

2.7.4. Comprehensive School Counselling

According to Belanger et al (2003:5), School Guidance and Counselling Programmes have advanced on a national scale over the past few decades, from a limited service approach toward a comprehensive programme approach that supports and enhances school institution goals. Traditionally, counselling services were characterized (Belanger et al, 2003:5) as crisis driven, situation oriented, and serving special populations only. Whereas, comprehensive school counselling programme involves, preparing students those who effectively address the challenges of the future, as well as provides Prevention, early Intervention, and Planned Learning Opportunities for all students.

Comprehensive school counselling programmes meet the needs of students at various growth and development stages (Duncan, 2006:6). Similarly, Benson (2008:2), briefly expressed that currently, to be truly effective in preparing students to meet the challenges of the future, prevention, early intervention, and planned learning opportunities for all students must be part of the comprehensive school guidance and counselling programme.

As regards to implementing a high quality comprehensive developmental counselling programme benefits, Neeley et al, (2004:3) explained that the various populations (parents, students and others) involved in the programme would benefit as follows:

Parents have a fuller understanding of the guidance programme and access to guidance services in order to have increased involvement in children's education and educational and career planning, provides support for parents regarding their child's educational development, provides increased opportunities to participate in their child's career development. Provides support for parents regarding their child's educational development. In similar manner, Garrett, S. (2004:5) stresses that such programmes, improves academic performance and success in school, increases opportunities for career awareness, exploration and planning, develops decision-making and problem-solving skills.

Recent study Ndichu, (2005), describes the importance of counselling in schools and how the modern society has changed so much as follows: The social safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up in have all but gone.

He adds that in a school setting, there are many difficulties, which students may express through any of the following ways:

Withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, partial or total failure, inability to turn aspirations into fruition, anxiety, and hyperactivity. Added to these difficulties is the problem of HIV/AIDS for which both boys and girls require a great deal of psychological support. This same study further suggested that orphan students or who are infected require special care. It is at this stage that students begin to understand who they are and how they contribute to healthy relationships. They thus need to be carefully guided as mistakes at this stage could seriously affect their lives forever (Ndichu, 2005).

In response to address the abovementioned students' conditions, Benson et al, (2008:1) suggests that through a comprehensive school counselling programme, such as individual, group, classroom, and curriculum-integrated strategies, students are helped to bridge these gaps to achieve self-efficacy as a learner, career and life goals, academic learning skills, and social skills. The Standards for School Counselling Programme Standards (ASCA, 1997) are based on the three domains of student development: academic, career, and personal-social development. Specifically, Johnson and Dinnall (2009: 37), explain that academic development service offered to students by school counsellors, supports student success through study and test taking skills, contributes to improving student attendance, ensures students receive academic intervention support, assures students and families have knowledge of and access to promotion and graduation requirements, focuses on increased graduation rates, uses data informed practice to increase opportunity and promote achievement, supports teachers in their work with students.

Research suggests that school counsellors have important roles to play in helping elementary, middle, and high schools establish and sustain effective programmes of family and community involvement that contribute to student success in school (ASCA, 2010:1). Presently, in preparing for their professional work, ASCA, (2010) states further that school counsellors take courses and receive guidance from their professional organization that should propel them toward leadership on partnership programme development (ASCA, 2010:1).

In connection with the school counsellors' role, the issues that need clarification are the concept of a comprehensive counselling programme. In this regard, a comprehensive school counselling programme focuses on what all students should know, understand, and be able to do within the academic, personal/social and career domains in order to develop into successful and satisfied members of our society (Lapan & Harrington, 2010:5).

It is important to outline the various roles that school counsellors may play in building good partnerships. Many researchers have discussed the need for school counsellors to be more active in helping their schools organize, conduct, and sustain programmes of school, family, and community partnerships to increase student success (Adelman, 2002; Christenson & Sheridan, 2001; Epstein, 1992; Graham-Clay, 1999; Taylor & Adelman, 2000 cited in ASCA, 2010:5). Besides, the American School Counselor Association (ASCA, 2009 cited in ASCA, 2010:5) supports the call for new directions for school counsellors' leadership on partnerships, which states that school counsellors are "vital members of the education team." ASCA, (2010: *ibid*) defines counsellors as:

"Leaders, advocates, and collaborators in schools, who no longer just deliver services to individual students and families, but also collaborate with other educators, share leadership in developing school programmes, and involve all parents in their children's learning and development."

According to ASCA (2010:12), every educator's professional life from the first day in their first school placement requires him or her to communicate and work with students' families. Their professional success and personal job satisfaction are affected by how effectively they conduct these interactions. However, educators need not work alone. Rather, teamwork and shared responsibilities are key things for organizing effective partnership programmes. It is clear that school counsellors play an important role in whether and how well such programmes are developed.

2.7.5. Function of Comprehensive School Counselling

Comprehensive School Counselling Programmes set student standards for competencies to be achieved, contain an articulated body of content, and use a variety of strategies to deliver this

content to all students (Benson et al, 2008:9). Benson et al (2008: ibid), states further that the goal of all programme content and intervention strategies is learning. The guidance and counselling programme, in collaboration with other programmes, also supports district goals and missions that ensure student learning.

Bassey, Monday, and Edet, (2006-2007) as mentioned above, say counselling psychology is a general practice and health service provider specialty in professional psychology. It focuses upon personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns (WALSH, 2008:1). Walsh (2008:1), further states that Counselling psychology emphasizes on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. According to this scholar, counselling psychologists help people with physical, emotional and mental disorders, improve well-being, alleviate distress and maladjustment, and resolve crises (APA, 1999).

Comprehensive School Guidance and Counselling Programmes set student standards for competencies to be achieved, contain an articulated body of content, and use a variety of strategies to deliver this content to all students (Benson, 2008:9). Benson et al (2008), states further that the goal of all programme content and intervention strategies is learning. The guidance and counselling programme, in collaboration with other programmes, also supports district goals and missions that ensure student learning. According to Dahir, Hardy, Ford and Morrissey (2009:7), school-counselling services offered as part of a comprehensive and developmental programme address development of academic/educational, career, personal/social skills and competencies based on important school data, and are provided for every student, as well as school personnel, families and the community at large Dahir et al, (2009:7).

2.7.6. Counsellors' Roles in Schools

The counselling programme is an integral part of a school's total educational programme; it is developmental by design, focusing on needs, interests, and issues related to various stages of

student growth. According to Cooley (2010) and Coy (2004), the scope of the developmental guidance and counselling programme in today's school include the following components:

- Personal/social - In addition to providing guidance services for all students, counsellors are expected to do personal and crisis counselling. Problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and teen pregnancy must be addressed.
- Educational/Academic - Students must develop skills that will assist them as they learn. The counsellor, through classroom guidance activities and individual and group counselling, can assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills. Counsellors also may focus on note taking, time management, memory techniques, relaxation techniques, overcoming test anxiety, and developing listening skills. This also provides activities and experiences that develop competencies leading to educational success so that each student develops to his/her maximum potential.

- Career-Planning, combating career stereotyping, and analysing skills and interests are some of the goals students must develop in school. According to this domain, career information must be available to students, and representatives from business and industry must work closely with the school and the counsellor in preparing students for the world of work. Though the current researcher agrees with the above notions, as addition, not only students be oriented to the world of work, but also opportunities need to be open to them that could enhance their skills (McMasters, 2004:19). Likely, National best practice guidelines state the following for effective, comprehensive school counselling programmes that significantly improve the academic, personal/social and career success of students:

School counsellors are trained and certified in school counselling with unique qualifications and skills to address all students' academic, personal/social and career development needs. According to the abovementioned guideline, school counsellors, design and deliver CSCP (Comprehensive School Counselling Programmes) that promote student achievement, design and developmental in nature, maintain data to show the impact of the school counselling programme on school improvement and student achievement and success, collaborate with other school staff to integrate guidance into the overall school curricula, and spend 80 percent of their time in direct services such as individual and group guidance and counselling, parent and teacher workshops, and

consultations with stakeholders regarding strategies to help students. CSCP are also driven by student data in order to address identified student needs (e.g. discipline, attendance, academics). CSCP are a collaborative effort between the professional school counsellor, parents and other educators.

Increased research shows students tend to be more successful in schools with comprehensive school counselling programmes. School Counsellors are specifically trained to address barriers to learning that are preventing our students from reaching their fullest potentials. School counsellors play an important role in fostering the emotional and social development of children during their decisive years. School counsellors advocate for students and work with other individuals and organizations to promote the academic career (Lee, & Yang, in 2009).

Research clearly shows that counsellors, when consistently and frequently available and allowed to provide direct services to students and parents, can be a highly effective group of professionals who positively impact students' aspirations, achievements and financial aid knowledge (Adelman, 1999; McDonough, 1997 and 2004; Orfield & Paul; 1993; Plank and Jordan, 2001). If counsellors were available to begin actively supporting students and their families in middle school in preparing for college, as opposed to simply disseminating information, students' chances of enrolling in a four-year college would increase (Hutchinson & Reagan, 1989; McDonough, 1997, 1999; Plank & Jordan, 2001; Powell, 1996; Rowe, 1989).

In providing the required counselling services, Reis and Colbert (2004), state that school counsellors design programmes, work individually and with other educators to meet the developmental needs of all students at various growth and developmental stages, including those with special needs or disabilities (Reis, & Colbert, 2004).

Professional School Counsellors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, professional school counsellors promote academic achievement and personal success by implementing a comprehensive school-counselling programme that encompasses areas of academic, career, and personal/social

development for all students Council for Arts Accreditation and Association (Reis, & Colbert, 2004). Similarly, according to Cheryl, (2005:6), school counsellors provide a wide array of services to promote preteen emotional and behavioural health. To elaborate it, their/counsellors/ primary duties are identifying and treating student emotional and behavioural problems, and facilitating communication between students, faculty, and families. Likely, the current study envisaged the role of school counsellors that they address the above-mentioned behavioural and emotional challenges of students and play facilitating role among other professionals.

Regarding school counsellors' specific practices, the counsellors who participated in the study Cheryl (2005:6), reported that all of the counsellors said they conduct short-term, one-on one counselling, and nearly all provide crisis intervention. Moreover, this same study revealed that most of the counsellors provide group Counselling, anger-management or conflict-resolution groups, and social-skills groups. Along this, their services include in and outside phases. In this regard, as study outcomes revealed it, more than half also speak to school classes on emotional health topics and conduct some type of family counselling (Cheryl, 2005:6). Besides, according to the study outcomes, school counsellors refer students with more serious problems to private therapists or community mental health services. This implies that school counsellors' services in the school are broad and they refer their clients/students to whom it may concerns outside the institutions.

Similarly, Lunenburg, (2010:4) explained the role of school counsellors that they assist students in making appropriate choices of courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Other researcher, (Fairley, 2006:14) describes the role of school counsellors and their proper implementation of the required services for the students as a member of the educational team, they/ school counsellors/ have special responsibilities for helping all students with their academic, career, and personal/social needs so that each student has the opportunity to achieve academic success at his or her optimal level.

In similar manner, Duncan (2006:11) also distinctively illustrates that school counselling refers to educational services designed to affect the personal/social, academic and career and life planning

development of students. Here, one can understand that school counselling practiced by school counsellors plays essential role in assisting students achieve his/her academic success and life planning development. In line with the above statements, Fairley, (2006: 14) stated the outcomes of counselling services that when students' attitudes and behaviours are shaped by services rendered by school counsellors and became conducive to learning, teachers can be more effective and schools are then able to be successful in fulfilling their mission. As stressed above, these could be possible when schools properly implement school counselling programmes by the professionally trained counsellors being supporters of their proper implementation of the programmes.

With regard to counsellors' role in schools, Antonouris, (2006:3) study result revealed that there are six roles performed by counsellors in schools--those of counselling, consulting, coordinating, curriculum involvement, change-agent and control-agent. Though this current researcher agrees with the five roles of counsellors mentioned above, yet the term, which says 'control-agent' is not relevant service of school counsellor; rather, school counsellor facilitate the services to be provided to the students and others. Indeed, in doing such activities, according to this same study, school counsellors work with all students, school staff, families and members of the community as an integral part of the education programme.

The traditional role of professional school counsellors as mere facilitators of in-class guidance lessons is a thing of the distant past. In this regard, Ratts and Hutchins, (2009) and Washington, (2010) explain that the transformation of the professional school counsellor role has created the expectation that counsellors "can no longer operate solely from the comfort of their office if they wish to better serve their constituencies. Furthermore, professional school counsellors should be committed to achieving systemic change and advocating on behalf of students through leadership strategies and establishing collaborative relationships with community entities. This same authors, (Bailey & Paisley, 2004; Lee & Bailey, 2006) state further that professional school counsellors could be pivotal parts in establishing collaborative relationships with community stakeholders that promote academic success of the students. On the other hand, according to Washington, (2010), Professional school counsellors are educated and trained to render services that can enhance their students' academic, social, and psychological functioning.

In addition, due to their close proximity to students, professional school counsellors are ideally positioned interventionists who can work to promote the academic success of the students they serve (American School Counsellor Association - ASCA, 2003). School counsellors typically have the opportunity to engage in multiple counselling relationships with clients as they are mandated to provide students with personal, social, educational, and career counselling (Erford, 2003). School counsellors now encounter the same issues faced by counsellors in other settings: bullying, bereavement, family divisions, substance abuse, physical, sexual and emotional abuse, sexual and racial harassment, unwanted pregnancy, isolation (Barwick, 2000). Too often children experience difficulties at home or at school, but receive too little help too late, once problems have reached crisis point. (Every Child Matters, DfES, 2003a, p. 5 in Pattison a, Sue, 2008:2)

2.7.7 School counsellors' collaborative roles in the school

According to Antonouris (2006:3), counselling psychologists bring a collaborative, developmental, multicultural and wellness perspective to their research and practice. Antonouris (2006) further stated that counsellors work with many types of individuals, including those experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns.

2.7.8 Focus on Middle and High Schools

School counsellors may be team leaders or members of ATPs at all school levels (ASCA,2010:10), but are especially helpful in middle and high schools, where counsellors' attention to students and families balance teachers' attention to specific subjects, and where counsellors' training in systems approaches and prevention interventions could guide school ATPs in needed ways. For example, as a leader or member of a high school's ATP, ASCA (2010:10), states further that counsellors would ensure that more activities are written into the school's one-year action plan for partnerships for informing and engaging all parents about adolescent development, high school course choices, required credits for graduation, scheduled tests, college and career planning, and other information on schoolwork and future plans. As described in depth, the present study conceived the research

map of the school counselling programmes that attempt to address the students' academic, career, personal/social and other related needs of students in collaboration with other partners.

2.7.9 What Makes School Counsellors Different from Other Professionals?

Unique roles of school counsellors as indicated by Bridgeland, and Mary, (2011), the study outcomes indicated that SCs are uniquely positioned in ways that many educators are not, to have a complete picture of the dreams, hopes, life circumstances, challenges and needs of their students. According to this study, counsellors have both a holistic view of the students in their schools and the opportunity to provide targeted supports to keep these students on track for success, year after year (Bridgeland & Mary, 2011:4).

2.8 HOW DO SCHOOL COUNSELLORS ASSIST STUDENTS?

In this regard, School counsellors enhance student learning by establishing goals, expectations, support systems, and experiences for all students (Duncan: 2006). By utilizing leadership, advocacy, and collaboration, professional school counsellors promote academic achievement and personal success by implementing a comprehensive school-counselling programme that encompasses areas of academic, career, and personal/social development for all students (Duncan: 2006). On the other hand, school counsellors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century (Rashad, 2010). Professional school counsellors play an influential role in the academic development of students with whom they interact. The teacher, the administrator and the school counsellor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system. Yagi (2008) reviewed the related documents and summarized that school counsellors now play integral and vital roles in counselling students and parents, providing consultation to parents and teachers, and providing support to a healthy school climate.

2.8.1 Components/Domains/ Provided by School Counsellors

Personal/social – In this regard, besides providing guidance services for all students, counsellors provide personal and crisis-counselling problems such as dropping out, substance abuse, suicide, irresponsible sexual behaviour, eating disorders, and pregnancy must be addressed (McQuillan & Coleman, 2009).

Educational/academic development – According to McQuillan, and Coleman, 2009:2; Zyromski, Asner-Self, and Kimemia, 2010:12; Dahir, Ford, Hardy, and Morrissey (2005:9), this component includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home, in the community and across the life span(Zyromski, Asner-Self, & Kimemia, 2010).

On the other hand, Benson, Beary and Carol (2008) more specifically stated that through this component, students must be equipped with the necessary skills that will assist them when they learn. These same authors suggested that the counsellor, through classroom guidance activities and individual and group counselling, could assist students in applying effective study skills, setting goals, learning effectively, and gaining test-taking skills. Benson, Beary and Carol (2008), also further stated that counsellors may focus on note taking, time management, memory techniques, relaxation techniques, overcoming test anxiety, and developing listening skills. Competencies such as study skills, test taking skills, resource utilization, problem-solving skills, interpersonal and social skills, educational and career planning skills.

Finally, Benson et al (2008) added that through this component, students develop self-esteem; self-knowledge, career awareness and exploration, equipped with skills, like- employability, conflict resolution, communication, self-management and personal responsibility, and community involvement form a core content of student development programmes.

Career –According to Zyromski, Asner-Self and Kimemia (2010), through this component, students must develop in school skills like-Planning, combating career stereotyping, and analysing skills and interests are some of the goals to be achieved. Lunenburg further stated that career

information must be available to students, and representatives from business and industry must work closely with the school and the counsellor in preparing students for the world of work.

The school counsellor's role in realizing student potential for healthy growth is focused on the three broad areas of academic, career and personal/social development (Lunenburg, 2010:3, & McQuillan, & Coleman, 2009; Zyromski, Asner-Self, & Kimemia, 2010:12, Dahir; Ford, Hardy, & Morrissey, 2005:9). In addition, Zyromski, Asner-Self, and Kimemia (2010) mentioned more briefly that because of participation in the school counselling programme, students would acquire the knowledge, skills, and attitudes to:

1. Develop positive attitudes toward school and focus on life-long learning; develop effective study skills (applying effective study skills)
2. Make decisions about educational opportunities and understand the relationship between learning and work (setting goals)
3. Understand the school environment and develop an awareness of learning style (learning effectively)
4. Acquire strategies for demonstrating success in knowledge and skills (gaining test-taking skills).

Academic goals support the premise that all students should meet or exceed the local, state and national goals. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school. School counsellors work with all students, school staff, families and members of the community as an integral part of the education programme. School counselling programmes promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. (Dahir, Ford, Hardy & Morrissey, 2005).

2.8.2 Importance of Counselling Programmes in Secondary Education

The post-primary education years of schooling in most countries represent periods of academic, social, personal, emotional and intellectual growth for most adolescents. There are wide variations in the exact definition of the term "adolescence" among countries and scholars. Some researchers argue that adolescence should span the pre-pubertal and the pubertal period, ranging from the ages of 10-21. Others believe that it spans 13-19 years of age (UNESCO, 2009:9).

Strategically integrating gender responsiveness into counselling and guidance practices/ programmes in schools- particularly in post-primary education - can contribute in institutionalizing gender mainstreaming in the education system as a whole, and also to promote further gender equality in the process of learning/teaching and in education outcomes, either academic or vocational. The post-primary education years of schooling (UNESCO, 2009:7), in most countries represent periods of academic, social, personal, emotional and intellectual growth for most adolescents.

2.8.3 Issues Related to Personal/Social /Career Counselling Services

According to Benson et al (2008:2), the number one reason that people in the United States lose their job is the inability to work with others. Therefore, (Benson et al, 2008) recommended that students must learn and transfer classroom social skills to the modern workplace in which the capacity for successful collaborative performance is essential. This study implies that acquiring basic human interaction and communication skills thus becomes an important outcome of the comprehensive school guidance and counselling programme. Meaning, students who equipped with necessary social and career counselling skills while they were in high schools, could manage their social affairs.

In similar manner, Lunenburg, (2010), describes that the principal goals of counselling are to promote personal growth and prepare students to become motivated workers and responsible citizens. Apart from intellectual challenges, Lunenburg, (2010) also suggests that educators be aware of that students encounter personal/social, educational, and career challenges. Finally, Lunenburg, (2010) recommends that school counselling programmes need to address these challenges to promote educational success.

Academic excellence requires personal excellence (Benson et al, 2008) and the ability of the individual to take full advantage of the educational opportunities available. These components of the comprehensive school guidance and counselling programme are the means to the development of students who are ready to learn and able to achieve high standards.

2.9. MAJOR GUIDANCE AND COUNSELLING SERVICES

The primary mission of a school's guidance and counselling programme is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counselling assistance. These four areas should constitute the core of any guidance programme and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011). The counselling service is designed to facilitate self-understanding and development through dyadic or small-group relationships. The aim of such relationships tends to be on personal development and decision making that is based on self-understanding and knowledge of the environment. The counsellor assists the student to understand and accept himself thereby clarifying his ideas, perceptions, attitudes, and goals; furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems; and seeks to develop in the student the ability

2.9.1. Responsive Services

Responsive Services consists of activities designed to meet immediate needs and concerns of students requiring counselling, consultation, or referral. This guidance component is available to all students and is often student-initiated (Roof, & Landes, 2004-05:5). In the same way, but extensively, (McQuillan & Coleman, 2008:3; Duncan, 2006:22), affirmed that all students and their parents/guardians have access to responsive services, including consultation, individual and small group counselling, and referral and peer facilitation to assist them with problems or concerns related to their academic, social, and career development. This same source maintained that students' needs might include counselling, consultation, referral, or information. These services are most often student initiated. The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal, career, and/or academic development at risk.

According to South Dakota Comprehensive School Counselling Programme Model, some topics have been identified as having high priority and/or relevance within the school setting (Duncan,

2006). Accordingly, topics of priority may include: academic success, adolescent and child suicide, bullying, child abuse and neglect, school dropouts, severe stress, substance abuse, pregnancy, gang pressure/involvement, and harassment issues. In addition to the above-stated responsive service topics, Duncan, (2006), asserted that school districts have also identified some recurrent topics presented for responsive services, including school-based issues such as: attendance, school attitudes and behaviours, peer relationships, study skills, being new to school, emergent issues in intervention or post-intervention of a traumatic event, and violence in school (school safety). Besides, personal issues such as the following have also been identified: career indecision, financial aid, college choice, death of a family member or friend, family divorce, family abuse, and harassment issues (Duncan, 2006).

2.9.2. Individual Student Planning

It consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal goals and plans. Individual student planning addresses the same objectives for all students in a given grade, and results in a portfolio-outlining career and educational pathways. In student planning, functions of the counsellor in this component (McQuillan & Coleman, 2008) include individual advisement, placement and appraisal. In this delivery case ASCA, (2005), states that school counsellors coordinating on-going systemic activities designed to help individual students establish personal goals and develop plans. According to ASCA (2005), school counsellors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career development, multicultural/global citizen development and personal/social development. Moreover, ASCA (2005) reported that within this component, students evaluate their educational, occupational and personal goals. School counsellors help students with life/Career/Development as they transition from school to school, school to work, or school to higher education or career and technical training (McQuillan & Coleman, 2008).

2.10. CONCLUSION

In this chapter, an attempt was made to examine the counselling needs of students and factors affecting addressing the counselling needs of these students. As mentioned, the counselling needs assessment, the value of the needs assessment, its application in the secondary schools and benefits of counselling needs assessment for students, schools and other related other. In addition, overview of school counselling, development of international and continental school counselling and its application in Ethiopian secondary schools, and factors affecting the counselling needs of students were assessed. The next chapter will look at the theoretical framework of the study.

CHAPTER 3

THEORETICAL FRAMEWORK FOR THE STUDY

3.1. ORIENTATION TO THE CHAPTER

Adlerians are interested in providing services to individuals to behave differently as well smarten up them, too. Adler was the predecessor of “a personal approach to psychology that focuses on inner determinants of behaviours such as morals, viewpoint, thoughts, purpose, interests, and the individual view of truth” (Corey, 2009:99). Having these brief concepts in mind, in this section, the relevant theories and concepts that are closely related to the current study (the counselling needs of adolescent students in Southern Ethiopian secondary and preparatory schools) are presented. Two theories of counselling and three counselling models are considered and incorporated into the theoretical framework of this study. These are: (3.2.) the Adlerian counselling theory, (3.3) The Person Centred Counselling theory, (3.4) The West Virginia Comprehensive Developmental School Counselling Model, (3.5) the Developmental Counselling Model for Illinois Schools, and (3.6) the South Carolina Comprehensive Developmental Counselling Programme Model, (3.7) theoretical framework for addressing counselling needs of Southern Ethiopian secondary and preparatory adolescent students.

3.2. ADLERIAN COUNSELLING THEORY

Adler stresses on decision and accountability, purpose in life, and the motivation to win, achieve, and excel (Corey, 2009). Adler also maintained that persons are stimulated chiefly by community interactions rather than by sexual drive; human action is determined and target oriented; and thus, the focus of therapy is based on awareness rather than unintentional. Having this overview in mind, this section of the chapter provides relevant points of the theory which could be applied in school settings. Accordingly, in this sub section, (3.2.1) the Foundation of the theory, (3.2.2) Key points of the theory, (3.2.3) the role of the school counsellor, (3.2.4) the management of the counselling programme and (3.2.5) the role of the student will be presented.

3.2.1. Foundation of the Theory

One of the unique beliefs of Adler is that he claimed that human races began to envision direction of life at an early age approximately at about six year of age in their life. His focus was on how the person's perception of the past and his or her interpretation of early events have a continuing influence (Corey, 2009). Rather than being considered a sign of weakness or abnormality, inferiority feelings can be the wellspring of creativity. They motivate us to strive for great skill, achievement, and completion. Humans are driven to overcome their sense of inferiority and to strive for increasingly higher levels of development (Corey, 2009). Aligned with this, the subsequent points are presented: (3.2.1.1) a brief background of Adler's counselling theory and (3.2.1.2) the Adlerian view of human nature are discussed.

3.2.1.1. A brief background of Adler's individual Psychology theory

Adlerians view that human behaviour need to be figured out in their societal perspective, to identify how persons act in the initial group to which they fit in, their family basis. Adlerians also focus on how students behave in their school setting as students, and in their occupation group as grown-up, how they work among their companionship groups and within close relationships (Palmer, 2000). Humans are basically social, with a wish for to fit in and have a position of worth as the same human being; and the individual is indivisible and functions with unity of personality (Ferguson, 1984). The other fact is that Adlerians claimed human development is not only determined by environment and heredity; rather, individuals have the ability to organize. Fashion and understand events (Corey, 2009). Adler expresses. In short, the theory has clear rationale, constructive views for human kinds, striving for success, completion and truth.

3.2.1. 2. Adlerian view of human nature

According to this theory, the world is viewed from the client's personal context, a point of indication elucidated as phenomenological (Corey, 2009). The method is phenomenological since it focuses on the individual way where individuals observe their world (Corey, 2009). Corey (2009) claimed that this personal truth includes the individual's insight, concern, reaction,

magnitude, viewpoint, eagerness, and conclusion. Human needs are realized from the point of view of this subjective viewpoint (Corey, 2009). Other unique notions to this theory is that people try hard to become successful and overcome the areas that they thought as of inferior quality and at the same time strive for excellence (Sommers & Sommers, 2004). That is Adler's focus is on person's perceptions, social relatedness rather than sexual urges (Corey, 2009). To address the wrongly perceived clients' lifestyle, Fall, Holden, and Marquis (2004) suggests four strategies need to be made on lifestyle of clients to: 1) bring changes on their perceptions and goals 2) change defective drive, 3) support the persons to discover fairness in the midst of every one, 4) Help the individual grow to be a reasonable individual.

The above two subsections described that human behaviour need to be seen from societal contexts, how the student behave in different settings, role of heredity and environment and the person's creativity in shaping the environment, the causes of maladjustment and the ways to overcome this maladjustment through counselling supports. In addition, the importance of appreciating client's concerns from the individual's point of view and the views that Adlerians have concerning humans' innate potential like trying hard to ensue thriving and overcoming the areas that they consider as poorer excellence and at the same time the way they value individual efforts for excellence, their motivation for achievement and the ways they approach every challenges are highly relevant for the current study. Besides, the belief Adlerians have about strong potentials of clients, assist me to assess concerns of high school students so that their needs should be facilitated, identified and considered from the student and counsellor participants' perspectives are applicable for the current study and used to be assessed to what extent these traits are addressed by counselling services in the current study (Sommers & Sommers, 2004).

3.2.2. Key Points of the Adlerian Theory

In this subsection, key points of the theory will be presented. Because of their relevance to the current study, the following subtitles are considered as key components of the theory. These are: (3.2.2.1.) Application of Adler's counselling theory in school settings, (3.2.2.2) Social concern and Community reaction, and (3.2.2.3) Holistic Approach (3.2.2.4) are discussed. Then, Style of Life (3.2.2.5), Behavioural adjustment and Maladjustment (3.2.2.6), Change through Counselling,

(3.2.2.7), Nature of the Counselling Relationship and Clients' Needs and (3.2.2.8), Group Counselling Applications and Interventions will be presented.

3.2.2.1. Application of Adler's counselling theory in school settings

According to Deborah and Toni (2009), counsellors ought to practice and learn that application of Adlerian counselling in the school assists in addressing the learner concerns and developing his/her potential. Sciarra (2004) reports that Adler believes that if children are helped to choose their behaviours to meet their needs, then they can choose alternative behaviours that meet their needs in a less harmful way. In line with this, Adlerians' basic argument is that children's poor behaviours mainly emanate from their insufficient logic perceived regarding how the world operates (Sciarra, 2004). The sort of difficult conducts generally tackled using Adlerian approaches can be divided in to four groups: attention seeking or the need to be listened, question of Independence or power struggles with adults, revenge, and malfunctioning due to inadequate information/understanding (Fallon, 2004). Inadequate social interest, results in misled, over-ambitious superiority, neurosis, psychosis, or suicide; whereas, clear awareness or the development of healthier social interest is linked to positive mental health and useful social interaction (Barlow, Tobin, & Schmidt, 2009). These social relations related needs like the need to be listened, question of independence and related others mentioned above are directly related to secondary and preparatory school students needs which need further exploration for better treatment particular of student-adult relationship at school and home in and in the public relations as a whole from students' perspectives.

3.2.2.2 Social concern and community reaction

According to Sciarra (2004), the central focus of Adler's theory is the concept of societal happiness that emphasizes a person's ability to work together in a cooperative way with people that leads to a healthy life. As to Adlerians theory social interest is linked with growth of the person with the ability for compassion and understanding (Sommers & Sommers (2004). Adlerians further states that psychologically healthy persons are those who experience a sense of connection with others and who attempt to take steps to assist other persons. Adler thought that adequate public concern

is vital for persons to meet up the three responsibilities of life: career, societal affairs, and care for others; whereas, inadequate public concern effected in misinforming motivation for dominance, neurosis, psychosis, or suicide (Barlow, Tobin & Schmidt, 2009). It is evident that the development of social interest is related to helpful psychological wellbeing and positive community relations.

Persons with healthier SI tend to convey success toward the healthy and socially useful side of life. As to Adlerian views, all human species seek a position in the family and in society to achieve their basic needs for security, acceptance, and worthiness (Corey, 2009). Corey claimed that a lot of troubles humans encounter are linked to the fright of lacking acceptance insight of the group they worth. Dreikurs and Mosak (1967) added two extra tasks of life to this list: Getting along with ourselves (self-acceptance), and developing our spiritual dimension (including values, meaning, life goals, and our relationship with the universe, or cosmos). Additionally, Adler claimed that three universal life tasks that humans must successfully master: Building friendships (social task), establishing intimacy (love–marriage task), and contributing to society (occupational task). Each of these tasks requires the development of psychological capacities for friendship and belonging, for contribution and self-worth, and for cooperation (Bitter, 2006). These basic life tasks are so fundamental to human living that dysfunction in any one of them is often an indicator of a psychological disorder (American Psychiatric Association, 2000).

3.2.2.3 Holistic approach

Adler based his model on the assumption that people possess both: a) an inborn drive for dominance or expert skill and b) a societal concern in the progress of others' welfare. Here, the Center of attention is on understanding of the whole persons inside their jointly rooted background of home, school, and job (Corey, 2012). Holism concept also comprises of a thoughtful belief that mind and body are one entwined procedure that is mislaid when divided. These elements traditionally included bodily, biological, and mental elements as cited in Dreikurs, (1997) and Fall, Holden & Marquis (2004). This holistic concept entails that we cannot be understood in fraction but every part of features of humans should be understood in correlation (Carlson & Englar-Carlson, 2008). The emphasis is on gaining full knowledge of persons in their publicly rooted

perspective of family, customs, school, and job. Human beings are societal, innovative, managerial beings who act with purpose and cannot be fully identified outside the contexts that have meaning in human lives (Sherman & Dinkmeyer, 1987). These concepts of holism used to assess the participant individuals counselling concerns related to personal, parental and societal cases through interview methods

3.2.2.4. Style of life

Style of life indicates the way a person lives. Adler termed this life progress the person's lifestyle (Corey, 2009). This style of life is vital feature of individual since it is associated with mechanism for living, plan of life, and a plan of achieving in life (Mosak & Maniaci, 2008). It embraces a person's typical way of viewing, doing, reacting, existing, and making great effort to achieve long-term goals (Mosak & Maniaci, 2008). The underlying principle of the therapeutic link in individual psychology is to assist clients raise new understanding into how their present mode of life is fall short to work for them and widen new conducts that will lead to better interactions emphasized by sympathy, a sense of feeling right, and collaboration (Carlson, Watts, & Maniaci, 2006). Hence, it helps to assess life challenges and efforts that individuals sacrifice to do well in life. Style of Life incorporates regulations of relations and the linking assertions that combine every one's actions and often expresses our perceptions regarding self, others, and the world (Corey, 2009).

3.2.2.5. Behavioural adjustment and maladjustment

The concept of the focused human character of activities is possibly the keystone of Adler's premise. Adler perceived that societal concern could be the gauge for mental health status/adjustment (Fall, Holden & Marquis, 2004). Accordingly, in Adler's view, emotionally healthy person will bravely meet the tasks of life with adjustable problem solving strategies that always take into account the interests of others. Besides, in an individual with a strong feeling of community, the striving to defeat inferiority feelings is a workable, lifetime development headed for best improvement. Here we observe that the importance of psychological adjustment is typically related to the normal social interest of persons. Adler expresses maladjustment as

pursuing a goal on the inadequate part of life that is, motivated for superiority with a poor reason of societal attention (Fall, Holden & Marquis, 2004). This insight can be in the form of generating symptom to escape the tasks of life or achieving superiority at the cost of others (Fall, Holden & Marquis, 2004). Maladjustment is labelled in Adlerian theory as choosing behaviour resulting in a lack of social interest or personal growth. As well, Adler believed that misbehaviour would take place when the person had become discouraged or when positive attempts at good behaviour had failed to get the needed results (Fall, Holden & Marquis, 2004). This aspect of Adlerian views is relevant to the current study in exploring personal-social interest of students in terms of their counselling needs; especially, how far their adjustment concerns are addressed in this regard.

3.2.2.6. Change through counselling

Concerning change through counselling, clients need treatment for help since they are troubled that the way of life is not operating in the manner they anticipated (Fall, Holden, & Marquis, 2007). Then, based on the clients' reports, the Adlerian counsellors critically observe the discouragement that clients encountered and the mechanism they utilized to solve their problems in the past. Then, the clients are informed the ability to change will be in their hands by working with the therapists (Fall, Holden, & Marquis, 2004). For the current study, the participants are invited to explain the ways and experiences they seek/develop help and the responses they receive from their helping professionals.

3.2.2.7. Nature of the counselling relationship and clients' needs

Adlerian counselling theory focuses on collaborative and respectful partnership in which the counsellor and the client work together. According to Vernnon and Kottman (2009), Adlerians approach of relationship is based on equality and equal rights, acting as a collaborator with the person being counselled, a counsellor will get an opportunity to provide "a friendly guide- willing to see the truth-to point out mistakes and to suggest better ways". As Vernnon and Kottman (2009) further described, a key factor in the relationship in Adlerian counselling is a sense of attitudes, thinking patterns, and behaviours. In the current study, the participants are invited to express their views via interview and focus group discussion (FGD) whether the counselling services offered in

Adlerian styles like shared power or a cooperative and respectful partnership approach is addressing their needs or not as compared to their previous counselling practices.

3.2.2.8. Group counselling applications and interventions

Adlerian theory with its emphasis on social embeddedness of behaviour devotes itself to group methods (Vernnon, & Kottman, 2009:59). Groups are emphasized to assess various treatment purposes. For instance, groups offer school counsellor the opportunity to assess and address interpersonal issues more effectively. The action and interaction within each group, individuals press their goals, their sense of belonging, and their intentions and social connectedness (Vernnon & Kottman, 2009: 59). Through group counselling, inferiority feelings can be confronted and neutralized well and the incorrect notions and values that have social and emotional problems roots can be totally influenced because the group is a value-forming means (Sonstegard & Bitter, 2004). As stated above, group counselling interventions are highly important for assessing social concerns like getting along with and personal cases such as sense of belonging and overcoming inferiority feelings of adolescent students in a more convenient way as well as used to assess in what areas of counselling programmes adolescent students need counselling supports via FGD and questionnaire methods.

3.2.3. The Role of the School Counsellor

The counsellor builds a conducive relationship with clients, collect information so as to comprehend the student client and other clients, provide insights to students' problems and promote reorientation (Corey, 2009). Adlerian Counsellors tend to look for major mistakes in thinking and valuing such as doubt, self-centeredness, unfeasible desires, and lack of self-reliance (Corey, 2009). Besides, Adlerian counsellors play great roles to find out wrong objectives and the essential ideas in order that the clients rate their own lifestyle. Besides, the counsellors assist clients to discern that they have equal social rights among the groups (Palmer, 2000). The counsellor is the expert on the change process and on developmental patterns. Adlerian counsellors help children to develop a positive lifestyle and social interest. Whether in the classroom or in the counsellor's office, the target of setting up affirmative logic of confidence is of interest when

applying Adlerian methods (Deborah & Toni, 2009). Counsellors and teachers retain the responsibility of supporting students to attain and build up a healthy social awareness that further serve students to feel right, appreciated, cultivate helpful self-respect, and assist not to feel disheartened (Deborah and Toni, 2009).

A major function of the counsellor is to make a complete assessment of the client's functioning. Therapists often gather information about the individual's style of living by means of a questionnaire on the client's family group, which includes parents, life tasks, and early memories (Fall, Holden, & Marquis, 2004). Based on the family constellation, the counsellor is capable of getting a point of view on the client's major areas of success and failure and on the critical influences that have had a bearing on the role the client has assumed in the world. The above stated school counsellor role as already been discussed in chapter one is relevant in that it assesses and describes high school students' student- counsellor collaborative relationships, touches various problems of students, raises parental related cases and the significance of social interest, and the necessity of changing client's faulty life style. It also attempts to identify areas of student success and failure and students' past experiences, provision of insights to students' problems and facilitating reorientation and generally focuses on detailed assessment of clients' healthier life functioning are highly relevant and need to be explored through questionnaire and FGD methods from the viewpoints of students and counsellors (Fall, Holden, & Marquis, 2004).

3.2.4. The Management of the Counselling Programme

As viewed by Adlerian, the general purpose of counselling is to help people to be freer, considered, ethical, attentive, and concerned (Kottler & Shepard, 2008). Besides, students can be taught higher social skills given the conditions are arranged in an inviting manner that helps a client feel right to a group. Chiefly in an atmosphere where personal interaction is prized and approved, meaning, by facilitating social concern and an autonomous setting. Adlerian's counselling programme support students to grow to optimal level both mentally and socially within society (Deborah & Toni, 2009). As explained above, in this subtopic, brief details of high school students related to their being autonomous, regarded, ethical, caring and concerned have been presented. Additionally, the circumstances in which higher social skills could be learned, and the ways students achieve optimal

level of mental and social satisfactions are highly relevant for the current study and need to be assessed by FGD (Focus Group Discussions) methods.

3.2.5. The Role of the Student

In Adlerian counselling, the client is the expert on his or her life experiences. Key responsibility relies on the clients for the treatment of counselling session in terms of selecting appropriate contents and its final successfulness (Kottler & Shepard, 2008). Students are also need to interact in a supportive way with others which guide them to a healthy humanity (Deborah & Toni, 2009). Additionally, clients focus their work on desired outcomes and a healthy way of life that can offer a new plan for their actions. In therapy, clients look at what Adlerians label puzzling reason, the notions about self, others, and life that represents the beliefs on which an individual's lifestyle is based (Corey, 2009). These roles of clients' assist this researcher to explore detailed concerns of students' to what extent their expert roles are reflected in their academic, career, personal/social and mental health counselling process and other family related area of interests that assist their counselling concerns in their perspectives.

3.3. CARL ROGERS: PERSON-CENTERED COUNSELLING THEORY

In this section, various subcomponents of this theory will be presented: Accordingly, Foundation of the Theory (3.3.1), Key points of the theory (3.3.2), and the role of the school counsellor (3.3.3) are offered. Then, the management of the counselling programme (3.3.4) and the role of the student (3.3.5) are presented.

3.3.1. Foundation of Theory

In this subsection, brief background of the theory (3.3.1.1), the core conditions of person centered counselling (3.3.1.2), and personality development- Nature of Humans (3.3.1.3.) are presented.

3.3.1.1. Brief background of the theory

A general argument underlying in Rogers's early writing and continuing to inculcate the entire of his works is good judgment of confidence in the customer's talent to advance in a constructive manner by facilitating nurturing situations that lead to growth (Corey, 2009). Corey further stated that Rogers firmly maintained that individuals are trustworthy, resourceful, capable of self-understanding and self-direction, able to make constructive changes, and able to live effective and productive lives. When counsellors are able to practice and communicate their realness, support, caring, and non-judgmental understanding, considerable changes in the client are most likely to occur (Corey, 2009:166). Rogers felt that, people can get in touch with their true selves if they are around others who are real (congruent or genuine), empathic, and exhibit unconditional positive regard, which he collectively called the core conditions, believing that these traits alone are enough to facilitate change (Rogers, 1957). Rogers also projected a self-actualizing inclination in individuals—a desire of humans to cure, develops, and accomplishes their prospective (Fall, Holden, & Marquis, 2004).

The above stated personal and situational qualities like nurturing conditions, trustworthy, resourcefulness and similar others could serve as students' needs indicators by using interview, and FGD. As already stated in chapter one, believe that (Rogers, 1957) has on individuals-like their potential to live effective and productive lives. Are very relevant for secondary and preparatory students who have been passed through different parental, societal, environmental and hereditary constraints and most probably be the response to the question how student counselling needs be addressed from students and counsellor perspectives.

3.3.1.2. The core conditions of person centred counselling

In person centred counselling there are three concepts that are termed the core conditions for valuable counselling contacts. These are: "Congruence or Genuineness, Unconditional Positive Regard and Empathic Understanding" (Neukrug, 2012:111).

Congruence or Genuineness: Rogers believes that the counsellor needs to be in contact with his or her thoughts (Neukrug, 2012). Rogers also believed that keeping the normal equilibrium between awareness of feelings and the expression of those feelings (Neukrug, 2012).

Unconditional Positive Regard: This implies counsellors total welcoming of client that lets the client to feel free during the session as well as to explore deeper into him/herself. Unconditional positive regard is expressed as the skill of conversing with a profound and genuine concern for the client as an individual (Gatongi, 2007:207).

Empathic Understanding: Rogers's third vital element, sympathy, or bottomless understanding of the client cases. It includes accurately reflecting the meaning and concern of what the client spoken; warm acceptance, and likeness, to show the client that he or she was precisely accepted (Neukrug, 2012). All the above traits like deeper exploration in to client's self, genuine concern for clients, bottomless understanding and accurately reflecting the meaning and concerns of what the client says all are significant and relevant to current study and need to be considered whether these students' counselling needs are addressed accordingly through interview methods qualitatively from the students and counsellors' perspectives.

3.3.2. Key Points of the Theory

The Person-centred counselling focus is on the person- the client achieving a greater degree of independence not on the person's presenting problem. Having the above stated issues in to account, the following sub titles are considered as additional key components of the theory: (3.3.2.1) personality development- nature of humans, (3.3.2.2), the healthy/adaptive versus maladaptive personality (3.3.2.3), the personality change process and (3.3.2.4) basic assumptions about adolescent students' needs.

3.3.2.1. Personality development- nature of humans

Rogers perceived individuals at their genuine level to be essentially constructive, including the deep-rooted, inherent drive of all existing being: the noble inclination to grow up, to heal when

wounded, and to build up one's complete potential (Fall, Holden, & Marquis, 2004:168). This actualizing intention provides individuals essentially toward more progress, positive, and practical. Rogers regard as that human beings are at their mainly decisive level, to be reliable (fall, Holden, & Marquis). These natures of humans -the amazing tendency to be nurtured, to restore to health when injured and to gain one's full latent can be explored in the current study by taking in to consideration their background and gender via questionnaire method.

3.3.2.2. The healthy versus unhealthy/maladaptive personality.

The moderately better a person's measure of relationship, the better and more adjusting the person will be (Fall, Holden, & Marquis, 2004:172). These same authors reported that Rogers describes the self with a high degree of trusty is "a fully functioning person". In contrast, a fairly enhanced extent of discrepancy mirrors the unwholesome or unstable personality (Fall, Holden, & Marquis, 2004). Adler viewed the role of individual social nature to be of vital importance to the development of normal and abnormal behaviour.

It is obvious that life is inexhaustible and unlike as the individual experiences life fluctuation enormously both dread and courage; both hurting and delight, both irritation and care for. In relation to these concepts, (Rogers, 1961 as cited in Fall, Holden, & Marquis, 2004:173) ascertained that the fully working person's interactions with others reflect mostly harmony. This same author remarked that to be fully effective, what he termed "the good life," is "enriching, exciting, rewarding, challenging, and meaningful. These above statements suggest that to attain the fully functioning personality, one could pass through different challenges which have ups and downs; especially the adolescent students have various developmental related physical, psychological and social problems that need counselling services interventions so that the required optimum development can be achieved (Fall, Holden, & Marquis, 2004). Through the above views, the question of how and the challenges of addressing counselling needs of students will be assessed based on individual student responses via questionnaire and FGD methods.

3.3.2.3 The personality change process

The basic principles of personality change process entails change through Counselling and capacity and responsibility for change. Rogers claimed that change through counselling necessitate six situations to fulfil for a client progress in the path of positive character modification or meeting their needs (Fall, Holden & Marquis (2004:176). As Fall, Holden and Marquis (2004:176) claimed it, to meet the counselling needs of clients, there needs to be counsellor-client close relationship and procedures. Besides, realness, absolute optimistic regard, and compassion of the counsellor must experience while communicating to the client. According to these same researchers, it is not adequate for the counsellor to believe that the core conditions are considered and facilitated; the end situation is that the client need to be understood and experiences the realness, and unrestricted optimistic view from the counsellor.

According to Fall, Holden and Marquis (2004), the ability to change eventually is solely ascribed to the client. But, the liability for adjustment and the level of improvement depends on the following conditions: First, the client need to be in emotional touch with a counsellor, as well the client ought to identify and make sense the counsellor's communication with that of the three core conditions of genuineness, unconditional positive regard, and empathy (Fall, Holden and Marquis, (2004). As stated above personality change process such as change through counselling necessitate strong interaction between counsellor and the clients like genuineness. As described in chapter one, the importance of emotional touch during counselling session-like identifying and making sense of what counselling services imparted to them, are relevant for high school students who are in need of positive regard and friendly acceptance from the counsellors.

3.3.2.4. Basic assumptions about adolescent students' needs

Based on Kottler and Shepard (2008: 133-134), the following basic assumptions of adolescent students' counselling needs are presented: 1). Individuals are development focused and tend to move toward self-actualization. These conditions and movement of the clients that are shortly obstructed and hesitating be facilitated by professional counsellors who are able to inspire the innate ability for growth in clients 2). Every person lives in a constantly shifting world of incident

of which she/he is the middle. 3). Quality and restorative relationships bring about change that can be verified by creating open mindedness, recognition, faith, openness and affection. Using these traits, the counsellor builds fostering environment that create possible change for individual development. 4) The actual contents of counselling centre on influence and assessment of mind-set. 5) The general purpose of counselling is to assist individuals to be better open and honest, intended, decent, considerate and concerned; that ultimately resulted in more helpful in their self and others. 6) Key duties rely on the clients for what comprises appropriate contents of counselling session and whether it finally thrives or not. (7) Human beings are basically honourable and reliable, they impulsively move deliberately towards objectives that are rewarding and publicly dependable (Kottler & Shepard, 2008).

Vital assumptions about adolescent students' needs that focused on development and be liable to move toward making real self, being living in a persistently irregular world of incident of which the client is the centre, significant and restorative relationships, the authentic contents of counselling that centre on influence and assessment of state of mind, assist individuals to be better open and be honest, intended, decent, considerate and concerned. The concepts that state that human beings are basically honourable and reliable, their impulsively and deliberately moving towards objectives that are rewarding and publicly dependable are relevant to the present study and need to be accessed via interview and FGD from students and counsellors and significant others perspectives (Kottler & Shepard, 2008).

Now, in the subsequent discussion, I will present the three counselling models (West Virginia Comprehensive Developmental Counselling (3.4), Developmental Counselling Model for Illinois Schools (3.5) and the South Carolina Developmental Counselling Programme (3.6)) that have relevance with the needs of students in conjunction with the two theories discussed earlier.

3.4. WEST VIRGINIA COMPREHENSIVE DEVELOPMENTAL COUNSELLING PROGRAMME (WVCDSC)

In this section, foundation of the model (3.4.1), main components of the model (3.4.2), the role of the school counsellor (3.4.3), the management of the counselling programme (3.4.4) and the role of the student (3.4.5) are presented.

3.4.1. Foundation of the Model

The foundation section of (West Virginia Comprehensive Developmental Counselling Programme) WVCDSCP comprises philosophy and beliefs, vision and mission. Through its philosophy and beliefs, it impacts education process and learners West Virginia Board of Education (WVBE, 2012). As regards its mission, West Virginia counselling programme focuses on educational, vocational, and individual/societal development areas so as to increase all learners' school practices.

3.4.2. Key Components of the Model.

The key components of the model involve (3.4.2.1) the brief background of the model, (3.4.2.2) the Comprehensive Developmental Counselling Programme (3.4.2.3) and the Tire Model.

3.4.2.1. The brief background of the model

The justification of the West Virginia School Counselling Model (WVBE) is, to generate one vision for school counselling programmes in West Virginia (WVBE, 2012-2013). It was from this model that quite a few regional governments in the 1970s and 1980s structured their school counselling programmes. This new model permits the school counsellors (SC) spend their full time working times rather than the previous model which allowed SC spent their 75% of times. Besides, the qualified school counsellor team up more with varied stakeholders and uses manifold sets of information to sketch, plans, and convey investigation-based excellence-driven school counselling plan of actions to address all students' counselling needs.

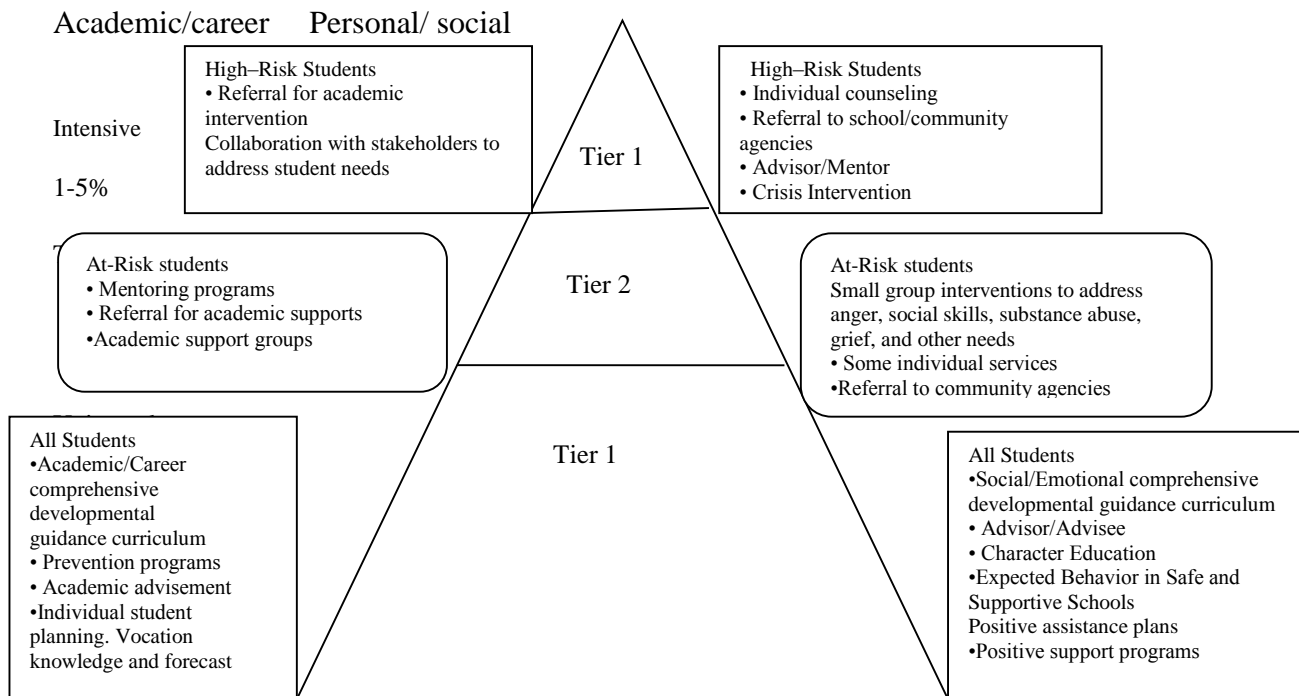
3.4.2.2. The comprehensive developmental counselling programme

A comprehensive school counselling programme model is prepared to promote the educational prospective of each student. It considers student needs outcomes, and is linked to local, regional and national tasks. To attain this objective, the Comprehensive School Counselling Programme (CSCP) uses vital activities via four delivery systems; such as individual student planning, responsive services and student assistances to keep going the academic, career and personal/social development for each student (WVBE, 2012-2013). This model is also intended at advance the practice of a perceptive CSCP as the centre of a thriving school that provides supports for the development and enrichment of students (WVBE, 2012- 2013).

3.4.2.3. Introduction to the three Tire model

To address the needs of all students, this model utilizes the three Tier model. That means, to offer appropriate services to the students, this model classified students in to three groups: High- risk, at-risk and universal/majority of students (WVDE, 2012-2013).

Figure 3.1: The Three Tier Model of the WVCDSCP



(Source: West Virginia Board of Education (WVBE), 2012-2013)

As depicted in figure 3.1, the intensive (Tier3) part focuses on high risk students; offers exhaustive behavioural, educational, and social-emotional services designed to solve appraised needs of high-risk students. This service covers 1-5% of the students. These high-risk students generally face severe traumas, problem behaviours, and dilemmas that badly affect their ability to function as a thriving student. Here, the aim is to lessen negative forces, difficulty, and influence of private issues that these students encounter (WVBE, 2012-2013). The Targeted (Tier 2), gives support services that assist at-risk students' individual, social, and vocational development at individual and group level. It covers 5-15% of student population. For the current study, these services are more feasible among this study setting of students because of the prevalence of poverty and the current status of family conditions as well as academic related problems of these students that demand more group works than as practiced in West Virginia.

In terms of educational assistance grouping, the model has a sort of support strategies that are vital for the present study; like “individual/collective support groups, vocational groups, Crisis plan group, student assistance professional, peer group support programmes and mentoring Programmes” (WVBE, 2012-2013:8). Few of these listed student supports-peer group support and mentoring activities, are practiced in unorganized manner in the current study settings and the rest are valuable mechanisms need to be practiced in Ethiopian contexts.

The universal (Tier 1), supports developmentally pertinent educational, vocational and individual and community success for the majority of students in the overall people. Here, trained school counsellors in cooperation with other qualified mentors (WVBE, 2012-2013:7), in K-12 classroom and group measures, first, plan based on the whole school information or records and then, take intervention measures to attend to the counselling needs of the majority of students (80-90%) and also assesses the high risk and at risk student cases. The three Tire model mentioned above, which assessed the academic, vocational and personal-social domains which are linked to behavioural and other aspects of students' concerns (high risk, at risk and all students) at individual and group level. Here, for the current study, the participants (students, counsellors and other delegated stakeholders) are invited to express students' needs through questionnaire and FGD methods.

3.4.2.4 The delivery system for the model

This delivery system comprises leadership service syllabus, individual learner assistance, accessible services, and pupil support. Moreover, a better planned and communicated school counselling programme regularly maintains an equitable programme that is mutually planned and supported by school leadership and the school counselling consultative board. Delivery system permits full time service for counsellors that enable them address the concerns of most students (WVBE, 2012-2013). The abovementioned delivery system that includes, each learner, accessible services, equitable programme and the delivery which permits full time services are very relevant in Ethiopian high school settings; thus this model offers clear picture in this aspect as to how to provide appropriate and effective services that can be used as a guideline to develop a comprehensive model devoted to the appropriate services of students and other stakeholders in study areas contexts by exploring their needs via FGD and interview methods.

3.4.3. The Role of the School Counsellor

At High school level, school counsellors work with students (grades 9-12) and assist all high school students in the developmental processes in career, academic and personal/social growth and in making knowledgeable and personally suitable societal, instructive and occupational selections (WVBE, 2012-2013:10). Furthermore, high school counsellors carry out classroom counselling on matters pertinent to the concerns of the school, provide personal, cluster and emergency counselling as well as help in the placement that need to be done during and after high school transition of learners (WVBE, 2012-2013). Besides, various matters that West Virginia secondary school counsellors deal with are related to substance misuse, teenage pregnancy, harassment, ethnic related problems, minimizing withdrawal and home cases. These same counsellors are also need to refer students and parents to proper external organizations and professionals as needed (WVBE, 2012-2013). Their chief tasks focus on supervising and counselling learners and families so as to prepare path to advancement further, to backup and commencement. In addition, counsellors sketch and organize plan like learning course, vocational and institutional reasonableness, parent education programmes, and further extensions of the counselling programme. West Virginia school counsellors are change agents in schools by enhancing students'

mental, biological and social concerns and serve as a key to protect against unsafe events (WVBE2012-2013). School counsellor's extensive time is invested on the services of the pupils by sharing particular talents and educational hope in practical ways (WVBE, 2012-2013:11).

Regarding the west Virginia school counsellors' qualification level, school counsellors need to be certified and highly-qualified at master and doctorate level in order to address developmental needs of all students in the areas of academic, career, and personal/social development at the same time, work collaboratively with educators, families, and the community (WVDE, 2012-13). Whereas, in my country Ethiopia, as already been stated in chapter one, in previous times, to be a counsellor having a first degree in psychology or taking three to five courses was more than enough. Yet, after 1994 as mentioned in chapter 1, no clear criterion was set as to how to be a counsellor; even, any volunteer teacher could serve as a counsellor. These counsellors in the past, supported students in their academic, vocational choice, social and familial challenges via group and individual counselling. Yet, recently, though they provide consultancy services occasionally, they are not providing personal counselling services. Most of West Virginia counsellors' roles explanations that have been discussed so far are vital and relevant for Ethiopian secondary and preparatory school students and thus need to be assessed to what extent these roles of school counsellors are addressing their needs through FGD and questionnaire from students and counsellors' perspectives.

3.4.4 The Management of the Counselling Programme

According to WVBE (2012-2013:18), to carefully offer a standardized programme that enable to meet all student concerns, the counselling programme need to be handled wisely. In this section, when, why, who and what questions are dealt with. In short, use of time, data, who will execute the programme and consultative board cases are discussed. In brief, via management system, the skilled school counsellor handles a broad school counselling plan, team up with others to develop feasible schedules for the counselling programme that are usually disseminated and talked over to all school customers and administer time and assets to maintain syllabus and services to respond to student needs (WVBE (2012-2013:13). The above discussed counselling programme assist me

assess whether the counselling needs of the high school students met accordingly or not by using FGD method from the perspectives of students and counsellors.

Administration contracts

Administration contracts are to be established annually between school counsellors and the principal. The administration contracts permit the consent between the school counsellor and director to understand the way learners, counselling programme and services will be provided. Decisions are made based on site needs and data analysis. When the principal and school counsellors get together and okay on programme of high concern, accomplishment strategy and the organization of the counselling department, the programme creates the preferred results for students (WVBE, 2012-13).

Consultative board

A consultative board is a delegated group of individuals selected to aware as well as help the school counselling programme. The board membership ought to embody the community's multiplicity and may include school workers, families, school panel partners, learner and company and society council (WVBE, 2012-13).

3.4.5 The Role of the Student

The roles of students mentioned in the West Virginia model are almost similar to the roles of students discussed under Illinois Developmental counselling programmes; for instance, based on the available services provided to them, students need to communicate their needs that need to be attended to by school counsellors to whom it may concerns when the required services are not in a position to function as expected to, and they have to participate in group and classroom counselling provision sessions that best address the collective and personal needs of students (see p.22). Thus far, in terms of this model, students need to instigate the counselling services right from the planning time; approaches and contents of the services provided to them and also need to actively participate in every available opportunities or services that help them strengthen their developmental processes in academic, career, mental and personal/social developments (WVBE, 2010:10). Besides, students need to make sure that whether their individual, group, crises and

responsive services, consultation and peer facilitation are addressed or not (WVBE, 2010:27). Many of the above explanations, particularly, issues that help them build up their developmental concerns in academic, career, mental and persona/social aspects, students' participation in personal and group programmes, crises and responsive services are highly relevant for the current study and could be the answer to the questions that read as "In what areas the student need counselling support?" and "Do student counselling needs vary according to their school background, gender, age group, and grade level?"

3.5. DEVELOPMENTAL COUNSELLING MODEL FOR ILLINOIS SCHOOLS

Developmental programme supposes that as persons develop, they find distinct developmental tackles that, if attended to; allow the learners to operate in dependable ways (Zyromski et al, 2010). If school counsellors give developmental and anticipatory set of services that utilizes equally personal and grouping techniques, learner be capable of learn to commune effectively, settle on arguments, formulate fine choice, take steps maturely, and live lives that are secure, gratifying and fruitful (Zyromski et al, 2010). With these brief introductory concepts, let us proceed to the other points that need to be discussed here. In this section (3.5.1.), The Foundation of the model, (3.5.2) Key components of the model, (3.5.3), the role of school counsellors, 3.5.4) are discussed. The management of the counselling programme and (3.5.5) the role of the student.

3.5.1. The Foundation of the Model

Developmental Counselling Programme is relied on viewpoint, dream, and a duty statement. Developmental programmes are also built up on the needs of the students. Additionally, the foundation is affected by local, government, and national legislation.

3.5.1.1 A brief background of Illinois developmental counselling model

The Developmental Counselling Model for Illinois schools was projected to offer school counsellors with practices and procedures that will assist them to better serve all students. According to this model, school counsellors need to develop the belief that teaching life skills is inherent in the curriculum of counselling and is critically necessary in preparing all students for

life. It was from these grounds that a developmental school counselling programme was created (Zyromski et al, (2010).

3.5.2 Key Components of the Model

In this section, important points that are considered to be included as key components of the model are presented. These are: Life areas (3.5.2.1.), topics in life areas (Table3.1) which deal with academic, career and social emotional as major headings and life situations, life transitions and life skills as sub titles are presented in the table consecutively. Finally, two other major sub topics that have their own large components will be presented. These are (3.5.2.3) School counselling curriculum component and (3.5.2.4) individual learner development component

3.5.2.1 Life areas

The Illinois School Counselling Model has different life areas. Zyromski et al (2010) states that there are some main standards that provide as a skeleton for counsellors to advance learner outcomes in three domains: academic, career, and social emotional. In each merit, exhaustive schooling talents and indicators provide as a basis for programme liability. An additional way of envisaging the quality/excellence might be to think over living state of affairs, life adaptations, and life expertise appropriate for each learner.

Table 3.1: Topics in Life Areas

Academic Life Situations Learning deficiencies reduction Discipline vs. Procrastination Lifelong Learning	Life Transitions Middle School to High High School to College School to Work	Life Skills Study Skills Critical Thinking Analysis and Synthesis
Career Life Situations Use of Leisure Time Attitude toward Work Dual-Career Couples	Life Transitions Career Exploration Exploration to Tentative Career Choice Career Decisions	Life Skills Goal-Setting Career Decision- making Employment-Seeking Skills
Social Emotional Life Situations Friendship and Love Change, Conflicts, Stress Values, individual Safety Accountability, sorrow and death	Life Transitions fresh School lessons considerable Life dealings ethics elucidation Loss of associates and dear ones	Life Skills Problem-Solving correlation abilities managing talents Conduct handling skills

(Source: Zyromski et al, 2010:14)

As described in the table 3.1 above, topics in life areas of students at different level, –life situations, life transitions and life skills briefly illustrates from preschool through college. Since the current study focus is on high school students, I presented what are relevant for Ethiopian high school systems. Topics in life areas like order and control vs. put off, high school to college, school to work, searching to provisional career selection, and vocational decision making, employment-seeking skills which mentioned in the table 1 above, are relevant and essential for the current study to assess high school students’ counselling needs in these aspects from students themselves and counsellors’ and significant others’ perspectives.

3.5.2.2. School counselling curriculum component

The School counselling curriculum consists of structured developmental skills offered thoroughly in grades K-12 via classroom and cluster accomplishment for the whole learners intended to offer students with understanding of common growth in importance and advance, to encourage constructive intellectual wellbeing, and to help them in attaining and utilizing life talents (Zyromski et al, 2010). The syllabus also attends to three student concerns:

1. Educational: knowledge about educational achievement
2. Vocational: knowledge about occupation and preparation for living.
3. Societal affect: wisdom about individual and public concerns (Zyromski et al, 2010).

3.5.2.3. Individual learner development component

Strategies for executing this component include: Personal counselling which includes Individual appraisal, individual counselling, placement, responsive services component, consultation, individual and small group counselling, crisis counselling, and referral services. These components are projected to developmental talents that need to be given to the whole learners encourage students to develop positive intellectual safety, assist students the way to obtain and develop life skills, address three student concerns-academic, career, and personal-social development. As suggested by Zyromski et al, (2010), conversation and elucidation skills are vital mechanisms for acquiring knowledge or as to how to get along with peers, for doing well in the classroom, and for creating decisions linked to post-high school schedules. Besides, individual counselling, placement, responsive services, individual and small group counselling and referral services are relevant to the current study in assessing in what areas and to what extent these services are addressing the participants' needs through counselling programme from the students' perspectives

3.5.3. The Role of School Counsellor

In this model, school counsellors have essential roles in supporting students. The high school years require numerous verdicts to be made that call for facts, instruction, and personal help in the decision making process (Zyromski et al, 2010). In planning personal student cases, counsellors assist all learners examine and direct their own educational, vocational, and societal arousing improvement (Zyromski et al, 2010). In terms of personal counselling, counsellors work with students to enhance their social emotional development and to help them acquire the skills to lighten up and attain occupational and educational goals. Counsellors provide placement services for transitions from one educational programme to another, one school to a different, or from school to career; consult parents, teachers, student service staffs, other educators, and community agencies regarding strategies that help students, and serve as advocates for the developmental

needs of the student. In addition, counsellors assist students in clarifying problems, identifying alternative solutions and possible consequences so that appropriate action can be taken. A counsellor also facilitates a small group to help students with anger management issues, offer counselling assistances to pupils as well and their parents encountering a heartbreak condition. Concerning referral services, effective counselling calls for counsellors to open a variety of resources available to support learners. Counsellors refer students and parents to appropriate community agencies to help with identified long term problems.

To receive feedback on needs of students, counsellors consult with teachers and other staff on a regular basis to provide information and support to staff; they give chance for continuing support and details sharing with parents about each child's development. College plans and career counselling guarantee full interest, as counsellors work to meet the ever-changing postsecondary needs of students. The reactive services (personal and group counselling, emergency counsel, meeting, and transfer service) provided by counsellors will constantly be the centre of the school counsellor's job. Hence, counsellors need to work in headship capacity for parent backing programmes as well as workers and community relations. Given that the objectives of the counselling agenda are reliable with the purposes of the school itself, counsellor involvement with syllabus teams, parent organizations, and consultation with teachers is crucial.

3.5.4. The Management of the Counselling Programme

In this subsection, the following are considered as the management of the counselling programme: Getting Directorial help for syllabus change (3.5.3.1), establishing an advisory council (3.5.3.2), and establishing a consultative board, (3.5.3.3).

3.5.4.1. Getting directorial help for syllabus change

The current study conceptual framework of high school students' developmental counselling needs envisioned winning the positive view of school administrators as mandatory. This is so because when school administrators comprehend what a developmental counselling programme includes, they likely to be keen and caring of mounting programme (Zyromski et al, 2010).

3.5.4.2 Establishing a consultative board

The primary and essential duty in implementing a developmental counselling programme that meet students' needs is to establish a consultative board. This consultative board is a cluster of promoter who will devise suggestions for plan blueprint like advocating for developmental time, resources, and funds (Zyromski et al, 2010:27). For the current study, the above described issues are relevant in keeping administrators knowledgeable as to how to prepare workshops; curriculum and plans need to be set up for better access and counselling service improvement of students. Besides, the above two services allow school administrators stay alert about novel programme schemes and services intended to be offered to learners and need to be explored through FGD from counsellors, principals, teachers and Parent Teacher Association (PTA) perspectives.

3.5.5. The role of the student

Based on the available opportunities and the services provided to them, students are expected to utilize the benefits of the counselling services; they also need to express their needs that need to be addressed by school counsellors to whom it may concerns when such services are not in a position to function as expected to. Besides, they have to participate in group and classroom counselling provision sessions that best address the shared and personal needs of students. Furthermore, students need to be cooperating with counsellors in disseminating the concept and programmes of counselling services to their peers, parents and to the society so that several stakeholders could be able to comprehend the services available in the school and motivated them support the assistances given to the students. Finally, secondary and preparatory school students are expected to show behavioural changes, academic improvement, vocational awareness and better intra and interrelationship skills with others (Zyromski et al, 2010). All the above mentioned illustrations about students' roles are highly relevant for the current study because in the absence of these students' roles, it is unfeasible to talk their counselling needs and need to be assessed from high school students' perspectives.

3.6. THE SOUTH CAROLINA DEVELOPMENTAL COUNSELLING PROGRAMME MODEL

In this section, Foundation of the model (3.6.1), Brief backgrounds of the model (3.6.1.1.), key components of the model (3.6.2), the role of the school counsellor within the model (3.6.3.), the management of the counselling programme (3.6.4) and then, the role of the student (3.6.5) will be discussed in sequential order.

3.6.1. Foundation of the Model

This model considers individual difference of learner's and offers respect and dignity for each of them (Miles et al, 2008:1). Besides, the success of every student is pronounced as well as learning is viewed as a lifetime process and also it emphasizes the need to address a range of each student's needs at all levels of education via counselling programmes. This model also emphasizes practicing the programme that work towards bringing about optimal benefits and achievement for students. In brief, a comprehensive developmental counselling programme is considered as a basic part of the total education programme rather than a supportive service (Miles et al, 2008).

3.6.1.1. Brief backgrounds of the model

This model embraces as its motto "learning to live, learning to learn, and learning to work" (Miles et al, 2008:1). All these that are stated are directly linked to Ethiopian adolescent students' school Life and far-off.

3.6.2. Key Components of the Model

In this section, the comprehensive developmental counselling programme is considered as key components. These are (3.6.2.1.) Counselling Curriculum, (3.6.2.2.) personal planning (3.6.2. .3) responsive service and (3.6.2.4) the system support.

3.6.2.1. Counselling curriculum

Here, based on (Miles et al, 2008:10-11), the components of counselling curriculum and its description are provided. The main Counselling curriculum provided to the students is: “classroom activities and group activities” (Miles et al, 2008:10). At this juncture, students are provided cooperative works, orientation service at classroom level, and their classroom concerns are also dealt in outside the class to address students’ concerns (Miles et al, 2008).

3.6.2.2. Personal planning

Personal planning involves counselling service assistances for the whole students that help them plan, supervise, and administer their own learning achievement as well as to achieve their personal and career development. Individual planning also accentuates educational counselling including training/education after high school completion and vocational planning (Miles et al, 2008). Besides, the students’ various needs are addressed through personal assessment, personal counselling, and placement.

3.6.2.3. Responsive service

To address the immediate needs of students, school counsellors practice or employ different strategies such as consultation, personal counselling, crisis and referral counselling. Optional time provision for this service is 25%–35%. To better meet the concerns of the learners, the partners that school counsellors work with are teachers, parents, societal agencies and other trained professionals. This service assists me as a frame work as to what to do, with whom to create partnership and where to refer the learners that seek further assistances (Miles et al, 2008).

3.6.2.4 The system support (SS)

The System Support (SS) includes indirect counselling management activities that retain and augment the total counselling plan of action. This section is executed and achieved via staff and community relations, Advisory Councils, and the public Outreach. The suggested time allocation

for this service is 10-20% for high school (Miles et al, 2008:12). Most of what have been discussed under 3.6.2.1- 3.5.2.4 sub headings above, especially, student concerns in classroom and group activities, Personal planning linked to educational counselling, strategies like consultation, individual counselling, crisis and referral counselling that help to address the pressing needs of students and the SS related to indirect counsel executive actions that keep and enhance the whole counselling strategies are pertinent to the current study and thus explored from students' and counsellors' perceptions.

3.6.3 The Role of the School Counsellor

In this model, to effectively provide services for all students, school counsellors employ comprehensive developmental counselling programme that enable them use sufficient time to offer direct services to all students rather than burdened by administrative or office tasks (Miles et al, 2008). Services offered to students include indicating direction of development awareness services for students new to the school; orientation scheme for arriving ninth graders as well as ninth, tenth, and eleventh graders in keeping informed of their personal graduation plans (Miles et al, *ibid*). In addition, they direct eleventh and twelfth graders in assessing their current position and scheduling their attainment of high school graduation; direct twelfth graders in developing and taking appropriate steps toward implementing their post-secondary schooling and/or vocational plans by writing college proposition, and completing requests (Miles et al, 2008:27). Other key services as expressed under West Virginia and Illinois, include counselling individuals and small groups of students toward personal/social and emotional growth, consulting with teachers, staff, and parents as the same time referring students to special programmes, specialists, and/or community agencies, and Consult with parents regarding referrals when appropriate (Miles et al, 2008).

3.6.4. The Management of the Counselling Programme

The management of the counselling programme of this model is almost similar to the Illinois developmental counselling model (IDCM) with insignificant difference on responsive services i.e. here, consultation, personal counselling, crisis counselling and referral services were described

step by step; whereas, under IDCM, it was presented in general ways. Hence, what has been mentioned in IDCM services are sufficed for this model too.

3.6.5. The role of the Student

Here as well, since the role of student that has been stated in Illinois developmental schools was similar, it is unnecessary to mention here again.

3.7. THEORETICAL FRAMEWORK FOR ADDRESSING COUNSELLING NEEDS OF SOUTHERN ETHIOPIAN SECONDARY AND PREPARATORY ADOLESCENT STUDENTS

3.7.1. Theoretical Framework Components

The component of this framework comprises the following theories and models: Adlerian and Person-centred counselling theory; West Virginia, Illinois Developmental Comprehensive Counselling Model and South Carolina. From these theories and models, some major sub sections of each theory and models are selectively chosen to build the framework of the current study. The framework is intended to address the counselling needs of secondary and preparatory school students of the Southern Ethiopian Region. Hence, this framework is lined up with the Legislative benchmark which has its own beliefs, vision, and mission statements; organizational programme, process, time and counsellor- student ratio that again talk about policy and resources. The policy aspect considers National, Regional and other vital issues that are linked to school system. Other components are interrelated with counselling theories, helping professional collaborations, human resources, and students' counselling needs which play very crucial and basic roles in addressing Secondary and Preparatory School Students' Counselling Needs (SPSSCN). The other aspects of the framework discuss about the human and financial resources. The human resources comprised of vital groups and individuals those who are directly and indirectly participate in this research process. Especially, students directly participated in interview/ FGD and questionnaire; and the rest, participated in FGD. The financial resource related was taken from the counselling models

and is highly linked with the human resource parts and serves as back up in facilitating the counselling provision services for (SPSSCN).

Generally, the collaboration works /networks of National-school system, helping professionals section with human and financial resources are based on counselling theories and comprehensive counselling needs models, networked with high school students' needs and are projected to address these students' selected concerns. The other part of this framework incorporated here is the resource part is mainly aligned to human and financial resources as well as linked to programme components which are very important for the improvement and satisfaction of counselling needs of adolescent students. These integrated programme components, human and financial resources finally joined to high school students' counselling needs for the better enrichment and satisfaction of these students' needs.

Now, I will present the specific main components of the theory and models included in the framework. The first component incorporated in the conceptual framework is Adlerian theory. Here, from this theory, certain key sub topics are selected having considered their relevance to the participants' needs. These are: view of human nature, social concern and community reaction, life style, holistic approach, group counselling, behavioural adjustment/maladjustment and change through counselling. Initially, let us see the views that Adlerians have regarding human nature. Adler's theory visualized that human character need to be observed from their social context; by the same token, is highly liable to societal, family, and cultural dynamics (Sommers & Sommers, 2004). In this regard, the theory considers that human behaviour needs to be shaped in their societal perspectives so as to identify the way the individual react among the neighbourhood in the family source as a teenager, how they act in the school settings, as a student; in their occupation groups as grown up, how they work among their friendship groups within close relationships (Palmer, 2000). The current study focuses on concerns that adolescent students have in the family, in the school community, and in external society; particularly, that affect their academic, career and personal/social developments including mental health needs. In relation to the above mentioned needs, research indicates that as youth move into maturity level, around the age of eighteen (habitually on about completion of preparatory school), their preferences and concerns change to incorporate decisions about academic or occupational preparation, access into and shift within the

employment open market, leaving the family home, and at times matrimony and paternity (Zarrett & Jacquelynne, 2006). These students' needs listed above, assist me to sort out where the areas of high school students' concerns/ needs be positioned at this level of education.

Adlerians also maintain that individuals try hard to become successful and overcome the areas that they thought as poorer (Sommers & Sommers, 2004). Hence, this aspect of theory helps me assess the study settings of high school students' personal, social, behavioural and vocational concerns in which they think weak/inferior in these three domains linked to them (dependent variable- (DV) aligned with Independent variables- (IV) like their gender, age, grade level, family conditions, and residences (city and countryside) and analyse the results both quantitatively and qualitatively. I also believe that indeed high school students have an inclination of self-actualizing, growth in constructive directions if supported and treated by others who have genuine, empathic, and who display deep understanding for the fulfilment of youngsters' maximum potentials. Thus, this theory is vital to assess the needs of these students from their view points.

Development of social interest is related to positive mental health and constructive social interaction. Social Interest refers to an action line of one's community feeling and involves the individual's positive attitude toward other people in the world (Corey, 2009). As already been mentioned, Adlerians also link social interest with growth of the person with the ability for compassion and understanding (Sommers & Sommers (2004) which are constructive traits for affirmative personal social development of teenagers. Besides, this theory claims that adequate social interest is essential for an individual to meet the three tasks of life: occupation, social relationships, and love (Ansbacher & Ansbacher, (1979: 211). It was also reported by these same authors that Adler also believed that insufficient social interest resulted in misled striving for superiority, neurosis, psychosis, or suicide. Whereas, adequate social interest is associated with the ability to cooperate and contribute (Corey, 2009). Adler views social relations having participated in other's affairs with full emotions, attention and consideration as if they feel, scrutinize and involved in their cases (Corey, 2009). These empathic and attentive understanding of other's affairs will help me assess the experiences and challenges that the high school students are being phasing with their counsellors and with the significant others in their perspectives via FGD and interview methods.

Adlerian links healthy adjustment with social concern that is allied with the notion of normal operation (Fall, Holden, & Marquis, 2004). In fact, Adler observed societal concern as the standard for mental wellbeing and malfunctioning. These same authors ascertained that emotionally healthy person will actively meet the tasks of life with flexible ways of resolving difficulties of life constantly considering the interests of others. These normal functioning could be made possible through counselling intervention. Likely, this quality relationship was stressed under person-centred counselling theory as optimal interpersonal relationships with others and in the three counselling models, as already been discussed as personal-social/emotional development.

Concerning client maladjustment Adlerians viewed that clients are not psychologically ill; on contrary, are dissatisfied. Adler expresses maladjustment as pursuing a goal on the inadequate side of life that is motivated for superiority with a poor reason of societal interest. This insight can be in the form of generating symptom to escape the tasks of life or achieving superiority at the cost of others (Fall, Holden & Marquis, 2004). In Adlerian theory, maladjustment is defined as choosing behaviour resulting in a lack of social interest or personal growth. Adler believed that misbehaviour would take place when the person had become discouraged or when positive attempts at good behaviour had failed to get the needed results. Encouragement to good behaviour was often the recommended remedy to misbehaviour. Positive developments that better help the students develop healthier relations with others. Hence, these various relationships construct like motivation for superiority, societal interest, healthier relations with others, and being emotionally healthy assist me to assess the current study setting students' personal/social, educational challenges needs and opportunities by using interview, focus group discussion and questionnaire methods.

Change through counselling: As stated earlier, in this subsection, change through counselling assesses the way, when, under what conditions and the mechanism by which clients seek help from counsellors. Thus, based on the clients' reports, the Adlerian counsellors critically observe the discouragement/experiences that clients exhibit and then, they explore the techniques clients utilized to solve their problems in the past. And then, brief orientation will be given to the clients the roles/ collaboration that they need to play to satisfy their needs in collaboration with their

counsellors (Fall, Holden, & Marquis, 2007). Whereas, in view of person-centered theory, clients are welcomed by the counsellor with unconditional positive regard focusing on clients' current conditions with the spirit of assisting them assist themselves. Likely, for the current study, the participants are encouraged to explain the better means and experiences they look for help and the responses they expect from their helping professionals to practice changes in their lives through FGD and questionnaire methods.

Holistic Approach: As already been stated, Adler initiates his illustration on the postulation that persons possess relies on instinctive drive for superiority and societal concerns in the progress of others' benefit. At this juncture, the focus is on understanding of the totality of individuals inside their mutually embedded settings such as family background, school, and career (Corey, 2009). This holistic concept of Adler's theory as well helps me assess and seek out the ways the secondary school students attempt to enhance their innate will power in terms of striving for better position and healthier social concern potentials that are manifested in the system they are parted in reasonably from the perspectives of students and counsellors. Now, the relevant person centred counselling theory components will be presented below.

From Person-centred counselling theory, the sub sections selected to be included in the conceptual framework are: Core conditions and assumptions about counselling needs of adolescent students. As stated before, in person centred counselling three concepts "Congruence or Genuineness, Unconditional positive regard and Empathic understanding" (Neukrug, 2012:111) are termed the core conditions for essential counselling relations. Rogers believes that, individuals can get in contact with their proper selves if they are near others who are genuine or real, with deep understanding, and exhibit unreserved affirmative view, that he equally names the key conditions, considering that these qualities only are adequate to smooth the progress of transformation (Neukrug, 2012).

Authenticity. Rogers assumed that the counsellor has to be in contact with his or her thoughts to the customer; in spite of what personal qualities they have (Rogers, 1957 as cited in Neukrug, 2012:111). This concept shows the professional person centred counsellors' relationship level of quality in conducting therapy or in providing counselling services to the clients.

Unconditional Positive Regard (UPR) - this call for counsellors' total welcoming of clients that let them to feel free during the session as well as to explore deeper into him- or herself. UPR is expressed as the skill of conversing with a thoughtful and genuine concern for the client as an individual with the intent to bring powerful change in the students' life. Under such circumstances, as this author reported the customer's emotional expressions, thoughts, and conducts are not judged whatever they may be. This means, counsellor's communication to the client involves non-menacing approach. As already been mentioned in chapter one these ways of treating adolescent students are very crucial for Southern Ethiopian high school students since they are undergoing lack of appropriate access to counselling services and unfriendly responses to their request due to absence of skilled counsellors in the region. Rogers's third vital aspect, sympathy, or bottomless understanding of the clients and the client cases can be shown in numerous ways, including precisely reflecting the implication and concern of what the client said; affectionate reception, and likeness, to show the client that he or she was totally accepted (Neukrug, 2012).

The abovementioned empathic understanding and total welcoming of the clients, and genuine concern for the client as an individual will serve me collect information in similar approaches and will help me explore the response to how the students' counselling needs be addressed; and also assist me put my-self in the shoes of the participant students while assessing the challenges that these students are being encountered in their perspectives via interview and FGD methods.

As already described under subtitle termed basic assumptions of adolescent students' counselling needs, here and the briefings are presented. According to these assumptions, the first three points state that clients are development oriented and move toward self-actualization, live in constantly shifting world system being shaped by its various aspects in which they themselves act as the centre and quality and curative relationships that embrace nurturing environment are facilitated by counsellors will bring about dynamic changes in the lives of clients. These above concepts assist the current study in that these help me explore the research participant students' development oriented needs and their concerns for developing and improving their abilities and living experiences in the midst of constantly changing world being fashioned by their different influences. As suggested earlier, it is also possible to assess quality and curative relationships that

embrace fostering environment mostly facilitated by counsellors to bring about dynamic changes in the lives of clients. Secondly, these help to assess the actual content of counselling focus on affects and assessment of feelings as well as help us to stress on identifying the general purposes of counselling services which aimed to create more caring in the individual client and in others. The other thing is that through these guiding concepts it is possible to comprehend that clients shoulder chief mission in shaping appropriate contents of counselling session that persist for longer. Finally, it indicates that clients are basically honourable and reliable, as well their tendency to move towards goals which are satisfying and dependable are relevant notions for the current study to explore the response to the question how can student counselling services be improved from the adolescent students' point of views.

Apart from the two theories, now I will present the main components of the three models in their sequential order. Accordingly, first, the West Virginia developmental comprehensive counselling model is presented. This model mainly focuses on conceptualizing/categorizing/ high school students /9-12/ in to three Levels-High risk (1-5%), at risk (5-15%) and the entire students (80-90%) to address their academic, career, and personal-social development concerns. As already been mentioned, the three Tier model of West Virginia that focuses on high school students' academic, career, and personal/social development concerns could be practiced in Ethiopian context using similar referral methods for students' learning concerns via teamwork with related stakeholders to address student needs using council or experienced teacher schemes. The West Virginia employs small group intervention to address anger, social skills, substance abuse, grief and other referral to school/district (Miles et al, 2008).

Thirdly, this model, attempts to address the counselling needs of the majority of students, by offering comprehensive developmental counselling curriculum, prevention programmes, academic advisement, individual student planning and career awareness and planning; as well as, to address their personal/emotional needs, the model employs comprehensive developmental counselling curriculum via advisor/ advisee, character education; accepted behaviour in safe and supportive schools. Thus, I considered it as a valuable model for the current study to identify and address the needs of Ethiopian students in their contexts from their perspectives. From these three Tier models, the current study has learned a lot in framing the current study in such a way that

these groups of student population parted in to three exists in the general population everywhere and need to be equally treated in accordance of their proportion fairly.

This researcher also selected Life Areas from Illinois counselling Model to construct the framework. In this subsection, three student development areas like academic, career, and social-emotional-life situation, life transition, and life skills presented sequentially. Here, though the three domains mentioned in South Carolina model seem repeating, yet, the focus of that of Illinois model is quite different in content and focus from the earlier ones. Accordingly, it is presented as flows:

Figure 3: Student Life Areas/Concerns (Zyromski et al, 2010:14)

Academic Life situations Learning deficiencies reduction Discipline vs. procrastination Life-long learning	Life Transition Middle School to High high school to college School to work	Life skills Study Skills Critical thinking Analysis and synthesis
Career Life situations Use of Leisure Time Attitude toward work Dual career couples	life transition Career Exploration exploration to tentative career choice career decisions	Life skills Goal-Setting Career decision- making Employment seeking skills
Social-Emotional Life situation Friendship and love Change, conflicts, stress, values, personal safety Accountability, sorrow & Death	life transition fresh School lessons considerable life dealings Ethics education, Loss of associates and dear ones	Life skills Self-awareness Listening skills, communication Problem solving, correlation abilities, managing talents Conduct handling skills

As presented in the figure 3 above, student life concerns which are relevant to the high school students' counselling needs are briefly listed in three domains by life situations, life transitions and life skills and these also depicted in the conceptual framework charts. Especially, the concepts like middle school to high, high school to college, school to work, study skills, career exploration, career decisions, career decision-making, employment seeking skills and the rest other mentioned under social-emotional are very relevant for the current study and help me assess to what extent these domains of student needs addressed by school counselling programme via questionnaire methods from students' and counsellors' perspectives.

Finally, the South Carolina comprehensive developmental counselling model is also preferred for the current study since school counsellors in this model fully exercise/use full times to offer direct services to all students rather than occupied by administrative/office tasks (Miles et al, 2008). Indeed, both models (West Virginia and Illinois) permit full time work for school counsellors; yet, the way the South Carolina school counsellors approach and address students' needs fascinated more this researcher than the other two models. Furthermore, the services they offer for students new to school the development awareness direction, their partaking in orientation scheme for arriving ninth graders as well as, tenth, and eleventh graders in keeping informed of their private graduation plans (Miles et al, 2008) all are highly relevant to the current study. In addition, the manner they guide eleventh and twelfth graders in assessing their current position and scheduling their attainment of high school completion; the help they provide for twelfth graders in developing and taking appropriate steps toward implementing their post-secondary schooling and/or vocational plans (Miles et al, 2008:27) has great relevance for the current study. Other key services include counselling individuals and small groups of students toward personal/social and emotional growth, consulting with teachers, staff, and parents regarding the developmental needs of students, referring students to special programmes, specialists, and/or community agencies, and consulting with parents regarding referrals when appropriate (Miles et al, 2008). All these services are relevant and need to be practiced in the current study contextually and be assessed from students and counsellors' viewpoints using questionnaire and FGD methods.

The development of academic and educational standards is an important element of an individual's duty of all-time learning in this model (South Carolina). In short, superior quality works, all time learning, individual-societal development, the growth of vocation to the level of accepted quality, successful transitions of various types, for instance from school to work and taking part in a worldwide market are included in this subsection and thus, believed to assess to what extent the current school counselling programme addressing student counselling needs.

In short, according to this model, through vocational growth, learners will grasp the links among individual behaviour, prepared for learning and for the world of occupation, will express decision-making, objective building, problem solving, and contact talents. Here, students will survey vocations and the link of training to employment (Miles et al, 2008:39). At the same time, students will show positive feelings toward work and the ability to work together and will understand how

community awareness relates to work. Almost all of these services have vital links with the current study and need to be explored from students' and counsellors' perspectives.

3.8 CONCLUSION

In this chapter, the theoretical framework of the study rationally argued and presented. As discussed earlier, this chapter proposed Adlerian and Rogerian counselling theories that best address the needs of students; terms like-holistic views, friendly approach, unconditional positive regard, genuineness, empathic understanding; supplemented with West Virginia, Illinois and South Carolina comprehensive developmental counselling model which focus on developmental concerns of high school learners. Both theories and the models explore emotional, behavioural, social concerns, generally academic, career and personal-social needs of students. The methodology, the design, and how the data was gathered and analysed will be discussed in the subsequent chapter.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In this chapter, the research design and methodology that are intended to address the research questions forwarded are outlined. Initially, the research paradigm for the study (4.2) is presented; thereafter, the discussion of mixed method research design (4.3) is discussed; and then, (4.4) each phase of mixed method components is discussed below. Lastly, the methodological norms for the study (4.5) and research ethics (4.6) are presented.

4.2 RESEARCH PARADIGM

In this section, the ontological and epistemological foundations of research (4.2.1) are discussed. And then, the value of combining Qualitative and Quantitative research traditions (4.2.2.) is discussed. In addition, pragmatism as a basis for mixed method research (4.2.3) is briefly explained.

4.2.1 Ontological and Epistemological Foundations of Research

The researcher's selection of methods is mainly motivated by the philosophical assumptions - ontological and epistemological which structure the research or the researcher's plan of position (Brannen, 2005). The interpretative and positivist methods are the two giant philosophical methods (Morgan and Smircich, 1980). Positivism supposes the presence of reality free of human actions, which is not a construction of the human intellect (Dyson & Brown, 2005; Morgan & Smircich, 1980). As said by the positivist, supreme understanding is impractical. The positivist paradigm is relied on a faith in concrete fact. The facts that are realized in this paradigm are from mental power data that can be directly practiced and established between absolute eyewitnesses (Dyson & Brown, 2006). Pragmatism is one option of philosophical customs that offer a frame for mixed

technique study (Creswell, 2009; Teddlie & Tashakkori, 2009 cited in Mertens, 2010). Another major truth-seeking framework is the renovation paradigm for mixed methods study.

Societal constructivism which is the interpretative approach in another way, sorts out public truth, the network affairs, concerns, collection, communal values, way of life, and implications that survives in a cluster of citizens (Morgan & Smircich, 1980). Additional unique nature of the interpretative paradigm is that it thinks about the correlation among in a societal situation stimulated contemplation patterns and saying. Social constructionism as well asserts that social experiences and their meanings are interminably being captured by societal artists. Besides, this interpretative conviction is founded on public built own fact. Thus, this belief is inclined by customs and history. The interpretative model maintains that the objective of the best investigators is a reflexive collector and expert judge of data (O'Brien, 2001). As to me, this statement is doubted. Interpretive paradigm needs to play active role during data collection and in interpretive phase, too. Constructionism is allied with the epistemological position of interpretivism which stresses the necessity of exploring the subjective meanings motivating the actions of social actors so that a researcher can understand these actions (Saunders, Lewis, & Thornhill, 2007).

Constructivism claims that truths are social construction of the mind hence there are so many constructions of realities that are almost equivalent to the number of individuals and it rejects the existence of objective reality (Guba & Lincoln, 1989: 43 cited in Mills, Bonner, & Francis, 2006:2). In line with this, individuals who deny the existence of an objective reality assume a relativist ontological position (Guba & Lincoln, 1994). This relativist ontological position claims that concepts such as rationality, truth, reality, right, good, or norms must be understood “as relative to a specific conceptual scheme, theoretical framework, paradigm, form of life, society, or culture . . . there is a non-reducible plurality of such conceptual schemes” As a study method, grounded theory has its beginning in both positivism and pragmatism. With regard to theoretical foundation, grounded theory attained from symbolic interactions and social constructivism (Denzin & Lincoln, 1994; Blumer, 1969, & Mead, 1932). The other issues that need elucidation are that constructivist ground theory acquires an epistemological stand of personal opinion. This implies that it is understandable that investigators cannot be totally free of bias instead it is recognized that there is a connection between the investigator and the research partakers (Mills et

al, 2006 cited in Gardner, Fedoruk & McCutcheon, 2010). Ontologically a relativist position is believed implication that humans can simply comprehend concepts such as actuality and truth within a broader framework, which is contextually positioned within a certain time, position, and mores (Charmaz, 2006 cited in Gardner, Fedoruk & McCutcheon, 2010).

According to Goldkuhl (2012), interpretivism is reliant on constructivist ontology. This is elucidated by Orlikowski and Baroudi (1991:14) in the following way: The aim of all interpretive research is to understand how members of a social group, through their participation in social processes, enact their particular realities and endow them with meaning, and to show how these meanings, beliefs and intentions of the members help to constitute their actions” (Orlikowski and Baroudi, 1991:14).

Epistemology and ontology are equally support one another (Lombardo, 1987; Reber, 1995). In addition, since it focuses on questions about knowledge and the nature of facts (Everitt & Fisher, 1995), epistemology addresses the “origins, nature, methods, and limits of human knowledge” (Reber, 1995, p. 256), Those interested in learning and instruction thus have an epistemological purpose (i.e., supporting learners in coming to know) regardless of the perspective with which they choose to be aligned. Understanding how a learner comes to know and how that process can be facilitated forms a basis for research in learning and instruction (Schuh & Barab, 2008:4). Here, in this research, I am interested to know what is real about the needs of adolescent learners related to counselling services, what facilitate and the barriers linked to it. Besides, it focuses on understanding how a learner comes to know and how that process can be facilitated framework a basis for research in learning and in teaching process.

The other thing related to ontology is that as Lombardo (1987) and Reber (1995) asserted it is a branch of philosophy within metaphysics that addresses the nature of being and reality. In other words, ontology defines what is real in the world, whether physical or abstract structure. Thus, those interested in learning and instruction indicates their ontological preference by specifying what are considered truths about knowledge, information, and the world. To be to the point, ontology refers to what exists (Barab et al., 1999; Jonassen, 1991). Such perspectives of ontology

enable me to come to understand what the needs of students are and the means to get knowledge of these aspects.

Epistemology is the subdivision of beliefs that focused on the speculation. It tries to offer the response to the method and what can we make out. Knowledge is feasible and if so how it can be acquired and what its limit is. Epistemological dispute may relate to knowledge in wide-ranging or to understanding of specific types. According to Hammersley (2012), epistemological analysis inquiries provide a very rich opportunity of facts. It may also be applied to all kinds of knowledge or just to a range of. One important area of disagreement here concerns if all observable facts have the same essential quality or if there are ample kinds of being.

To finalize this sub-section, presenting some dominant paradigms will make the issues clearer. Accordingly, four dominant paradigms are identified, namely post positivism, constructivism, transformative and pragmatism and three approaches to incorporating these in mixed methods research are outlined (Hall, 2009). Of these a single paradigm is proposed as the most appropriate approach. In view of Hall (2009), the existing single paradigm, still, does not provide an adequate rationale for mixed methods research. Hall (2009) also argued that both transformative and pragmatic paradigms have serious limitations. However, Hall claimed that these limitations could be overcome and provides a satisfactory paradigm through mixed methods research. In the subsections bellow, the issues mentioned under 4.2.1. Will be clarified more in connection with the value of combining Qualitative and Quantitative research traditions.

4.2.2 The value of Combining Qualitative and Quantitative Research Traditions

Conducting a pragmatic study has several benefits for researcher (Onwuegbuzie & Leech, 2005). Its first advantage include that it assists the researcher be flexible in their study techniques that in turn assist them address an array of research questions. In addition, pragmatic researchers have a chance to develop a collaborative spirit among investigators. Secondly, being conceptualizing the research studies via pragmatic approaches or conducting quantitative and qualitative inquires, researchers view research work as a holistic undertaking that call for extended engagement, continual observation and triangulation (Lincoln & Guba, 1985 cited in (Onwuegbuzie & Leech,

2005). Correspondingly, the current study preferred these methods of inquiring and conducting research in that these approaches assist him to assess quantitatively and qualitatively the counselling needs of teenagers of secondary school students.

On the other hand, being a pragmatic researcher is advantageous in that by having a positive attitude towards both techniques, pragmatic researchers are in a better position to use qualitative research to inform the quantitative portion of research studies, and vice versa. For example, the involvement of quantitative data can help to enhance the absence of generalization of qualitative data and/ or are augmented by quantitative data. Correspondingly, the supplement of qualitative information can make clear relations revealed by quantitative data (Onwuegbuzie & Leech, 2005). Besides, armed with a bi-focal lens (i.e. both quantitative and qualitative data), rather than with a single lens, pragmatic researchers are able to zoom in to microscopic detail or to zoom out to indefinite scope (Willems & Raush, 1969).

The importance of mixing quantitative and qualitative studies

- Assisting to confirm quantitative findings by referring to information extracted from the qualitative stage of the study and.
- Helping to construct guides from qualitative data that can be used to analyse quantitative data (Madey, 1982). Additionally, quantitative research is typically motivated by the researcher's concerns, whereas qualitative research is often driven by a desire to capture the participant's voice, pragmatic researchers are able to merge these two emphases within a single investigation. In this regard, this study envisioned to explore the several samples of participant students as well as interested to hear the voice of a few students as deeper as possible qualitatively.

Vigilantly designed mixed methods studies give a valuable intended to discover new facts and instrument to researchers conducting a broader variety of mental issues crosswise and within traditions (Ponterotto, Mathew, & Raughley, 2013).

The flexibility inbuilt in mixed methods researches can effected in a more totality and correct understanding of the phenomena under study. Mixed methods research can also advance the counselling and psychology professions' growing commitment to social justice research in that the

use of carefully sequenced diverse methods can provide researchers with multiple windows into the lives of the less empowered and historically silenced within our society.

4.2.3 Pragmatism as a Basis for Mixed Methods Research

Mixed methods researchers use and often make natural diverse philosophical positions. These positions often are referred to as dialectal stances that bridge post positivist and social constructivist worldviews, pragmatic perspectives, and transformative perspectives (Greene, 2007). Pragmatism is a broad research paradigm covering many different areas e.g. knowledge, language, ethics (Goldkuhl, 2012). Thirteen kinds of pragmatism are described by (Goldkuhl, 2012). While Goldkuhl (2008b) has described three types of pragmatism (and their close interrelatedness) with importance for research: 1) Functional pragmatism 2) Referential pragmatism 3) Methodological pragmatism. Other researchers, Tashakkori and Teddlie (2003), describe pragmatism as a set of ideas articulated by many people, from historical figures such as Dewey, James, and Pierce to contemporaries such as Murphy, Rorty, and west are the best paradigm for mixed methods research.

Pragmatism, as Goldkuhl (2012:7) reports, is a research paradigm chiefly focuses on what has been called American pragmatism; to mention few; the writings of Peirce, James, Dewey and Mead are some of the authors among others. Goldkuhl (2012) also elaborates that Pragmatic thinking not only limited to American practice; as explained for example by Arens (1994) and Thayer (1981), but there are also similarities and relations to many European scholars Goldkuhl (2012). Besides, there are also clear resemblances with East-Asian thinking (Shusterman, 2004 cited in Goldkuhl, 2012). As suggested by Goldkuhl (2012), the core nature of a pragmatist ontology is actions and change; humans acting in a world which is in a constant state of becoming. Action, as Dewey (1931) states, has the role of an intermediary. Action is the way to change existence. To perform changes in desired ways, action must be guided by purpose and knowledge. The world is thus changed through reason and action and there is an inseparable link between human knowing and human action.

According to Cherry Holmes (1992), pragmatism portrays about many ideas including using what works, and diverse approaches, and valuing both objective and subjective knowledge. Rossman and Wilson (1985) were among the first to associate pragmatism with mixed methods research. They differentiated between methodological purists, situationists, and pragmatists. The purists believed that quantitative and qualitative methods derived from different mutually exclusive, epistemological and ontological assumptions about research. Whereas, epistemology is intimately related to ontology and methodology; as ontology involves the philosophy of reality, epistemology addresses how we come to know that reality while methodology identifies the particular practices used to attain knowledge of it (Krauss, 2005).

With regard to mixed method research, discussing the assumptions behind mixed methods research Paradigm Worldview is important. A worldview is a framework of ideas and beliefs through which an individual interprets the world and interacts with it; a wide world perception. According to Guba, (1990:17) worldview is defined as basic set of beliefs that guide action. In simple terms, epistemology is the philosophy of knowledge or how we come to know (Trochim, 2000). For instance, an alternative view, the naturalist or constructivist views knowledge that it is established through the meanings attached to the phenomena studied; researchers interact with the subjects of study to obtain data; inquiry changes both researcher and subject; and knowledge is context and time dependent (Coll & Chapman, 2000; Cousins, 2002). Many qualitative researchers believe that the best way to understand any phenomenon is to view it in its context. They (qualitative researchers) see all quantification as limited in nature, looking only at one small portion of a reality that cannot be split or unitize without losing the importance of the whole phenomenon.

Many qualitative researchers also operate under different ontological assumptions about the world. They do not assume that there is a single unitary reality apart from our perceptions. Since each of us experiences from our own point of view, each of us experiences a different reality. (Krauss, 2005:790, *ibid*) further stated that QRs do not assume that there is a single unitary reality apart from our perceptions. Krauss (2005) further stated that since each of us experiences from our own point of view, each of us experiences a different reality. As such, the phenomenon of “multiple realities” exists. As to Krauss (2005), conducting research without taking this into account violates their fundamental view of the individual. The above mentioned qualitative arguments, serve as

connection for quantitative and qualitative researchers and play as facilitative roles that initiates those who the research world.

To better conceptualize the worldview assumptions, understanding the importance of acquiring knowledge through interpretation is important. In this regard, Ontology and epistemology are intertwined in interpretivism because knowledge (understanding, meanings) is so essential in the ontological assumptions of the constitution of the world (Goldkuhl, 2012). The essence of a pragmatist ontology is actions and change; humans acting in a world which is in a constant state of becoming. Blumer (1969:71) claims that, “the essence of society lies in an on-going process of action - not in a posited structure of relations. Without action, any structure of relations between people is meaningless.

4.3. MIXED METHOD RESEARCH DESIGN

In this section, the research questions overview- and the means to respond to the research questions raised are briefly presented as an introduction of the research design of the study (4.3.1). The mixed research design selected for this research and reasons for the choice of this design (4.3.2) are then clarified. Subsequently, research method, sampling, data collection and analysis procedures for the first quantitative phase of the research are introduced (4.3.3). This is followed by discussion of the same methodological part for the second qualitative phase (4.3.4).

4.3.1 Research Questions Overview

It is obvious that research design is relied on the research questions for the study. To restate, the main research question guiding this study is:

What are the counselling needs of the adolescent students in Southern Ethiopian secondary and preparatory schools? Toward the establishment of the counselling needs of secondary and preparatory (grades 9-12) school adolescent students and to develop a comprehensive counselling model mainly from the perspectives of students and counsellors. To answer this question, the combination of the findings from five sub questions which includes both quantitative and

qualitative questions that evident themselves in the subsequent research processes was required. Based on the above research question, the following research sub questions were addressed:

Research sub-question 1: In what areas do students need counselling?

This question focuses on finding out (examining) the areas of counselling services that students need more in terms of priority by the counselling programmes across sampled secondary schools more specifically to explain the nature, typology, magnitude, and distribution of these needs across different contextual, demographic, educational, developmental, grade level and social variables need to be analysed by descriptive statistics.

To answer this question, selected survey items from student needs assessment survey (SP & RStNAssQ) and self-prepared counselling needs survey questionnaires were used.

Research sub- question 2: Do students' counselling needs vary according to their gender, age group, grade level and school setting?

To answer this question, the SP & RStNAQ (Self-prepared and Revised Student Needs Assessment Questionnaire) High school survey scale type questionnaire was provided to the sampled student participants which is quantitative survey and assesses personal, school concerns like academic, career, relationship and post-secondary concerns that ranges from high, average, low needs to no needs will be used and described by using inferential statistics. Besides, based on this quantitative survey, semi-structured questions were utilized for the focus group discussion for student themselves, for counsellors and for Focus Group Discussion participants mentioned under research sub question 4 to further augment the quantitative part of the findings with the goal of establishing counselling needs model that intended to address the needs of these students with varied socio-economic background, gender and grade levels.

Research question 3: What are the existing practices regarding student counselling in the research setting?

This question assesses the existing practices concerning the counselling needs of students and thus prepared to identify the nature and experiences of the provision of counselling services, the way students are treated, access of students to the services, equity and the satisfaction of students about

the services rendered to them are assessed. To assess this question, SP&R RStNAssQ that are prepared by this researcher and adopted from other researchers was used for quantitative aspects and semi structured interview and Focus Group Discussion was also employed to further identify these practices in depth.

Research sub question 4: To what extent do the current school counselling programmes address the counselling needs of students? This question was prepared to examine how far the students' counselling needs are addressed and the coverage of the required domains such as academic, career/ vocational support and orientations provided to the students, the extent to which the personal-social and related other services rendered to the students in particular; and the consultative and facilitative roles played by school counsellors/psychologists to the parents, the school community and other stakeholders to fully address the needs of students and to achieve the intended objectives of the counselling programmes. To answer this question, the open-ended questionnaire for sampled student participants and the Focus Group Discussion was prepared for two experienced teachers from each sampled school, for PTA (Parent Teacher Association, 4 individuals from each school), school directors of the sampled schools (four-4 in number), students from each grade levels (9-12, 8 students, 2 students from each grade level) and two-2 focal persons from each Zonal and District Education board.

Research sub question 5: What are the challenges of meeting students counselling needs?

In response to this question, the problems that are affecting or working against students' counselling needs satisfaction are assessed. This question focused on major concerns of students in these high schools. To answer this question, case study questionnaire (interview) and FGD semi structured questions were employed for the purposely selected participant students to identify the means or strategies that school counselling programmes need to follow to satisfy these students' needs.

Research sub question 6: How can student counselling services be improved?

This question assessed the ways and strategies that school counselling services can be enhanced. To answer this question, open-ended questionnaire prepared by the current researcher for quantitative survey and the Focus Group Discussion were conducted. The participants for FGD

were 32- two-2 students from each grade level (9-12) and eight students from each sampled school; four counsellors (one-1 counsellor from each sampled school); two student council from each school; two (2) experienced teachers, two PTA delegates, and two Zonal and District focal persons and four school directors-one-1 director from each sampled school, and one delegates (D) from Child, Youth, and Women Zonal affairs; 1 D from Zonal Labour and Social affairs; 1 D from Health Office; 1 D from HIV/AIDS Office and 1 to 2 related NGOs(non-governmental organizations) from each sampled setting. For the purpose of age, experience, free discussion and management, the focus group was divided in to two groups: FG1 (focus group1) was students and student councils-10 participants, and FG2 the rest participants mentioned earlier-10 participants.

4.3.2. The benefit of Mixed Methods as study Designs

In this sub-section, the rationale for the use of mixed method (4.3.2.1) and consideration for the specific design (4.3.2.2) are discussed.

4.3.2.1 The rationale for the use of mixed method

Where there is little or inadequate information is known about the study, mixing methods is useful to collect quality data that help to inform vital study issues (Lise, 2011). Other researchers (Ivankova, Creswell & Stick, 2006) suggested the rationale for mixing both kinds of data within one study helps to enhance being based on reliable evidence in fact, neither quantitative nor qualitative methods are sufficient, by themselves, to figure out the trends and details of a situation. In this regard, the current study envisioned to uncover the counselling needs of secondary school students by using Quantitative and Qualitative data that better enable the study to arrive on more reliable or sound information that further assist to probe deeper in to problems.

The other benefit of mixing qualitative and quantitative designs is generally fail-safe as they enhanced triangulation, a stronger development of theory and the potential to more exhaustively understand the research situations (Anaf & Sheppard, 2007). In support of this, Greene, Caracelli, and Graham (1998) identified a number of evaluation studies and specifically identified five main purposes of using a combination of methods, namely, 1. Triangulation, 2. Complementarity 3. Development, 4. Initiation 5. Expansion. From these studies, the larger part of the primary

purposes was either complementarity or expansion. However, many studies make use of triangulation. The conclusion is that the application of multiple methods guarantees that the inherent partiality of one measure is compensated by the strength of the other. Hence, using these multiple methods assist the results of the current study converge or corroborate one another strengthening the validity of the findings. For better understanding of the purpose and rationale for the use of mixed method is presented below.

As stated above, with regard to the purpose and rationale of mixed methods, evaluation design, based on the Greene et al (1998), the current researcher will present the following briefing:

Triangulation: Triangulation searches for cooperative, verification, and correspondence of results from different methods with the rationale of increasing the validity of constructs by compensating or mixing the heterogeneity of unrelated sources of discrepancy attributable to embedded method bias, and inquirer biases in inquiry context. The second issue emphasized by Greene et al (1998) was Complementarity. Complementarity searches for explanation, enhancement, illustration, clearing up of results from the remaining method. The rationale is to increase the meaningfulness and validity of construct by capitalizing on inherent technique strengths and offsetting inherent biases. The third point need to be mentioned is development. Here, development seeks to employ the results of one method to inform the rest alternative method with the rationale to boost validity of constructs and investigation results by capitalizing on inherent methods strengths. Equally important, that needs clarification is Initiation. Under initiation, the researcher seeks to discover the inconsistency and incongruity, new perspectives, the recasting of questions or the results of one method with the results from the other method. Greene et al (1998) did this with the rationale to enhance the breadth and intensity of inquiry results and interpretations by analysing them from the different views of dissimilar methods and paradigms. The last point is linked to Expansion. The term expansion tries to find out the extension of the size and scope of inquiry by means of employing diverse methods from unlike inquiry components hopping to increase the range of inquiry by selecting the methods most suitable for varied assessment components.

The above stated purpose and rationale of using mixed method as design will serve as the parameter for the current study and clear to comprehend. Thus, since the way Greene et al (1998) presented the concept of mixed methods in terms of the purpose and rationale is highly relevant to

the current study, most of them are vital to understand more about the participants under study counselling needs by employing varied methods and thus, helpful to come up with valid outcomes.

4.3.3 The specific mixed methods design chosen

A number of researchers have developed typologies of mixed methods research designs, drawing mostly from approaches used in evaluation (Greene et al., 1998), nursing (Morse, 1991), public health (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992), and education research (Hanson, Creswell, Plano Clark, Petska, and Creswell, 2005). According to Hanson et al (2005), classification of mixed method systems that use acceptable, standardized names and expressive kind are yet being developed.

To understand further about the increasing trends of mixed methods research development, mentioning certain recent research findings is important. In this regard, as said by Denscombe (2008), mixed methods research has developed rapidly. As evidence, Denscombe (2008) mentioned researchers such as John Creswell, Abbas Tashakkori, Burke Johnson, Anthony Onwuegbuzie, Jennifer Greene, Charles Teddlie, and David Morgan have been becoming the winning team writers, and thus, the mixed methods approach has appeared in the most recent decade as a research demands group with a prominent name and separate identity. According to these research report, mixed methods has advanced to the point where it is increasingly uttered, joined to research practice, and acknowledged as the third major research approach or research paradigm (Denscombe, 2008:270). For instance, Creswell et al. (2003) developed a sensible system for sorting mixed methods research designs. According to this system, there are six main kinds of blueprint: three of them sequential (explanatory, exploratory, and transformative) and three of them are concurrent (triangulation, nested, and transformative). As Creswell et al. (2003) establish each devise deviate with regard to its use of an accurate speculative/promotion lens, approach to completion (sequential or concurrent data collection procedures), main concern given to the quantitative and qualitative data (equal or unequal), phase at which the numbers are evaluated and incorporated (alienated, changed, or related), and in practical notations. Since mixed methods designs are normally dialogue complex, it is vital to understand the slight differences and progression between and among them before presenting the specific mixed method design

employed in the current study. To make easier this understanding, based on Hanson et al, (2005) research reports, below I will offer a briefing on each of the six designs initiating with concurrent designs.

4.3.3.1 Concurrent designs

There are three types of concurrent designs: concurrent triangulation, concurrent nested, and concurrent transformative (Hanson et al, 2005). According to these researchers (Hanson et al, 2005), in concurrent triangulation designs, both quantitative and qualitative data are collected and analysed at the same time. Primacy is often equal and given to both forms of data. Data analysis is usually taken apart, and mixing generally occurs at the data interpretation stage. Interpretation normally involves discussing the extent to which the data triangulate or converge. According to Hanson et al (2005), these designs are helpful to confirm, cross-validate, and corroborate the research findings of the study.

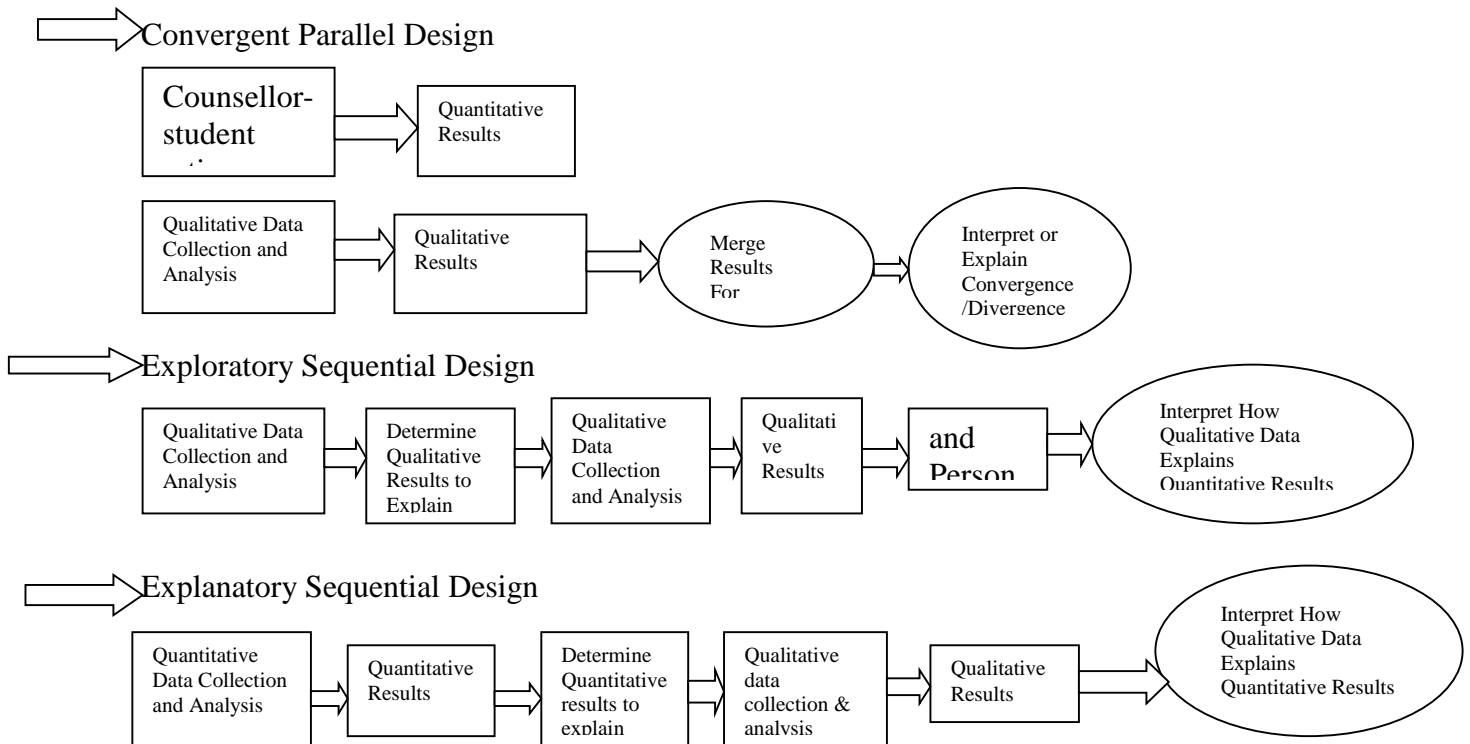
In concurrent nested designs, quantitative and qualitative data are collected and analysed simultaneously. Yet, main concern is normally disproportionate and given to one of the two types of data—either to the quantitative or qualitative data. As stated, under such nested or embedded forms of data, often times, less priority is given to one type of data. One reason for this is that the less prioritized form of data may be included to help answer a totally different question or set of questions. Data analysis normally involves transforming the data, and combination generally occurs during the data analysis stage. These designs are helpful for obtaining a broader perspective on the topic at hand and for studying different groups, or levels, within a single study (Hanson et al, 2005:229). Thus, since the current researcher wants to get wider perspectives, especially, for studying different groups, or levels, on this title of the study, concurrent nested design is preferred to other two concurrent designs. Here, priority is given for quantitative data and the qualitative data is used to enhance the quantitative data.

On the contrary to the other two concurrent designs, Hanson et al (2005), reported that concurrent transformative designs (CTD) use a basic backing lens (e.g., feminist perspectives, critical theory), that is usually revealed in the purpose statement, research questions, and proposition for action

and change. Besides, according to CTD, quantitative and qualitative data are collected and analysed simultaneously (Hanson et al, 2005).

Sequential designs. According to Hanson et al (2005), alike concurrent designs, there are three types of sequential designs: sequential explanatory, sequential exploratory and sequential transformative. As Hanson et al (2005) pointed out; sequential explanatory designs do not use an explicit advocacy lens. In these designs, quantitative data are collected and analysed, followed by qualitative data (Hanson et al, 2005). Priority is usually unequal and given to the quantitative data. Qualitative data are used primarily to supplement quantitative data. Data analysis is typically joined, and integration usually occurs at the data interpretation stage and in the discussion. These designs are particularly useful for, as its name suggests, explaining relationships and/or study findings, especially when they are unexpected (Hanson et al, 2005). For more understanding of the reader, some basic mixed method designs are presented below:

Table 2 Basic Mixed Methods Designs



(Creswell, 2013:40)

As shown above, among the three basic mixed methods designs, the researcher used the explanatory sequential design that matches with the present research purpose and problems that envisioned to collect information from different groups and levels.

Now, to clear up the concepts about the six kinds of mixed methods study, this researcher presents what related other several studies reported about the potential significances of each mixed study designs, the priorities are given to the quantitative and qualitative design and the like. Accordingly, before presenting the type of designs that I will currently use I will attempt to give a briefing about some basic mixed designs:

With respect to the mixed studies conducted and published between 1986 and 2000; Hanson, Creswell, Plano Clark, Petska, and Creswell (2005: 229), identified and reported 22 studies. Among these studies five of the six types of mixed methods research designs appeared in the counselling literature during the stated time ranges. Amongst these studies, the most common type of design (32%) used was concurrent triangulation, followed by concurrent nested designs (27%), that of sequential explanatory designs (23%), sequential exploratory designs (14%), and concurrent transformative designs (4%). According to those reports, no sequential transformative designs were used (Hanson et al, 2005).

Other researchers, Creswell et al (2003), cited in Ivankova, Creswell & Stick, (2009:3-4) identified six most frequently used designs, which include three concurrent and three sequential designs. Among those mixed method designs, the sequential explanatory design is (SED) were highly popular among researchers and implies collecting and analysing, first quantitative-during phase one of the study and then, qualitative data-during second phase in two consecutive phases. In this line of thought, this researcher envisaged that by using SED would come up with enriched study outcomes that best address the secondary school students' counselling needs.

These designs, as Hanson et al, (2005) claimed it, quantitative data are collected primarily and analysed, and then, qualitative data will be followed. That means, primacy is given to the quantitative data. The underpinning reasons for using this design are it assists the researcher to collect quantitative data from students and counsellors during phase one so that it is possible to comprehend what the large quantity of participants needs look like and it also assist this researcher

the tasks to be done in subsequent data collection period from students, counsellors, parent - Teacher Association (PTA). In this sequence, usually priority is unequal and Qualitative data are used primarily to supplement quantitative data. Data analysis is usually linked, and mixing usually occurs at the data interpretation and in the discussion stage (Hanson et al, 2005).

The other aspect related to SED is that it is particularly useful for explaining correlation analysis relationships and/or study findings, especially when they are unanticipated. The rationale for both kinds of data within one study is inbuilt in the fact that neither quantitative nor qualitative methods are sufficient by themselves to characterize the trends and details of a situation. Thus, when used in combination, quantitative and qualitative methods complement each other and allow for a stronger analysis, taking advantage of the strength of each (Green, Caracelli, & Graham, 1989; Miles and Humberman, 1994; Green & Caracelli, 1997; Tashakkori & Teddlie, 1998 cited in Ivankova, Creswell, & Stick, (2009:3-4). More specifically, for the purpose of the study, a fully mixed sequential dominant status design is employed. This design involves conducting a study that mixes qualitative and quantitative research within one or more of, or across the stages of the research process.

In terms of priority, the overall goal of this study, as can be understood from the topic and specific study questions, is to identify and determine the counselling needs, to be exact, the academic, career and personal/social needs, of high school students and develop meaningful patterns by cross-analysing these identified counselling needs across contextual, demographic, educational, developmental, economic, social, etc., characteristics / variables of the respective schools, teachers, families, students, etc. Accordingly, the following five steps were employed in the process of data collection and analysis. Analysis of quantitative data, analysis of quantitative data, qualitative data collection, qualitative data analysis, and integration.

Thus, in terms of priority the study give priority to quantitative data, however, shall make sure that adequate qualitative data are collected to both augment findings pertaining to the quantitative data and also explain any inconsistencies and contradictions. Similarly, in relation with those particular study questions that relate to qualitative data, the necessary corresponding data shall be collected.

Thus, concisely, though quantitative data is given more weight, qualitative data are also expected to play significant role in the process of this study.

4.3. 4 Phase one of the study

4.3.4.1 Implementation

In terms of implementation or sequence of quantitative and qualitative data collection and analysis, the study shall go consistent with the following five-step procedure.

4.3.4.2 Quantitative Data Collection

Initially, to see the reliability and validity of the instrument, pilot study will be conducted on one secondary and preparatory school. Then after, first, quantitative data was collected using structured questionnaires developed to assess counselling needs of adolescents in secondary and preparatory schools (grade 9- 12) years consistent with experiences elsewhere. With this line of reasoning, the focus of the data collection targets on educational, career, reproductive health, emotional management, social adjustment, substance abuse, and developmental needs (Nicholas, 2011). Parallel to these ‘expected’ counselling needs of adolescents in secondary and preparatory schools, additional data was collected using the same structured questionnaires, namely, contextual, demographic, educational, developmental, economic, social, etc., characteristics of the schools, teachers, families, students included in the study.

4.3.4.3 Analysis of Quantitative Data

Following the collection of the pre-determined quantitative data were entered using IBM Statistics SPSS (Statistical Package for the Social Sciences) 20 for analysis. Univariate and Multivariate techniques were used as deemed appropriate and all correlations and tests for variation were tested for statistical significance and reported as statistically significant at p-value <0.05. Univariate analyses employed Pearson Chi-Square, a goodness-of-fit test, to compare observed and expected frequencies in categorical variables; independent sample T-Test, or analysis of variance (ANOVA) for continuous variables; Pearson product moment correlation and Kendall's tau for measuring associations symmetric quantitative and variables with ordered categories, respectively, and

Tukey's HSD (honestly significant difference) for mean comparison. Finally, as deemed appropriate stepwise multiple regressions was used for predictive purposes.

4.3.5 Phase two of the study

4.3.5.1 Qualitative Data Collection

After the quantitative data analysis completed and primary findings were captured, the researcher continued with the collection of qualitative data. However, prior to the collection of the qualitative data the instrument prepared for qualitative data collection were re-examined in relation with the findings of the quantitative data to address new issues that became known due to the quantitative findings. Thus, after the instruments were improved qualitative data was collected from students, teachers, school administrators, and family members through two strategies, namely, focus group discussions, and observations.

4.3.5.2 Qualitative Data Analysis

Following the completion of the collection, qualitative data was edited, coded. After coding was completed, the data writing was carried out on the qualitative data so as to integrate it with the quantitative data.

Here, it should be noted that researchers with the intent to blend quantitative and qualitative data in mixed method studies have developed different approaches, stages and processes (Johnson & Onwuegbuzie 2004) and in relation with this primarily underlines the fact that term mixed is used to separate transformative plans which integrate qualitative and quantitative data from those who merely employ both types of data independently. Transformative designs are designs that convert one form of data into another, that is, qualitative to quantitative or vice versa with the intention that the data collected by mixed methods designs can be merged (Caracelli and Green 1993; Onwuegbuzie and Teddlie 2003). In this line of development, two terms have been coined to portray the process of transformation, namely, quantitating and qualitising. Quantitating is the process of transforming coded qualitative data into quantitative data while qualitising is the process of converting quantitative data to qualitative data (Tashakkori and Teddlie 1998: 126).

Accordingly, in this study, following the collection and coding of the qualitative data, quantizing was applied to convert the qualitative data into quantitative data by entering the qualitative data into an excel template developed for the purpose and exporting this body of data into IBM Statistics SPSS (Statistical Package for the Social Sciences) 20 for cross and ordinal tabulations and descriptive analysis.

4.3.5.3 Integration

As noted above, in mixed research designs integration could be used either during the initial phase of stage of the study, that is, while formulating the study's goals and objectives, that is, while writing research questions (Teddlie and Tashakkori 2003) or during the analysis phase (Onwuegbuzie and Teddlie 2003).

In this particular study both approaches were used, thus, first particular study questions were developed to be entertained through qualitative data alongside quantitative study questions and the relevant qualitative data collecting instruments were developed to address these set of study questions. Furthermore, additional qualitative data collection instruments and/or approaches in the form of unstructured / structured interviews, focus group discussions, and / or observations may be developed to collect additional qualitative data following the collection and analysis of the quantitative data. Thus, in this study, first data were collected using quantitative instruments, namely, structured questionnaire from students, counsellors, teachers, school administration, and parents. Following the collection and analysis of these data collected through quantitative methods the researcher augmented the finding using qualitative data to be gathered using focus group discussion with students, counsellors and teachers.

4.3.5.4. Data source Sampling

As pointed out earlier, the overall goal of the study was to identify and determine the counselling needs, to be exact, the academic, career and personal/social needs, of high school students and develop meaningful patterns by cross-analysing these identified counselling needs across contextual, demographic, educational, developmental, economic, social, etc., characteristics /

variables of the respective schools, teachers, families, students, etc. In this regard, the sampling of data source has been made as wide as possible and school communities, families, policy makers and other stakeholders have been included.

4.3.5.5. Participant Sampling

4.3.5.5.1 Sampling for Quantitative Data Sources and Sample Size Determination

As noted above quantitative data was expected to be collected from (i) students in secondary and preparatory schools in the selected schools, (ii) teachers in the selected secondary and preparatory schools, (iii) counsellors in the selected secondary and preparatory schools (if any).

Accordingly, first, no sampling was applied in the process of selecting teachers and counsellors since all were included owing to their limited number. In relation with the sampling of students in secondary and preparatory schools in the selected schools, first, all the secondary and preparatory schools were included in the Sheka and Bench Maji zone. Secondly, both male and female students were included with equal gender balance.

The appropriate sample size for a population-based survey is determined largely by three factors: the estimated prevalence of the variable of interest (in this case proportion of students that may benefit from the counselling service), the desired level of confidence, and the acceptable margin of error. However, in this particular case three additional factors will be considered.

These are design effect since the study designed as a cluster sample, that is, a representative selection of students in secondary schools and preparatory schools and not a simple random sample. In this particular case, the design effect $[1 + \rho (n - 1)]$ is taken as 2 since the intra-class correlation (ρ) for the statistic in question, namely counselling needs can't be defined. However, the inclusion of male and female students both in high schools (grade 9 to 10) and preparatory schools (grade 11 to 12), who, on the average, would differ in terms of their counselling needs is expected to introduce a standard error thus it was assumed that the sample variance is 2 times bigger than it would be if the survey were conducted on regular students sampled randomly.

Thus, assuming that an additional 100% sample cases are required to adjust the multi-stage design effect a design effect of 1 is used. Furthermore, since students were busy with their studies a relatively higher Non-response rate, i.e., 10% was assumed and finally, it was assumed that about 5% of the instruments would be discarded due to faulty data collection.

Based on these assumptions the following formula was employed.

$$n = D [Z^2 \times p (1-p) / m^2] + r + c$$

whereas;

n- required sample size

Z -confidence level at 95% = 1.96

p - proportion of students that may benefit from the counselling service = 50% (0.5)

m - margin of error at 5% = 0.05

D - Design Effect = 1

R - Non-response rate = 10%

C – Contingency for incomplete data collection instruments = 5%

$$n = 1 [1.96^2 \times .5(1-0.5) / .05^2] + r + c$$

$$n = 1 [3.8416 \times 0.25 / .0025] + r + c$$

$$n = 0.9604 / 0.0025 + r + c$$

$$n = 384.16 + 0.1 + 0.05$$

$$n = 384.31$$

According to the above sampling calculation, the total number of students that would be contacted for quantitative data collection would be 384.31. Yet, this sampling was reduced to 256 students due to time and economic factors; and these would be proportionally distributed across the 4 secondary and preparatory schools. However, for the equal distribution/portion across the four schools, 256 participants would be representative of study.

TABLE 3: SAMPLE DISTRIBUTION OF STUDENTS

Before Adjustment										
Sampling	Sample size	PSUs	Number of cases/Cluster within PSUs							
Sample size	384	4	Secondary students				Preparatory students			
Sample size	384	4	Grade 9		Grade 10		Grade 11		Grade 12	
			Male	Female	Male	Female	Male	Female	Male	Female
			32	32	32	32	32	32	32	32
After Adjustment										
Sampling	Sample size	PSU	Number of cases/cluster within PSUs							
Sample size	256	4	Secondary				Preparatory			

Here it should be noted that the above ‘-adjusted’ table was developed with the assumption that all the primary sampling units (PSUs) would have adequate number of male and female students, however, since this assumption was not met during actual data collection the relative distribution of respondents were proportionally allocated.

4.3.5.5.2 Sampling for qualitative data sources

As indicated earlier, qualitative data was collected from both primary and secondary sources. The list of primary qualitative data sources is given below.

- Students in secondary and preparatory schools/SPS/ in the selected schools, school administrations, teachers, counsellors in the selected SPS (if any), Parents and / or care givers of students selected for the qualitative data collection, Zonal Educational Offices of Sheka and Bench Maji Zones.
- Regional Educational Bureaus of Sheka and Bench Maji Zones, the Ministry of Educational of the Federal Democratic Republic of Ethiopia, Civic Societies working in the study areas/PTA delegates/Student associations in the selected schools.
- Non-governmental organizations in the study areas Documents

Besides, all relevant documents were consulted and the selection was based on their significance to the objective of the study.

Students

Students will be sampled for qualitative data to conduct FGD. Thus, the sampling method will be cluster sampling where the criterion used for the sampling of sources of quantitative data is maintained. Thus, first all students in each school included are clustered in four groups, namely; male and female students in secondary schools (9-10) and male and female students in preparatory school (11-12). Following the clustering of the students in these four groups, 16 students were selected (four from each group) through purposive sampling method. Thus, after the students identified they will be notified as to the purpose of the study and get invited for the FGDs. Thus, in the four schools a total of /four focus group discussions will be held.

School Administrations

The sampling of participants from school administration were through purposive sampling method where the criterion was (i) level of influence in decision making, (ii) access to information, and (iii) appropriateness to the target study question.

The counselling centre (if there is a centre)

The sampling method for respondents from the counselling centre of Bonga High school will be through purposive sampling method where the criterion will be access to information. Thus, each valid member of school administration was contacted and qualitative data will be collected through unstructured interview.

Teachers

Teachers are sampled for qualitative data from each school included in the study and the sampling method will be cluster sampling where the criterion is equal gender balance, thus, as much possible

the number of male and female teachers will be maintained equal. The total sample size as in qualitative data source sampling will be determined based on the principle of data saturation. Accordingly, in each school one focus group discussion will be organized to collect qualitative data from teachers.

Counsellors

Counsellors will be included as qualitative and quantitative data sources when available in the schools included. Thus, all counsellors will be included. Thus, every school counsellor will be contacted and qualitative data will be collected through unstructured interview.

Parents (PTA)

Parents will be sampled with the assistance of school administration. Accordingly, the sampling method is purposive sampling where the criteria are willingness of the parents and capacity to provide relevant information as perceived by the school administration; especially, focus would be on parent –teacher association/PTA/members. Accordingly, in each school one focus group discussion will be organized to collect qualitative data from parents.

Policy makers

The term ‘policy makers’ refers to (i) Zonal Educational Offices of Sheka and Bench Maji Zones, (ii) Regional Educational Bureaus of Southern Nations Nationalities Peoples Regional Government and (iii) The Ministry of Education of the Federal Democratic Republic of Ethiopia. Accordingly, in each, the relevant offices will be contacted and qualitative data will be collected through semi-structured interview guides.

Stakeholders

As indicated above the term ‘stakeholders’ refers to different external parties that have stake civic societies working in the study areas, student associations in the selected schools, non-

governmental organizations in the study areas. The sampling procedure for the sampling of respondents from external stakeholders will be purposive sampling method where the criterion is (i) access to information, and (ii) appropriateness to the target study question.

4.3.5.6. Instruments

The focus of the study is to gain understanding on existing counselling services in secondary and preparatory schools in Sheka and Bench Maji Zones of the S/N/N/P /R/G/E. In relation with this, the study shall examine counselling services provided to the students; the level of satisfaction among the student community concerning the existing service; the challenges and opportunities in the process of providing counselling services in the sampled secondary and preparatory schools; and lessons learnt for future improvement of the counselling services.

The study shall employ three types of instruments, namely, Individual structured questionnaire for students, Key informants’ In-depth Semi-structured Interview (KII) for respondents from school administration, teachers, and school counselling centre, policy makers and stakeholders, and focus group discussion guides for teachers, parents, and students.

4.3.5.6.1. Semi-Structured Questionnaire for Key Informants (SSQ-Key Informants).

This Semi-Structured Questionnaire is presented bellow in table 3.

Table 4: Type of Instrument and Data Sources

Type Of Instrument And Data			
Data Sources	Qualitative Data	Quantitative data	
Students	individual structured questionnaire	-	Focus Group Discussion Guide
School administration	-	Key informants’ In-depth Semi-structured Interview (KII)	Focus Group Discussion Guide
School counsellors	-	Key informants’ In-depth Semi-structured Interview (KII)	Focus Group Discussion Guide

Policy makers	-	Key informants' In-depth Semi-structured Interview (KII)	Focus Group Discussion Guide
Stakeholders	-	Key informants' In-depth Semi-structured Interview (KII)	Focus Group Discussion Guide
Parents	-	-	Focus Group Discussion Guide

In order to capture organizational and related issues a prototype Key Informant In-depth Semi-Structured Interview (KII) will be developed. This prototype instrument will be modified as deemed appropriate in relation with the nature of the key informant and used to collect data from key informants including school administration, teachers, school counsellors, policy makers, and stakeholders.

4.3.5.7. Focus group discussion for Students (FGD-G)

A prototype focus group discussion guide will be developed to gather qualitative data from all data sources, that is, students, school administration, teachers, school counsellors, policy makers, stakeholders, and parents. Following the development of this prototype guide the necessary amendment were done to collect from each group of data source.

A summary table is given below on type of data source by type of key informants, and type of instruments

Table 5: Minimum Number of Sample Cases per Group of Data Source

NO	Data Sources	Description of Key Informants	Minimum number	Instruments
-	-	1. International Conventions, Protocol, Charters, etc. 2. National legal documents 3. National Policy materials, strategic documents, etc.	-	Document review
	Students	3	Documents	Focus Group Discussion
		5. The Director's office 6. The Deputy Director's Office 7. Unit L unit leaders (if any)	4 1 from each school	Semi-Structured Interview

	School Administration	8. The counselling center (if there is a center)		
	School Counselling Centres	9. Student Affairs/ counselling center of each selected school	4 (1 from each institution)	Semi-Structured Interview
	Policy Makers	10. National Governmental Institutions 11. Regional Nongovernmental Governmental organizations 12. Zonal Governmental Bureaus (Sheka) 13. Zonal Governmental Bureaus (Bench Maji)	4 (1 from each institution)	Semi-Structured Interview
	External Stakeholders	14. Governmental organizations 15. Non- governmental organizations 16. Partners, stakeholders 17. Funding organizations	4	Semi-Structured Interview

4.3.5.8 Supervision

All qualitative data will be collected by the researcher and the quantitative data collected from students will be self-administered. Thus, four (4) supervisors will be recruited among teachers to supervise the self-administered data collection from students. All supervisors (teachers) recruited will be given the necessary training to ensure that they will be able to conduct the supervision and provide the necessary support to individual data sources.

Pilot-testing

A pilot test will be organized on 30 students drawn from a randomly selected school in Bonga/kafa Zone/. All data collection instruments will be pre-tested before the actual implementation. Data collection instruments will be modified and improved as per findings of the pre-testing.

Data management

To ensure uniform data entry protocols, labelling and coding, data entry template will be developed using IBM Statistics SPSS (Statistical Package for the Social Sciences) 20. Before entering the data into computers, filled-in questionnaires and qualitative tools were first checked for

consistency in responses and proper coding. For the questionnaires, office editing and coding will be conducted to ensure that the questionnaires have the required quality. Editors were highlighted on the key elements of the editing work and briefed on the variables that may need thorough scrutiny and areas that may require consistency checking. Once the editing and coding of variables is carried out, data were entered into the SPSS. Data security and confidentiality will be maintained throughout the study and to this effect a central database were created that allows capturing of the data collected from different sites into one system.

Data Analysis

For quantitative data, statistical data analyses (Descriptive and inferential), including Univariate and Multivariate techniques will be employed. All associations/correlations between variables will be tested for significance. Different multivariate analyses procedures will be employed in accordance with the nature of the variables involved and the required level of rigorousness. In connection with this, percentage and mean is employed. Similarly, for qualitative data, content analyses of transcripts of the qualitative information (in-depth interview and FGD results) were carried out to generate concepts, key themes and patterns.

4.4 Methodological Norms of the study

Gray (2009), critically suggest that all research projects need to be carefully planned. This planning comprises the design to be employed, how and with whom the research to be conducted, the different terminologies need to be managed; for instance, in case of mixed methods, the terminologies like validity, credibility, reliability and dependability, operational strategy employed and the likes. For the time being, I present methodological norms for phase one and phase two. Accordingly, I will stress on internal validity/credibility, reliability/dependability, external validity/transferability and objectivity and conformability.

Reliability and Validity are the issue that has been dealt with in great deal by promoters of quantitative researchers. The validity and the norms of rigor those are significant to quantitative researchers are not entirely applicable to qualitative research. Validity in qualitative research

means the extent to which the data is plausible, credible and trustworthy; and thus can be defended when challenged (Bashir, Afzal, and Azeem, 2008). Credibility- refers to internal integrity in qualitative research (Guba, & Lincoln cited in Karthwohl, 2009). According to these authors, credibility comes in to effect when a study has high internal integrity. As Karthwohl, (2009) describes it, credibility comprises five sub judgments: (1) explanation credibility, (2) translation validity, (3) demonstrated result, (4) absence of rival explanations, and (5) credible result. For further understanding, the summary of quantitative and qualitative criteria for assessing research quality and rigour is presented in table below.

Table 6. Quantitative and Qualitative Criteria for Assessing Research Quality and Rigour

Quantitative Term*	Qualitative Term	Operational strategy employed
Internal integrity (Internal validity) **	Credibility	prolonged engagement in the field,
Peer checking, time sampling, active search for discrepant data, active search for rival explanations for the phenomenon	Triangulation, member checking,	
External Generality (External validity) **	transferability	provide substantial description
	Purposive sampling	
Reliability, dependability creates an audit trial, code recorded strategy, Triangulation, peer examination, prolonged engagement		
Objectivity conformability	triangulation, practice of self-reflection	

(Reflexivity), use of participant's quotations, audit trial

Source: Adapted from Anfara, Brown, and Mangioane, 2002.

In summary, as illustrated in the table above, this researcher will try to advocate and abide to the relevant criteria in retaining research quality and rigor.

4.5. ETHICAL CONSIDERATIONS

Primarily, to conduct research, getting the ethical approval from research authority from whom it may concern is essential. Concerning these ethical matters, the SAGE Encyclopaedia of Qualitative Research Methods (SEQRM, 2008:10), explains that ethical issues are of vital requirement whether or not the study falls under the authority of a human issues committee. According to (SEQRM, 2008), the participation of such a committee is in general appropriate to legal requirements superseding the researcher's home institution, the funding organizations, and/or the agencies or programmes that work in partnership with the study. This implies that ethical part of the study is very decisive from the very beginning-right from design formulation, data collection to the interpretation and reporting of the research. It is true that the foremost ethical credibility of the research is respecting human privacy and rights. Accordingly, this researcher believes that research participants should be told the nature of the study to be conducted and be given the choice either participating or not participating (Leedy & Ormrod, 2001). As a researcher, I also agree to respect the participants' rights. It is also recommended that participants should be informed that if they agree to participate, they have the right to withdraw from the study at any time (Leedy & Ormrod, 2001). This implies that any participation in a study should strictly be based on voluntary basis. Similarly, Gray (2009) reported that a person participates in research based on his/her own free will and can withdraw at any time. With regard to the necessity of informed consent, Vogt, Gardner and Haeffele (2012) illustrate that the participants should clearly be informed the purpose of the research in which they will be participated; it includes fully disclosing the nature of research and its purposes, informing them any conflicts of interest real or perceived the researcher might have.

Regarding respecting the participants' rights and the relationships that need to operate in the research process, Miller and Brewer (2003), state that the ethics of social research is creating a mutually respectful, win-win relationship in which participants are pleased to respond honestly, under which valid results are obtained, and the community considers the conclusions constructive. Thus, before starting data gathering, the researcher will ask permission the concerned bodies-like students' parents/guardians, school administrators and related governmental organizations access

to the necessary data for the study. With this in mind, I will take in to consideration the following issues:

While the following basic principles give, a highlight of the ethical principles that shall be observed during the study an extended ethical guideline shall be developed and incorporated in the Guideline that shall be developed for the study.

Recruitment of data supervisors (teachers)

All teachers that will be involved in the process of supervising the collection of quantitative data from students were given adequate training on ethical issues and relevant codes of conduct.

Informed consent-All instruments were accompanied with informed consent forms and all data sources will primarily be given complete information as to the objective of the study and their benefits/risks and only following their consent data will be collected. Parallel to this, data sources will be informed that they could pull out if they find the data collection or the nature of information or the procedure is not consistent to their expectations.

Voluntary Participation-All data will be collected after each data source has signed the form that is prepared to authenticate his/her willingness to participate. Thus, the data collection is wholly conditional to the volition of the data sources to participate as data sources voluntarily.

Voluntary consent- According to Gray (2009:74), an individual participates in research based on his/her own free will and can withdraw at any time. This includes ethical principles like avoiding harm to participants, ensuring informed consents, respecting the privacy of participants and avoiding the use of deception. Therefore, the researcher will adhere to such ethical issues of the participants while conducting his study.

Privacy during data collection-All data collections will be handled in complete privacy of the data source except in cases of focus group discussion. Thus, data sources won't psychologically have exposed while providing personal data.

Confidentiality- All data were unanimous and no identification, such as, names, identification numbers, etc., were collected that can be used for tracing purpose after the collection of data. All data collected were accumulated, organized, stored, analysed, and retrieved guaranteeing

confidentiality. During all data management processes data were kept in a locked lockers and rooms. All data clerks were allowed to access data only in the presence of the data manager. Data were analysed as group data and not on individuals. No one outside of the study team was allowed to have access to any of the information collected.

Anonymity and confidentiality- this implies ensuring that no one else will have access to the identity of the respondent and assuring his/her responses be genuinely maintained/kept confidential/ respectively. Regarding confidentiality of the respondents, Vogt, Gardner and Haeffele (2012), stressed the importance of guarding the anonymity or confidentiality of the respondents and their responses especially, in survey research. Moreover, care will be taken not to cause any harm, both physical and psychological to the participants involved (Gray, 2009:73). Finally, the briefing regarding the aim of the research and their contribution for the success of study will be clarified to the participants.

4.6. PILOT-TESTING

As already planned in methodology section, a pilot test was organized on 30 students (15 Male and 15 Female) drawn from a randomly selected Secondary and preparatory school in Bonga/kafa Zone/. All data collection instruments were pre-tested before the actual data collection implementation. Data collection instruments were modified and improved as per findings of the pre-testing. The reliability tests of the pilot study found to be:

Table 4.6.1 the reliability test of the pilot study

No	Types of counselling Needs	Alpha
1	Counselling needs areas	0.79
2	Students' Major concerns/needs	0.62
3	Counselling level of practice	0.92
4	Service rating	0.95
5	Personal concerns of students	0.70

4.7 CONCLUSION

In this chapter the researcher described how the research methodology was applied, with focus on the research paradigm as well as research design. An outline of the methodology was provided with ethical considerations and measure taken to ensure the trustworthiness of the findings. The researcher selected mixed method research as the suitable research approach to answer the research question, which developed from the research problem. This method made it possible to use a flexible approach in an attempt to explore the views and experiences of all the participants. Chapters 5 will discuss the quantitative data analysis of this research.

CHAPTER 5

QUANTITATIVE DATA ANALYSIS

5.1 INTRODUCTION

To analyse the quantitative data part of this chapter, four research questions that were already stated in chapter one as (In what areas do students need counselling? Do students' counselling needs vary according to their gender, age group, grade level and school setting? What are the existing practices regarding student counselling needs in the research setting? To what extent do the current school counselling programmes address the counselling needs of students? Besides, based on the four research questions responses/results and the focus group discussion outcomes/responses, the two research questions -How can student counselling services be improved? And what strategies can be employed to reduce the challenges of meeting students counselling needs? To answer these four questions stated earlier, relevant Likert type and ordinal questionnaires-109 items were prepared and adopted by this researcher. To answer the first research question, 26 questions/items were employed; for the 2nd research questions, 39 items were used, for 3rd research question, 32 questions/items were employed

To analyse the quantitative data, SPSS version 20.0 was employed. Descriptive and inferential statistics were employed to analyse the data. Descriptive statistics describe data and focuses on the descriptions of the participants while inferential statistics make use of procedures to surmise conclusions concerning a student population from a sample. As described above, descriptive statistics was used to describe the counselling needs of students across gender, age group, grade level and school names/places.

5.1.1 Demographic Information

Table 5.1: Participants' Age group, Gender and Grade Level

Age	Frequency	%	Sex	N	%	Grade level	Frequency	%
14-17	132	55.5	Male	132	51.6	9	64	25
18-21	114	44.5	Female	124	48.4	10	64	25
Total	256	100	Total	256	100.0	11	64	25
						12	64	25
						Total	256	100

As indicated in the table, the age range of the participants was categorized in to two: The first category includes from age 14-17 and the 2nd group ranges from 18-21. The age category was needed to see the counselling needs similarity and differences between these two age groups. Gender wise, the participant students involve 132 (51.6%) males and 124 (48.4%) females. The participants' grade level ranges from grade 9 to 12; and 64 students were taken from each grade by cluster sampling method. In four sampled schools the proportion of male and female students were maintained equal except in one of the sampled school- she bench since the number of female students were very few in this school, it was difficult to equalize the number of both sexes.

As stated above, the first research question and the 26 questions/items that attempt to answer the questions were presented here under. The first research question (RQ) was in what areas do students need counselling? To answer this question, the following assessment scale/ordinal items were utilized: 1. counselling needs support areas (11items).2, Top priority concerns (6items), 3, Major concerns of students (9items); the second RQ was what were the existing practices regarding student counselling in the research setting? To answer this question counselling level of practice consisting 11 items were employed and the third RQ was- To what extent does the current school counselling programmes address the counselling needs of students? To answer this question - Counselling Service rating (12 items) was used and fourth RQ -Do students' counselling needs vary according to their school background (school name), gender, age group and grade level? To answer this question, comprehensive counselling concerns that include personal, school and comprehensive needs (60 items) were utilized.

5.2 Type of Counselling Needs Analysis by Gender, grade Level Age group and school name

To assess the counselling Needs of the participant students, five Likert scale type survey questions were prepared (1- I don't need it at all, 2- I need it a little, 3- I need It, 4- I need it a lot, and 5-I really need it a lot).

As stated earlier, to assess the students' specific concerns within these variables, a-one sampled t-test was computed to understand the mean of participant students' responses above mean and below mean. The mean ranges from 3.76 to 4.16. Meaning, the mean of students' responses revealed that the majority of students' mean found to be above 3/average/. This shows that the participant students' inclined to report in the ranges that lie in the positive side of the scale that says I need it (3), I need it a lot (4) and I really need it a lot (5). Accordingly, out of 11 questions, the top three items with the highest mean from highest to lowest were:

Grief and Loss (M= 4.16, SD= 1.04),

Paying attention in class (M= 4.12, SD= 1.04),

Using good social skills (4.08),

The bottom three survey questions ranked lower mean by participants from bottom to top were:

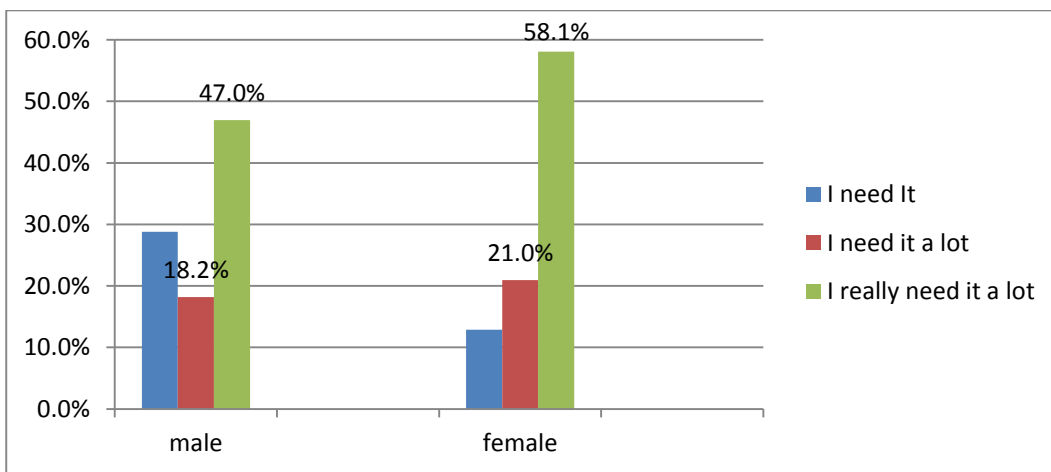
Controlling inappropriate behaviour (3.76).

Getting along with parents (3.80, SD= 1.18).

Anger management (3.83, SD=1.04). The 11 items were arranged into **four themes** for reporting purposes: **Emotional, Academic support, relationship** and **Behavioural**. In this respect, Subscale mean scores from top to bottom were as follows: Academic counselling support (4.12), Relationships (3.99), Emotional (3.93) and Behavioural (3.85). This shows out of 5, the majority of students reported that they have great needs for academic support (4.12) and relationship assistance (3.99) from their counsellors/helping professionals. Concerning student needs, (Neeley, 2004: 25) reports that students need assessment help to achieve academically, improved school behaviour, social skills, information to assist in choosing potential careers, self-confidence development, interpersonal relationships, and life satisfaction. Similarly, Duncan (2002:7) emphasizes that a Comprehensive Counselling Programme is structured around three domains: academic, career, and personal/social highly linked with the current study outcomes.

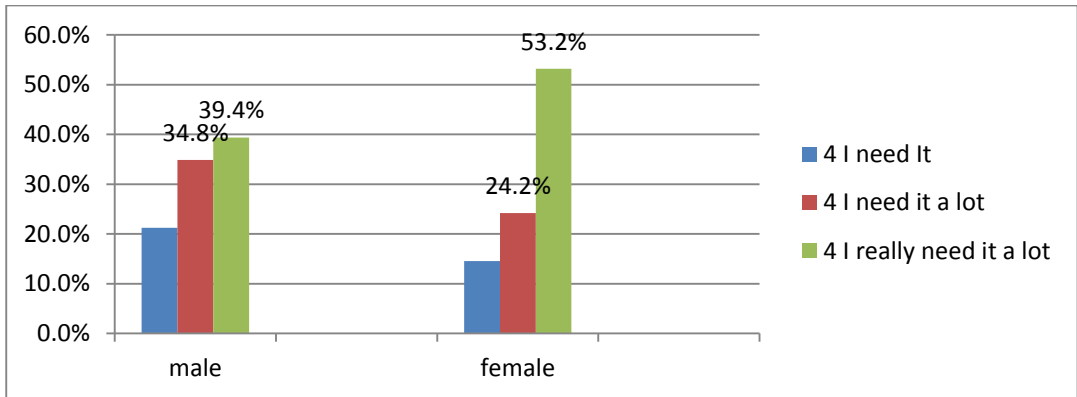
Thereafter, the frequency analysis was computed for male and female participants to assess the greatest needs of students on each item and the combined percentages of –I need it, I need it a lot, and I really need it a lot. Both male and female students’ greatest needs were presented as follow: Needing support during grief and loss (M-47% F-58.1%), paying attention in class (M-39.4%, F-53.2%) and. getting along with teachers (M-45.5%, F-45.2%). By combining I need it. I need it a lot and I really need it a lot. Male participants reported their other two great needs as getting along with teachers (92.5%), dealing with a traumatic events and getting along with others (92.4%) and female students reported their second two top areas as getting along with others (94.1%), and getting along with teachers, getting along with parents and coping with divorce and separation (92%) as their second top needs. Here, sometimes, the top great needs of students by sex became more than one and two when their percentage found to be equal.

Figure 5.1 Top Emotional support needs by Gender



As shown in the table 7, both male and female students have indicated that they have top emotional support needs; yet, female participant students reported that they have 11.1% higher than male students. By combining the three positive needs (I need it, I need it a lot and I really need it a lot), their needs found to be almost equal- 94.0% for male and 92.0% for female students.

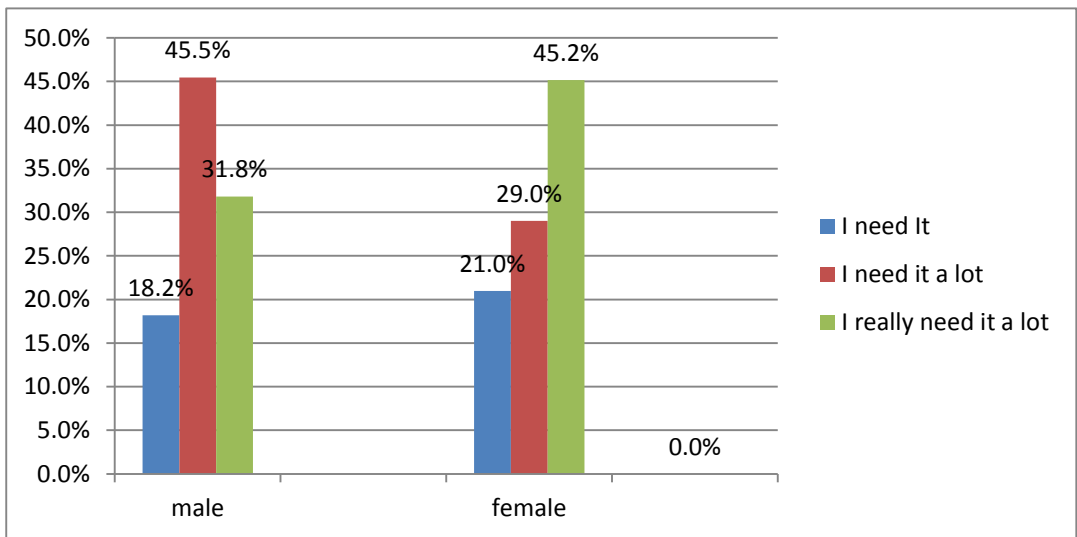
Figure 5.2: Top Academic support needs by Gender



It is clearly depicted in the table that female students reported (53.2%) which is 13.8 % greater needs for academic support than the male students (39.4%). Whereas, on combined needs bases their academic concerns found to be (M-95.4% and F-91.9%).

Generally, participant students have greatest needs for counselling services that enable them better learning skills in their academic performances.

Figure 5.3: Top Relationship Support Needs by Sex



As depicted in the table above, male and female students reported that their extent/degree of needs for interpersonal relationships varies on I really need it a lot (M-31.8%, F_45.2%) and on I need it a lot (M-45.5%, F-29.0 %). Meaning, gender wise though both of them varies on certain aspects, generally, when their three positive side needs combined, their needs found to be almost similar and very high (M- 95.5% and F-95.2%). This implies that both male and female research participants have great needs that have to be met by their school counselling programmes.

Other notable issues were each grade level reported their concerns as top needs (I really need it a lot) as follow: Grade 9 participants reported that they need counselling support during grief and loss as their first top needs (46.9%); as their second top needs they reported on topics like coping with divorce and separation, getting along with parents and getting along with others (40.6%) and. Thirdly, (37.5%) of the participants reported that they need counselling assistance for controlling inappropriate behaviour.

Grade 10 participant students reported that they need counselling services that enable them paying attention in class (56.2%); getting along with teachers (53.1) and getting along with others (50%) as their 3rd top concerns that need to be addressed by school counselling office.

65.9% of grade 11 students reported grief and loss as their main concerns; dealing with abuse as their second concern (60.9%); paying attention in class (59.4%) as their third concerns.

The majority of grade 12 students (56.2%) reported that they need counselling support as their first concerns in using good social skills. Secondly, they showed their highest interest for counselling needs (53.1%) in dealing with abuse. As their third greatest concern, they reported that they need counselling services in coping with grief and loss (50%). In summary, I just analysed what each grade reported as their concerns rather than reporting as common needs; so that their specific needs could be addressed in accordance of their grade level and concerns.

Next, the combined frequency analysis was computed across grade level to understand and determine the topics that students really need a lot, what they need it a lot and what they need it across each grade level. First, the frequency analysis was made to each grade level (grade 9-12) to identify the specific needs that each grade has and the similarities/differences exist among them. Accordingly, as stated above, by combining I need it, I need it a lot and I really need it a lot, each

grade reported as follows: Initially, **9th graders** reported that they have 100% concerns for counselling services as to how to use good social skills. As their second concerns, they reported grief and loss (96.9%). On the other hand, they equally rated getting along with others and getting along with parents as their third concerns (96.8%).

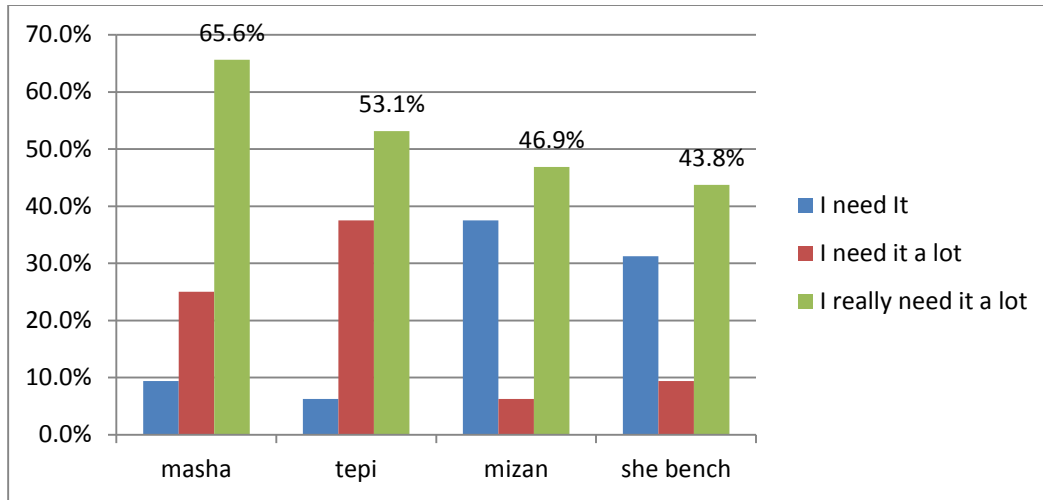
Grade 10 students reported paying attention in class (99.9%) as their first concerns. Secondly, they equally rated getting along with teachers and using good social skills (93.8%) each. Thirdly, 90.6% of them reported that they need counselling support that helps them in coping with grief and loss.

Eleventh graders reported that they have equal and highest needs (100%) in getting along with others and in paying attention in class. Secondly, using good social skills, anger management and dealing with abuse were their second highest concerns (96.9%) of this grade level participant student, meaning, they have special needs on titles that need to be addressed by professionally trained counsellors. Finally, a good number of 11th grade participants (90.6%) reported that they have highest needs for counselling assistance to cope with grief and loss.

Grade 12 participant students reported that they have greatest needs for counselling services in coping with divorce and separation (91.3 %); secondly, dealing with a traumatic event, getting along with teachers and getting along with others were their equally rated second highest needs (90.7%) reported by. this grade level participant students. Finally, the majority of the participants (90.6%) reported that dealing with abuse as their third concerns that need to be met by school counselling programme.

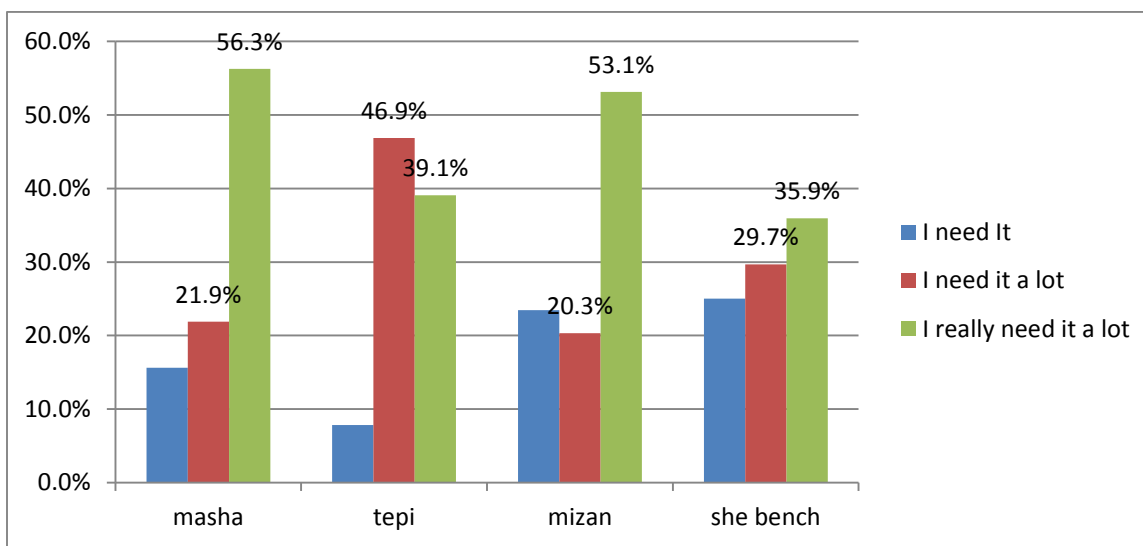
The other important things that need explanation was that **grade 9 and grade 11 students inclined to report highest needs for counselling needs as compared to grade 10 and 12.** To summarize this section, the great needs of each grade were presented here under by percent. Here, across school name, students' top needs vary from school to school. Thus, rather than comparing school with school, I preferred presenting the great needs of each school so that the concerned bodies will address these students' concerns according to the topics raised.

Figure 5.4: Top Needs for Grief and loss



As indicated in the figure7 above, the participant students reported that they have greatest needs for assistance from counselling services during grief and loss. These positive needs (I need it, I need it a lot, and I really need it a lot) of students when combined together were found to be 100% for Masha, 96.8% for Tepi, 90.6% for Mizan and 84.4%. Especially, Masha high school students have reported 22% greater than that of She-bench and 18.7% greater than Mizan. These figures show that the majority or almost all the students have serious concerns of grief and loss that need to be addressed by school counsellors/ via the provision of counselling services.

Figure 5.5: Top Needs for Learning Skills



As indicated in the figure above, the participant students have top needs as to how to learn and effectively pursue their learning. Generally, the combined percentage of the participant students' counselling needs were found to be 93.7% for Masha, 93.8% for Tepi, 96.8% for Mizan and 90.6% for She bench. These students' academic counselling needs clearly denote that most of the students-have greater needs for the assistance of counsellors so as to effective in their academic performances. For further understanding of these matters, some of their 3 top concerns on certain topics **on combined basis** are provided below:

Table 5.2: Top 3 combined (%) great needs of students Across Grade level

I.No	Type of needs (by combining I need it, I need it a lot and I really need it a lot)	Grade			
		9	10	11	12
8	Getting along with teachers		90.6%		90.7%
9	Using good social skills	100%	96.9%	96.9%	
1	Grief and Loss	96.9%	90.6%		
4	Dealing with Abuse			96.9%	
5	Getting along with parents	96.8%			
10	Getting along with others	96.8%		100%	
3	Paying Attention in class		99.9%	100%	
7	Anger Management			96.9%	
6	Dealing with a traumatic event		84.3%	93.7%	90.7%
2	Coping with divorce and separation				91.3%

As presented in the table 9 above, different titles were selected by participants of some grades with equal value. For instance, grade 9, 10 and grade 11. Thus, their great needs were considered based on the participants' score value and thus, more than three great needs were taken as their needs for a grade level. To mention few, grade 9 rated getting along with parents and getting along with others (96.8%) and grade 10 rated using good social skills and paying attention in class (96.9%). Similarly, grade 11 rated getting along with others, and paying attention in class (100%); and using good social skills, dealing with abuse and anger management (96.9%).

5.2.1 Analysis across age group

To assess the participant students' counselling needs within age group variables, an independent samples T-test was employed to determine the mean of participant students' responses above average and below average/mean. Accordingly, the 11 survey items counselling needs types mean from age group 14-17 range from 3.65- 4.24. The three items with the highest mean from top to bottom were: paying attention in class (4.24), grief and loss (4.13), and getting along with others (4.10). The three items with the lower mean scores from lowest to highest were: Controlling inappropriate behaviour (3.65), dealing with abuse (3.80) and anger management (3.82). Whereas, the 11 survey items counselling needs types mean from age group 18-21 range from 3.73- 4.24. And the three items with the highest mean scores from top to bottom were: Using good social skills (4.24), grief and loss (4.16) and dealing with abuse (4.11). Generally, across both age groups, the mean scores reported by participant students are quite greater than the average mean; yet, the age group 18-21 reported higher mean than the former age groups (14-17). The 11 survey items were grouped in to four sub scales mean or themes and reported by the age group 14-17 and 18-21 here under:

Ag group 14- 17-involves Academic (4.24), Relationship concerns (3.97), Emotional support needs (3.93) and Behavioural concerns (3.73). Whereas, **18-21-** focuses on Relationship concerns (4.01), Behavioural related needs (4.0), Academic support (3.96) and Emotional concerns (3.91). The above two age group report vividly denoted that the prime concerns of two age groups vary in terms of priority needs. For instance, the first two prior needs of age group 14-17 are academic and Relationship concerns; whereas, that of 18-21 centred on Relationship concerns and Behavioural related needs. This, study shed plight as to how to address, what to focus on and when to address the concerns students have in accordance of their age groups.

In addition, these Participant students' needs were assessed in percentage across age group for further comparison and their responses presented as follow: Participant students from age group 14-17 reported their three greatest needs for counselling needs to cope with grief and loss (51.4%), paying attention in class (47.2%), and coping with divorce and separation (45.2%). Whereas, age group 18-21 participants reported counselling assistance to contend with grief and loss (53.5%),

dealing with abuse (52.6%) and using good social skills (50%). Here, the two age groups have different concerns except on one issue- coping with grief and loss (18-21-53.5%, 14-17-51.4%). The other notable counselling needs differences of the two age groups are: 14-17 age group reported greatest concerns for paying attention in class (47.2%) and coping with divorce and separation (45.2%). Whereas, age group 18-21 great concerns focused on dealing with abuse (52.6%) and using good social skills (50%).

Besides, both age groups reported three top needs based on combining I need it, I need it a lot and I really need it a lot. Accordingly, getting along with teachers (18-21-91.3%, 14-17-90%), anger management (18-21-91.2%, 14-17-90.4%) and getting along with parents (18-21-89.5%, 14-17-89.4%). In addition, 14-17 age groups reported their additional two top needs as getting along with others (92.3%) and dealing with a traumatic event and getting along with parents (89.4%). Whereas, 18-21 age group reported as getting along with others (93.9%), and using good social skills (93.9%). For better understanding, their combined percentage (%) differences were presented in the table 10 below.

Table 5.3: Great Needs on types of counselling across age group

Age group	Great concerns/areas of concerns	%
14-17	counselling needs to cope with grief and loss	51.4%
“ “	concerns for paying attention in class	47.2%
“ “	Assistance on coping with divorce and separation	45.2%.
18-21	Counselling assistance to contend with grief and loss	53.5%
“ “	Counselling support in dealing with abuse	52.6%
“ “	Counselling needs for using good social skills	50 %

As clearly stated above, participants’ needs vary across age group. From their report it is possible to infer that the early adolescent participants (14-17) concerns focus more of an emotional issues and learning skills. Whereas, 18-21 age group needs counselling services to deal with abuses (behavioural), dealing with grief and loss (emotional) and as to how to establish and utilize better social talents.

Now, the analysis of type of counselling needs that participant students need be presented to show the general pictures of students needs in this regards.

Table 5.4: Rank of the participants’ positive response to the type of counselling they need

No	Types of counselling needs	I need it		I need it a lot		I really need it a lot		Total (combined)	
		count	%	count	%	count	%	Count	%
1	Using good social skills	50	19.5	96	37.5	98	38.3	244	95.3
2	Paying Attention in class	46	18	76	29.7	118	46.1	240	93.8
3	Getting along with others	56	21.9	68	26.6	114	44.5	238	93.0
4	Grief and Loss	54	21.1	50	19.5	134	52.3	238	93.0
5	Getting along with teachers	60	23.4	60	23.4	116	45.3	236	92.2
6	Anger Management	81	31.6	64	25	88	34.4	233	91.0
7	Dealing with Abuse	63	24.6	60	23.4	109	42.6	232	90.6
8	Dealing with a traumatic event	60	23.4	88	34.4	84	32.8	232	90.6
9	Getting along with parents	75	29.3	60	23.4	94	36.7	229	89.5
10	Coping with divorce and separation	54	21.1	54	21.1	110	43.0	218	85.2
11	Controlling inappropriate behaviour	54	21.1	56	21.9	102	39.8	212	82.8

According to Table 13 above, the participant students evidently ranked the kind of counselling needs they want in areas of their concerns in ascending order as follow: Using good social skills 244 (95.3%), paying attention in class 240 (93.8%), getting along with others 238 (93.0%), grief and loss related cases 238 (93.0%), getting along with teachers 236 (92.2%), Anger Management (91.0%). Generally, when categorized into groups of needs, the concerns of participant students were arranged in to four major areas: Academic (93.8%), Relationship concerns (92.5%), Emotional needs (90.1%) and Behavioural concerns (82.2 %).

Age group 14-17 counselling needs category was Relationship issues (92.8%), Behavioural (89.8%), Emotional needs, and Academic (85.8%).

Age group 18-21 grouped categories include: Relationship concerns (91.6%), Academic concerns (91.2%), Emotional Needs support (89.7%) and Behavioural needs (86.7%). The general counselling needs mean analysis by school name is similar to the previously discussed by gender, age group and grade level. Yet, it had vital difference when analysed by each school. Then, Great

needs across school name by percentage were also analysed for comparison purposes. Hence, the 11 survey questions mean across school name ranges from 4.16 -3.76. The mean of each school rated by students be presented as follow:

Masha school's 11 survey questions mean ranges from 4.6- 3.76. The top three items with the highest mean from top to bottom are: Grief and loss (4.60), getting along with others (4.50) and controlling inappropriate behaviour (4.41). The items with the lower mean value from lowest to upper were: Coping with divorce and separation (3.80), getting along with parents (3.91), and anger Management (4.03). As pointed out above, this sampled school (Masha) students' report shows that the students are inclined to report in the positive side of the scale which is quite higher than the average mean (3). Meaning, the students have higher needs for type of counselling needs to be practiced /provided in their school in accordance of their needs. Besides, as already stated the 11 items were grouped in to four sub scales themes and reported by this school student as follow: 1. Behavioural (4.30), 2. Academic concerns (4.22), 3. Relationship counselling helps (4.20) and 4. Emotional support (4.13).

Tepi School survey items mean ranges from 4.40-3.69. Among the 11 survey items', the top three items with the higher mean value from highest to lowest were: Grief and loss (4.40), getting along with others (4.20), and paying attention in class (4.16). The three items rated lower by Tepi School students from lower to highest were: Controlling inappropriate behaviour (3.69), anger management (3.77), and dealing with abuse (3.80). The sub scale mean scores from top to bottom were: Academic (4.16), Relationship concerns (4.10), Emotional needs (4.06), and Behavioural concerns (3.75).

Mizan School survey items mean ranges from 4.23- 3.30; and the top three items with the highest mean value from highest to lowest were: Paying attention in class (4.23), grief and loss (3.91) dealing with abuse (3.86). The three items with the lowest mean from bottom to top was: Controlling inappropriate behaviour (3.30), coping with divorce and separation (3.58), and using good social skills (3.59). The subscale mean/theme scores from top to bottom were: this school student rated emotional (3.74), Relationship concerns (3.70), and academic and behavioural concerns equally (3.58).

She-bench school survey items mean ranges from 4.22- 3.64; and the top three items with the highest mean scores from highest to lowest were: Using good social skills (4.42), getting along with teachers (4.11) and Getting along with others (3.97). The three survey questions rated lower from lower to highest were: Controlling inappropriate behaviour (3.64), Getting along with parents (3.69) and anger management (3.76). The sub scale mean scores from top to bottom were: Relationship concerns (4.0), Academic (3.86), Behavioural concerns (3.80) and Emotional needs (3.77).

Summary of subscales mean/themes for sampled 4 schools

1. **Masha-** Behavioural (4.30), Academic concerns (4.22), Relationship counselling helps (4.20) and Emotional support (4.13).
2. **Tepi-** Academic (4.16), Relationship concerns (4.10), Emotional needs (4.06), and Behavioural concerns (3.75).
3. **Mizan-** Emotional (3.74), Relationship concerns (3.70), and academic and behavioural concerns were equally rated (3.58) by these school students.
4. **She-bench-** Relationship concerns (4.0), Academic (3.86), Behavioural concerns (3.80) and Emotional needs (3.77). These students' report indicated that there are counselling needs variations across school name, that need to be addressed by school counsellors, school administrators, teachers, parents and other concerned bodies so that high school students' academic, career, personal/social, behavioural and mental health needs be met that in turn, motivate students for the successful school years.

5.2.2 Analysis of Major Counselling Concerns/issues of Students

Questions formulated to redesign major counselling service concerns of students

As allies in school redesign, what would you suggest the counselling programmes need to involve?

Major concerns of students' survey questions (not sure-1, no-2 and yes-3) were formulated to redesign counselling service concerns of students. To analyse these survey questions, first,

frequency analysis, and percentage were used across gender; and then, the entire participant students' (both male and female) percentage was analysed to determine the areas of top needs, and how they prioritize their needs. Secondly, survey items were grouped in to academic, personal/social and career needs for the purpose of comparison across gender, age group, grade level and school name.

Table 5.5: Major counselling needs Analysis across Gender /within sex/

I. no	Major Concerns or issues that need to be addressed	Yes			
		M		F	
		f	%	f	%
1	I need help that supports me relate the connections between what I am learning and the real world	124	93.9	118	95.2
2	I need support where I can go to for support and advice, both in terms of academics and personal issues.	108	81.8	104	83.9
3	I need someone who knows me well and supports me in time of need.	102	77.3	101	81.5
4	I wish for where the relationships between and among students and adults in the school are grounded in respect and trust.	109	82.6	114	91.9
5	I need a counsellor who talks to me one-on-one about college or other plans for the post-secondary school.	76	56.7	84	67.7
6	My teachers talk to me in groups about college or other plans for the post high school.	60	45.5	74	59.7
7	In my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body.	110	83.3	116	93.5
8	I want to receive regular feedback on how I am doing and how I can improve.	112	84.8	108	87.1
9	I wish my voice matters in my school.	104	78.8	110	88.7

As indicated in the table above, participant students have greatest need for the concerns termed major concerns of students. First, the three top concerns of male and female were analysed and then, their needs were presented by categorizing the survey questions in to three related terms: **Academic, personal/social and career domains**. Accordingly, gender wise, male students reported that they have five top needs- as I need help that supports me relate the connections between what I am learning and the real world (93.9%), I want to receive regular feedback on how I am doing and how I can improve (84.8%), in my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body (83.3%) I wish for where the

relationships between and among students and adults in the school are grounded in respect and trust (82.6%) and I need support where I can go to for support and advice, both in terms of academics and personal issues.(81.8%).. Whereas, the female participant students have reported that they have five highest/top/needs like I need help that supports me relate the connections between what I am learning and the real world (95.2%) this topic was also true to male students; yet, these female students have their own unique needs. These are: in their school, they wish for where the discipline is applied fairly, meaningfully, and equitably across the student body (93.5%), they wish for where the relationships between and among students and adults in the school are grounded in respect and trust (91.9%) I wish my voice matters in my school (88.7%) and I want to receive regular feedback on how I am doing and how I can improve (87.1%).

Besides, the three combined domains (academic, personal/social, and career needs) mentioned above were analysed for both male and female students. Male students reported that they have 83.3% academic needs 80.5% personal/social needs, and 60.1% career needs. Whereas, Female students also reported more needs on personal/social needs (88.9%), academic needs (85.5%) and career needs (62.4%). For better understanding, these three needs of students presented in table 8 below:

Table 5.6: Major Areas of Needs by sex

Sex	Major Areas of Needs	%	Sex	Major Areas of Needs	%
M	Academic needs	83.3	F	Personal/social needs	88.9%
M	Personal/social needs	80.5	F	Academic needs	85.5%
M	Career needs	60.1	F	Career needs	62.4%

Accordingly, in response to the item that says the participant students need help that supports them relate the connections between what they are learning and the real world, most of the participants (94.5%) of them reported that they need counselling assistance under such circumstances. Secondly, the majority (88.3%) of the participants responded that they need counselling supports in their school that they wish for where the discipline is applied fairly, meaningfully, and equitably across the student body. Thirdly, a good portion of them (87.1%) said that they wish for where the relationships between and among students and adults in the school are grounded in respect and

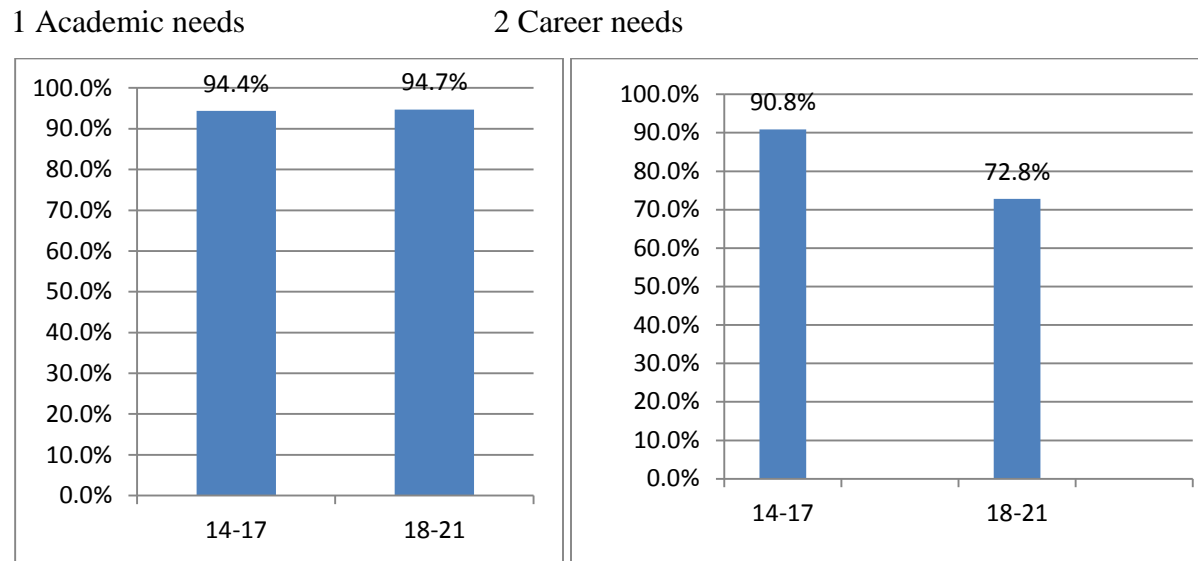
trust. Meaning, these portions of students need counselling service support that enable them fulfil their concerns in this regard. For better understanding, see table 9 bellow.

Table 5.7: Responses of all students to major areas of concerns

I no	List of major concerns	Yes	
		f	%
1	I need help that supports me relate the connections between what I am learning and the real world	242	94.5
2	I need support where I can go to for support and advice, both in terms of academics and personal issues.	212	82.8
3	I need someone who knows me well and supports me in time of need.	203	79.3
4	I wish for where the relationships between and among students and adults in the school are grounded in respect and trust.	223	87.1
5	I need a counsellor who talks to me one-on-one about college or other plans for the post-secondary school.	160	62.5
6	My teachers talk to me in groups about college or other plans for the post high school.	68	26.6
7	In my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body.	226	88.3
8	I want to receive regular feedback on how I am doing and how I can improve.	220	85.9
9	I wish my voice matters in my school.	214	83.6

As indicated in the table above, except on items 6 and 5, the majority of participant students' highly rated (79.3 to 94.5%) their major concerns that need to be addressed by school counselling programme or by professionally trained counsellors. Item number 6 and 5 implies that a large portion of students' (52.3%) counselling needs, concerning one-on-one about college or other plans for the post-secondary school have not been addressed by the concerned bodies and their needs for a counsellor who talks to them one-on-one about college or other plans for the post-secondary school did not get due attention consecutively.

Figure 5.6: Top two major areas of concerns



Grade level analysis of the participants' major concerns revealed that the major concerns of participant students across grade have similarities and significant differences. For instance, they have reported that they have similar attitudes on item one (1) that read as I need help that supports me relate the connections between what I am learning and the real world; though all the grade levels reported highest interest for counselling needs that was greater than 90% (ranges from 90.6%-96.9%). Yet, on item 2- that says I need support where I can go to for support and advice, in terms of academics and personal issues, grade 9 students reported 93.8% which is 25% greater than that of grade 12 students (68.8%). Meaning, 9th grade students who are new/fresh in the school, have highest academic and personal concerns that need to be addressed by school counselling programme.

Similarly, the majority of grade 10 and 11 (87.5, 81.2%) students also reported that they need counselling service supports for their academic and personal concerns. This indicates that so many things need to be done by school counsellors and school administrations in collaboration with teachers and the students' parents to meet the counselling needs of these students with high concerns. Secondly, concerning the participant students' wishes /interests for where the relationships between and among students and adults in the school are grounded in respect and trust, 12th grade students who are assumed to be matured and experienced in terms of staying longer years in high schools reported 100% needs. This implies that as students grow

psychologically and physically, their sensitiveness for respect and trust seem become very high as compared to lower grades.

As indicated in the table, a large portion of students (52.3%) responded to the item no. 6 (my teachers talk to me in groups about college or other plans for the post high school) negatively since their needs haven't been addressed or satisfied with the services provided to them. It is only few students who said yes (26.6%) and the rest very few of them (21.1%) didn't sure to respond to the survey question. To the item number 7, which says-In my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body, all grades- 9-12 graders, highly responded (78.1, 84.4, 93.8 and 96.9%) successively that they wish to see such services be practical in their schools; especially, grade 11 and 12 students are highly sensitive (93.8% and 96.9%) to this type of services. Thus, helping professionals who are interested to assist adolescent students need to be conscientious while addressing this type of concerns of students.

The next issue that the participant students requested to was whether they want to receive regular feedback on how they are doing and how they can improve. To this item, the majority of participant students (about 80% and above (81.2%) 9th and 10th grade students responded that they want this areas of concerns be addressed by the school counselling officers. Yet, nearly all 11th and 12th grade students (90.6 and 96.9%) reported that they have top concerns regarding this issue. Lastly, the participant students who want to get attention in their school / who wish their voice matters in their school/ranges from 75 and 71.9% by 9th and 10th grade students and 90.6 and 96.9% for Grade 11 and 12 students. Meaning, these areas of student concerns highly supported by majority of participants and need to be met by concerned helping professionals so that students needs be satisfied.

For further understanding of the readers, the participants' major concerns and their response to these survey questions are provided in the figure 10 below.

Table 5.8: Major Concerns of Student needs Analysis across Grades

N	List of major counselling concerns	Response	Grade			
			9	10	11	12
0			%	%	%	%
1	I need help that supports me relate the connections between what I am learning and the real world	Yes	96.9	90.6	93.8	96.9
		No	3.1	9.4	6.2	3.1
2	I need support where I can go to for support and advice, both in terms of academics and personal issues.	Yes	93.8	87.5	81.2	68.8
		No	6.2	6.2	6.2	15.6
3	I need someone who knows me well and supports me in time of need.	Yes	81.2	70.3	84.4	81.2
		No	3.1	20.3	9.4	9.4
4	I wish for where the relationships between and among students and adults in the school are grounded in respect and trust.	Yes	82.8	78.1	87.5	100
		No	14.1	15.1	6.2	0
5	I need a counsellor who talks to me one-on-one about college or other plans for the post-secondary school.	Yes	56.2	62.5	75	56.2
		No	28.1	21.9	18.8	28.1
6	My teachers talk to me in groups about college or other plans for the post high school.	Yes	34.4	31.2	25	15.6
		No	40.6	37.5	62.5	75
7	In my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body.	Yes	78.1	84.4	93.8	96.9
		No	12.5	9.4	3.1	3.1
8	I want to receive regular feedback on how I am doing and how I can improve.	Yes	78.1	81.2	90.6	93.8
		No	12.5	12.5	6.2	3.1
9	I wish my voice matters in my school.	Yes	75	71.9	90.6	96.9
		No	9.4	18.8	-	3.1

To summarize, the grouped needs of students were presented as follows: 1. Whole report of Students-Academic **90.1%**, personal/social needs **84.6%** and career concerns **61.2%**.

5.2.3 Prioritizing Major counselling service areas

After reading the list, circle the number that shows what top priority that service area should receive in your school counselling programme.

1. Counselling Services (Designed to offer individuals an opportunity for self-knowledge and self-development through individual and group counselling, support services, referral services). 1. Top priority 2. Moderate priority 3. Low priority 4. Very low priority.

2. **Appraisal Services** (Provides essential facts about the learner through career interests inventories, achievement tests, personality inventories, special needs assessment). 1. Top priority 2. Moderate priority 3. Low priority 4. Very low priority.
3. **Information Services** (student records, post-secondary catalogues, handbooks, Job- searching for and job keeping skills). 1 Top priority 2. Moderate priority 3. Low priority 4. Very low priority.
4. **Placement Services** (Designed to enhance student development by assisting them to select and use opportunities inside and outside the school through career advising, attachment, referral to agencies, course selection, and college/university admission). 1. Top priority 2. Moderate priority 3. Low priority 4. Very low priority.
5. **Consultation Services** (Getting the opinion of people who can contribute and have an interest in the student's welfare e.g. other teachers, parents, administrators). 1. Top priority 2. Moderate priority 3. Low priority 4. Very low priority.
6. **Curricular Services** (Organization of materials for classroom teacher adoption, group and classroom presentation of counselling topics). 1. Top priority 2. Moderate priority 3. Low priority 4. Very low priority.

As described above, to answer the current research objectives, questions and rationales, the above need assessment component dependent variables were employed. Initially, this research study interested to understand the counselling needs level of the participants. Then, the study was also interested to uncover how the participants prioritize their counselling needs. And then, counselling needs components/types of counselling they want were given due emphasis. Next, the level of counselling services concerned the current researcher or how the counselling provisions were practiced by trained or Para counsellors provided to the client students linked to student needs. In conjunction with this, the focus was given on how the participant students evaluate or rate the services provided to them. Thereafter, the personal, school and comprehensive concerns of participant students were given emphasis and were analysed successively.

Table 5.9: Participation in Counselling

Have you ever participated in Counselling service at your school?	F	%
Yes	16	6.3
No	228	89.1
Other	12	4.7
Total	256	100.0

As indicated in the figure above, the background of participants in participating in counselling was very low 16 (6.3%) and the majority of them 228 (89.1%) hadn't participated in counselling services; and the rest very few of them have experiences.

Having the above participant students' background into account, now the major quantitative data analysis is presented.

As stated earlier, participant students were asked to rearrange their six top priority concerns or prioritize their six major counselling needs areas in ascending order here under: Accordingly, the first survey question that was six in number was presented to the students to re-prioritize their needs as deemed important in line of their current concerns. The survey question and their new re-arrangement were presented below in table 4

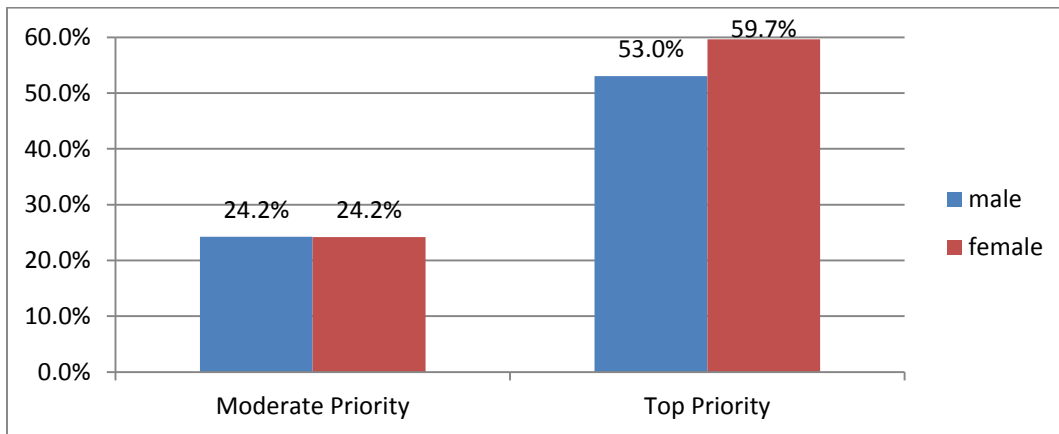
Table 5.10: Response of participant students to counselling priority needs

I. No	Major counselling areas	NR	Items	Total		Male		Female	
				N	%	n	%	n	%
1	Counselling services	1	Counselling services	144	56.3	70	53	74	59.7
2	Appraisal Services	2	Placement Services	130	50.8	68	51.5	62	50
3	Information Services	3	Information Services	106	41.4	46	34.8	60	48.4
4	Placement Services	4	Consultation services	104	40.6	56	42.4	48	38.7
5	Consultation services	5	Curricular Services	94	36.7	52	39.4	42	33.9
6	Curricular Services	6	Appraisal Services	88	34.4	44	33.3	44	35.5

NR-stands for New Rank/priority/.

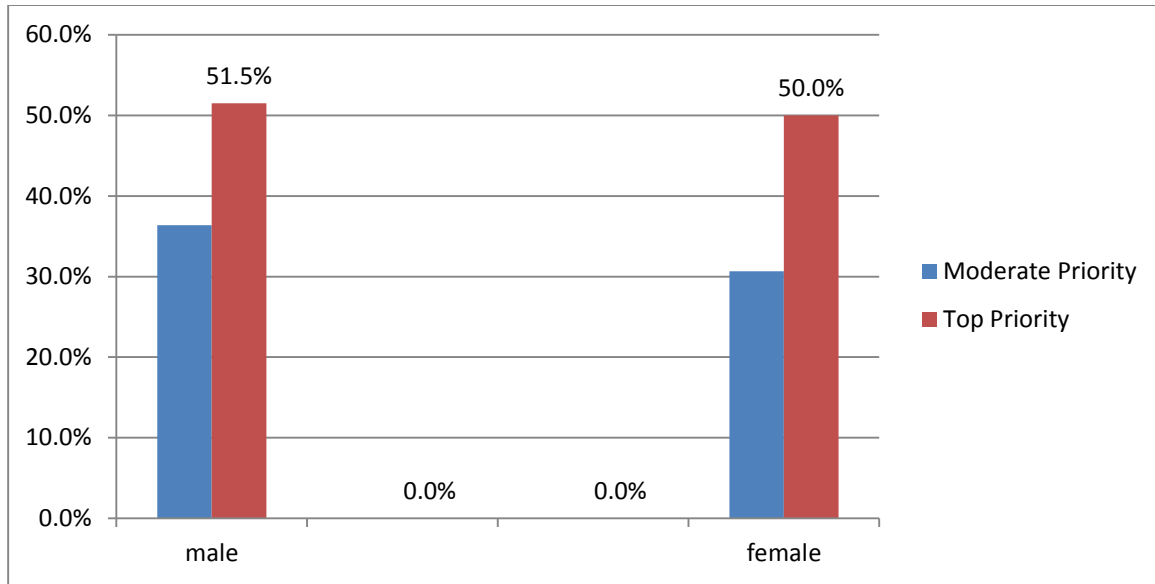
As indicated in the table 4 above, the participant students have higher needs for counselling, placement and consultation services as compared to other services. Below, the two services are presented by bar graph across sex to understand the top and moderate priority needs that each male and female participant students have in this regard. In connection with this, (Bell, 1974 cited in Ogechim, Joshua, & Eweniyi, 2010:1) states that NA has been demarcated as the process of identifying and analysing needs and placing priorities among them for the purpose of decision-making. The current study has identified the needs of students in like manner.

Figure 5.7: Top Priority needs for counselling services by gender



As described in the table 5 above, both male and female participants have top and moderate priority needs for counselling services; yet, the female participant students have more priority needs (59.7%) than the male participants (53%).

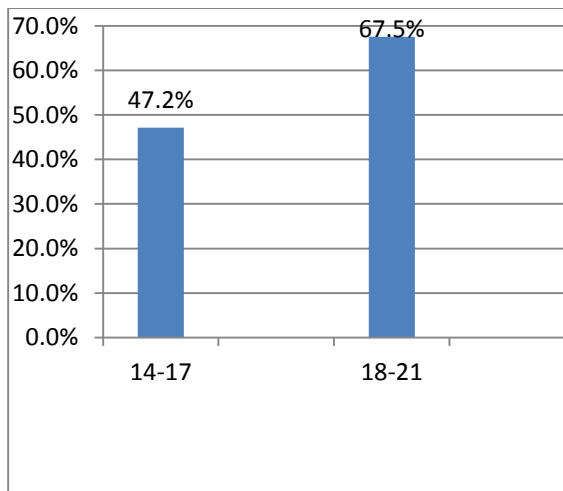
Figure 5.8: Top Priority and moderate need for placement services by sex



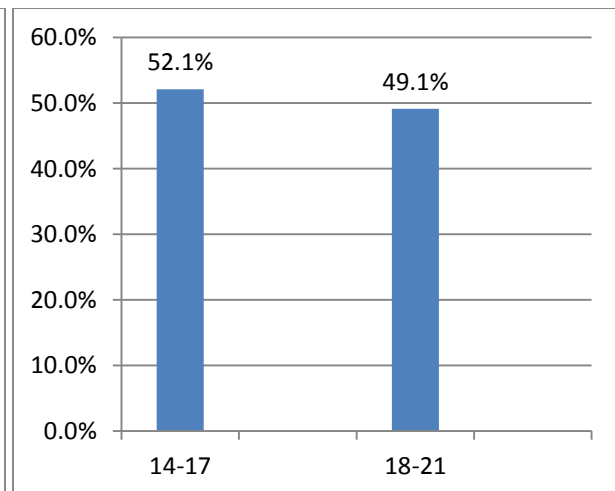
As indicated in the table 6 above, though both male and female students have more or less similar needs for placement services, male participants have a bit higher needs (51.5%, 36.4%) for placement services than female students (50.0%, 30.6%) consecutively.

Figure 5.9: Top priority for counselling & placement Needs

Counselling service needs



Placement service needs



As shown in fig. 3 above, top counselling service needs has significant differences across age group (18-21-67.5%, & 14-17- 47.2%) consecutively. Whereas, minor

Table 10: Domains/themes Needs across Age Groups

domain/themes needs	Priority (P) for 14-17	%	Priority(P) for 18-21	%
Academic needs	1	85.9	2	82.5
Personal/social concerns	2	79.6	1	90.8
Career needs	3	58.6	3	63.43

As depicted in the table above, age group 14-17 prioritized their needs as academic (85.9%), personal/social (79.6%) and career needs (58.6%). Whereas, age group 18-21 prioritized their concerns as personal-social needs (90.8%), academic needs (82.5%) and career needs (63.43%).

Table 11: Domains/themes Needs across Grade Level

Domains/ themes needs	P for Grade 9	%	P for Grade 10	%	P for Grade 11	%	P for Grade 12	%
Academic needs	1	86	1	84.4	2	85.9	2	79.7
Personal/social concerns	2	79.3	2	76	1	89.1	1	87.5
Career needs	3	62.5	3	61.4	3	64.6	3	56.2

P –refers to Priority

As indicated in the table, the priority for grade 9 and 10 are similar –academic, personal/social needs and career concerns. But, grade 11 and 12 prioritized their needs as personal/social needs (89.1%, 87.5%), academic (85.9%, 79.7%) and career (64.6%, 56.23%) consecutively. These participants’ report across grades definitely linked to their grade categories (secondary-grade 9 and 10, preparatory-grade 11 and 12). Here, as to my observation, the academic needs that students reported had their own messages. This was so because, the first three grades (grade-9, 10, and 11) almost all of them reported highest academic needs as compared to grade 12 since they have academic related problems that need counsellors’ attentions. Especially 11th grade students had reported top personal-social and career concerns as compared to the rest three other grades. These students’ report highly related with the difficulties this grade level students have been facing. Regarding these matters, both the two sites where the focus group studies had conducted, all the groups- students, teachers, and the 3rd group which include principals, Parent-Teacher Association members, Zonal and District professionals highly emphasized the academic and vocational

challenges these students have in particular, as well as the counselling services -orientations and academic concerns supports needed for 9th and 11th graders and career information required for grade 12 students in the high school and during post high school years.

Table12: Domains/themes needs across School name

Domains/themes needs	P for Masha	%	P for Tepi	%	P for Mizan	%	P for She-bench	%
Academic needs	1	89.1	2	73.50	1	84.4	1	90.6
Personal/social	2	87.5	1	82.83	2	82.4	2	85.53
Career needs	3	68.7	3	57.83	3	54.2	3	64.1

Across school name, except Tepi School, all the rest three schools reported in similar order-Academic, personal/social and career needs sequentially. Specifically, Masha and She-bench schools reported great needs for the three domains mentioned above. As discussed during focus group discussions, these two schools- Masha and She-bench, had similar experiences of counselling services in that both of them shared the counselling services rendered to them by professionally trained counsellors at different times rather than by non-counsellors; though currently, they are not getting such services due to various reasons need to be discussed in the later analysis.

The next assessment survey questions were focused on the extent or level of counselling service practices in each study sites/schools/. For the purpose of analysis, the value given to scale is (never-1, seldom-2, occasionally-3, often-4 and always-5) the mean of the counselling practice level ranges from 1.97 to 2.79. The five upper mean for the survey question from highest to lowest were: Initiating Positive classroom behaviour (2.79), establishing a safe school atmosphere for students (2.59), facilitating academic achievement (2.50), Facilitating Knowledge of various careers for pupils (2.44), and enhancing effective use of time awareness for students (2.41). The lowest five items with lowest means from bottom to top were, providing effective study habits for learners (1.79), reducing students' anxiety (2.06), promoting Knowledge of how to apply for a job (2.29), building positive self-image (2.34), and dealing on understanding oneself (2.41). Regarding gender wise percentage comparison, both male and female participant students reported that they have concerns to be addressed by school counsellors, yet, they haven't satisfied or their needs did not

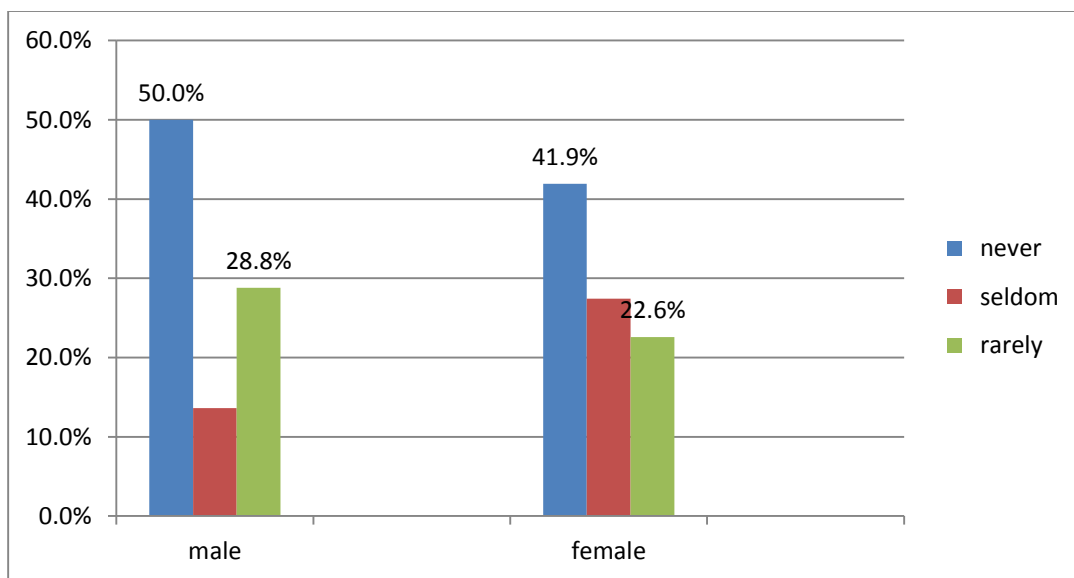
get addressed with the existing counselling services. For more understanding, the overall responses of all students grouped in to sub scale mean/themes and their grouped mean found to be 1. Personal/social (2.38), 2. Academic (2.20), 3. Emotional (2.18) and 4. Career (2.16).

Among the students' dissatisfaction level, the highest three survey items with the highest students' responses those who said 'never' were presented here under: Reducing students' anxiety (M-54.5%, F-54.8%), providing effective study habits for learners (M-50%, F-41.9%) and Promoting Knowledge of how to apply for a job (M-48.5, F-48.4%). To make clear the above cases related to the counselling practice levels in the participants' schools, this researcher presents the questions that the students asked and the responses they gave to the items together with the research question here under.

RQ1. What are the existing practices regarding student counselling in the research setting? To answer this research question, here is a questionnaire

Q2. To what extent the following SCS benefits are practiced in your school in terms of: Providing effective study habits for learners. To this Likert type question mentioned above, the students responded negatively/reported their dissatisfaction in figure 14 as follow:

Fig. 5.10: Gr. need to enhance effective study habits



As depicted in the fig.14 above, based on combined % of never, seldom and rarely the majority of students (92.4%) male and (91.9%) female students reported that almost they didn't get such services due to the absence of this service in their school). Regarding this issue, detailed focus group discussion was made and particularly, the student participants gave emphasis that they need these services; yet, due to the absence of trained counsellors and lack of attentions given to this service by the concerned bodies, such services and related others have not been provided to the students. The comprehensive discussion of this FGD reports will be presented in the second version of this document. In the subsequent discussion, issues that assess the level of counselling practices in the study areas, I will present the combined percentage of students' dissatisfaction report (never, seldom, and rarely).

Fig 5.11: Skills to Reduce students' anxiety

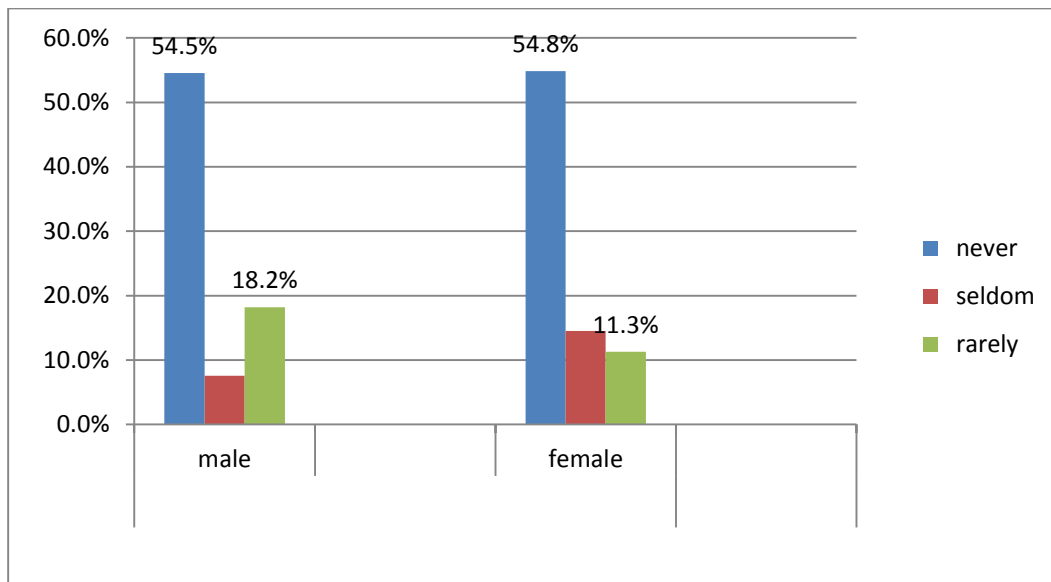
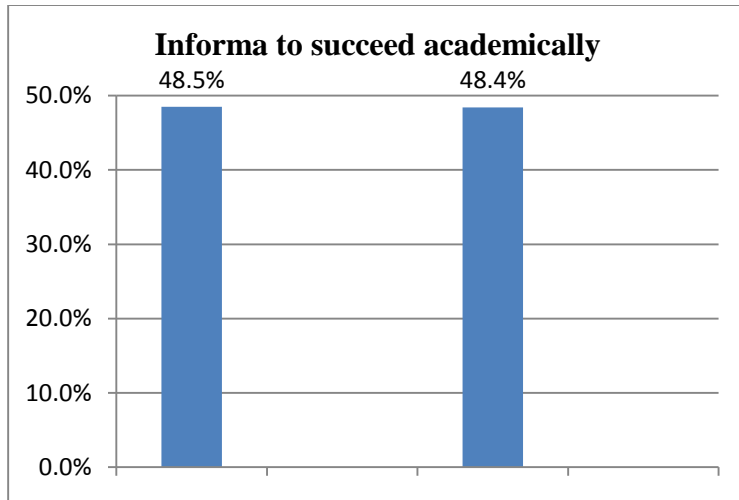


Table 13: Subscale/grouped mean by Gender

	Grouped title	Male	Female
I.no	Academic	2.31	2.27
1	Personal/social	2.56	2.42
3	Career Domain	2.47	2.21
4	Emotional	2.38	3.38

Fig. 5.12: providing effective study habits for learners



Next, participant students were invited to rate the counselling services in their schools. Accordingly, the mean of the survey question ranges from 2.05-2.43. For this survey items, the assumed mean is 2.5. Since the majority of participant students responded negatively to the survey items, I used upper mean score and lower mean score rather than above average and below average. The five items mean score from upper to lower were: Like most of my teachers are enthusiastic about teaching and communicate this to students (2.43), Administration and staff value what students have to say. (2.38) And my school counsellor respect students (2.31), Students in my school are involved in decisions about things that concern them in school (2.27), and my counsellor keeps confidentiality (2.22). And the five items with least mean values from bottom to top were: My school counsellor is easily available to students (2.05), my counsellor cares for students (2.06), my school counsellor address my personal social concerns via group counselling (2.08), my school treats students fairly (2.11) and my school counsellor address my personal social concerns via group counselling (2.13). Thereafter, the survey questions were categorized in to four areas of needs for the purpose of identifying the participant students' needs. These were: As academic, personal/social, career and responsive service needs. The participant students ranked these subscale theme needs as academic (2.32), career (2.27), responsive service needs (2, 20) and personal-social needs (2.15). All of these means are below assumed mean (2.5). These student responses concerning their academic, personal/social, career and responsive services were the most highly discussed cases that need to be addressed by concerned bodies- like policy makers, principals, Zonal, regional and Federal Ministry of Education. For more information, the

participant students' dissatisfaction to the survey items/ lack of services for their different concerns was provided by gender in percentage (%) in the Table 13 below.

Table 14: Counselling service rating across gender

I.no	List of services to be rated by students	Strongly disagree			
		Male		Female	
		f	%	f	%
1	My counselor cares for students	58	43.9	62	50.0
2	My counselor keeps confidentiality	58	43.9	66	53.2
3	My school counselor respects students	50	37.9	66	53.2
4	My school counselor is easily available to students	60	45.5	70	56.5
5	My school counselor responds to my immediate concerns	52	39.4	74	59.7
6	My school counsellor address my personal social concerns via group counselling	66	50	66	53.2
7	My school counsellor address my personal social concerns through individual counselling	64	48.5	68	54.8
8	My school counsellor creates conducive condition that give every student an equal opportunity to succeed academically	58	43.9	70	56.5
9	My school treats students fairly	64	48.5	63	50.8
10	Administration and staff value what students have to say.	50	37.9	54	43.5
11	Students in my school are involved in decisions about things that concern them in school.	56	42.4	62	50
12	Most of my teachers are enthusiastic about teaching and Communicate this to students.	52	39.4	46	37.1

As evidently indicated above, almost half (50%) and above female participants and nearly 50% and or equal to fifty percent of male participant students reported that they did not satisfy with the services provided to them. Thus, they negatively responded to the survey questions which say my school counsellor responds to my immediate concerns (59.7%) female and (39.4%) male students didn't satisfy with the services or not getting such services from school counselling professionals. Similarly, 56.5 % of female students and 45.5% of the male participant students reported that they strongly disagree to the statement that says my school counsellor is easily available to students. Generally, out of 12 survey items, 50% and above female participants strongly disagreed with the items related to responsive services, individual and group counselling services need to be provided to the participant students, to the services that create conducive atmosphere for learners, the availability of the school counsellors to the learners, fair treatment of students, and the likes were

negatively viewed by the participant students. These implies that though the students have great concerns that need to be met or intervened by professionally trained counsellors, due to the absence and inconsistencies of such services, the client students seemed couldn't benefit from the school counselling services. As a result, they rated the services inconsistently provide by teachers or civic education teachers ineffective to their affairs.

Next, the other aspects of student needs are analysed by employing appropriate instruments. Accordingly, the participants were invited to respond to Likert type items that assess different concerns of high school students. The components of these items were personal concerns-13 items, school concerns-15 items and comprehensive concerns-32 items. The mean of the first 13 items survey ranges from 3.78 to 3.03. The main issue related to the mean of this finding is quite higher than the previous study conducted by Sculli (2011) in the United States of America- at a large suburban high school in western New York. This difference may be due to various reasons 1, the environmental and development level of the country 2, the awareness and access the students have for counselling services 3, the construction of each items and the ways one approaches to the participants might bring significant response differences. The same as to the previous study, the results of the survey were analysed with a one-sample t-test in order to determine the mean for each question on the study survey. The means are based on the Likert scale used within the survey (1-no need, 2-little need, 3-average need, 4-great need). The average mean of the 13 items assumed to be **3.0**. Out of 13 personal items; five items were highly rated by the participants. These student concerns are presented from highest to relatively lowest as: Making friends (3.78), transitioning to a new school (3.64), understanding the emotional and physical dangers of abuses e.g. substance, sexual, physical (3.60), being more assertive (3.33), and handling crisis situations (3.31). The items/concerns of students that relatively rated lower were: dealing with peer pressure (3.27), helping myself (gaining more self-confidence, expressing my feelings and thoughts) (3.25), handling teasing or being bullied (3.25), feeling anxious or irritable (3.22), getting along with other students better (3.16), feeling sad or depressed (3.11), teen age pregnancy /parenting (3.06) and getting along better with family members (3.03).

The other unique issue related to certain questions were, items with mean above average. Meaning, participant students inclined to report their needs between average and great needs. Generally, in

this study, in contrary to the previous study, the majority of current participant students reported their needs above mean and equivalent to mean and the rest good portion of students reported their needs nearer to mean. For more understanding of the picture of students' responses, their responses provided here under in the table 15.

Table 15: Personal concerns of the respondents above Mean

Needs/Topics	Mean
Transitioning to a new school	3.64
Understanding the emotional and physical dangers of abuses	3.59
Making friends	3.38
Being more assertive	3.33
Handling crisis situations	3.31

Table 16: The concerns of students that relatively rated lower and yet, above mean

Helping myself (gaining more self-confidence, expressing my feelings and thoughts)	3.25
Handling teasing or being bullied	3.25
Feeling anxious or irritable	3.22
Getting along with other students better	3.16
Feelings sad or depressed	3.11
Teenage pregnancy/parenting	3.06
Getting along better with family members	3.03

5.2.4 Analysis of School concerns by Sex:

As already stated earlier, the purpose of these items were to identify the participant students' school concerns/needs. To these items, the participants responded as follows: The responses of the students significantly vary on some items. In this aspect, the responses of males and females found to be highly varied for seeking support from school counsellors in making friends 31.9% for males; whereas, the portion of female students' doubles that of male participants (64.5%). In similar manner, in understanding what their test scores mean in relation to academic and career planning,

as compared to male students (54.5%), very large portion of female students (69.4%) had more concerns for counselling assistance for the abovementioned academic and career related concerns. In like manner, the majority of both male and female participant students had reported that they have highest needs for knowledge of what educational options are available to them when they graduate (79% females and 66.7% males) and for understanding graduation requirements (75.8% females and 62.1% males). Here, as stated above, the female participants reported that they have more school concerns than that of male students. The other evident issues about the school concerns of the participants are both males and females have their own three higher needs with most higher percentage value for girls as having understanding my learning style to improve how I learn, planning my career options after high school, and though not like or equivalent to that of female students, male participants also have higher needs particularly on more of academic and career areas; such as the college application process(71%), understanding my learning style to improve how I learn (68.2%), planning my career options after high school (68.2), improving study skills (66.7%) and managing my time better (66.4%). For further understanding, their unique and common needs are presented here under in table 17.

5.2.5 Gender and Grade level analysis

Frequency explanatory analysis of the responses to the 47 survey items (15 school concerns and 32 comprehensive concerns) carried out by gender, grade level, school background, and age group to determine definite needs within those variables. Then after, the frequencies were transformed in to percentages for the purpose of comparison among gender, grade level, School background and age group. Initially, the data for gender divided into male and female; age group, and grade level were also categorized in to each grade-9, 10, 11, &12, schools also categorized in to four groups. The findings of the survey were explored employing a one-sample t-test so as to determine the mean for every query on the survey. The means are derived from the Likert scale utilized in the study (1-no need, 2-little need, 3-average need, 4-great need). The outcome of the means ranged from 3.03 to 3.73, which are quite greater than average needs. The other analysis made on this survey was assessing the means above average and the means that are below average. Accordingly, the five means that are above average from highest to lowest were: Planning my career options after high school (3.73), knowledge of what educational options are available to me when I graduate (3.61), understanding graduation requirements (3.59), understanding my learning

style to improve how I learn (3.57), and the college application process (3.56). The five items with relatively lower means arranged from lowest to highest were: Being more organised (3.24), selecting a career cluster or concentration (3.3.0), reducing test anxiety (3.37), school adjustment (making friends, getting along with (3.41), and understanding the best career choices for me (3.41). The other thing is that female students reported their three top needs as knowledge of what educational options are available to me when I graduate (79%), understanding graduation requirements (75.8), and understanding my learning style to improve how I learn (71%). whereas, males reported their three top needs as the college application process (71.2), planning my career options after high school (68.2), and understanding my learning style to improve how I learn (68.2%). For further understanding, the component of both males and female participants' concerns and their corresponding means are presented below:

Figure 5.13: Career Skills Information Great needs after graduation

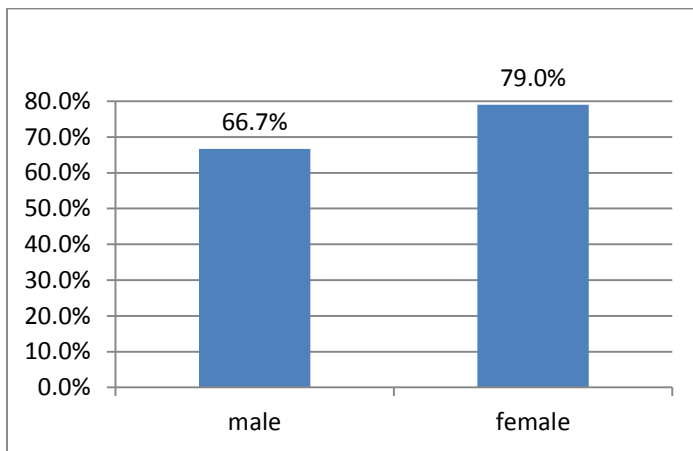


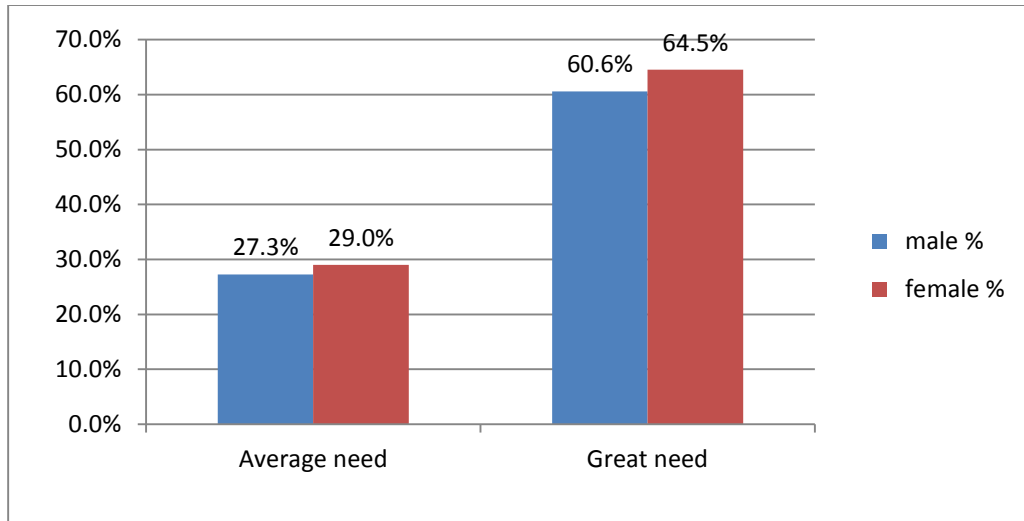
Table 17: Mean Comparison of students' needs by sex

Topic	Mean	Sex
Knowledge of educational options when I graduate	3.92	F
Knowledge of what educational options are available to me when I graduate	3.74	F
Understanding my learning style /improve my learning	3.69	F
The college application process	3.58	M
Planning my career options after high school	3.55	M
Understanding my learning style/ improve my learning	3.53	M

Now, the three top participant' great needs across grade were presented to determine where the students' areas of needs were positioned. Accordingly, the five mean above great needs of students (9-12) were: Knowledge of what educational options are available to me when I graduate (3.61), understanding graduation requirements (3.59), understanding my learning style to improve how I learn (3.57), planning my career options after high school (3.57), and improving study skills (3.52). And then, the needs of the participant students' responses mean that was below the average from lowest to highest was analysed and found to be: being more organized (3.24), selecting a career cluster or concentration (3.30), school adjustment (making friends, getting along with teachers) and understanding the best career choices for me (3.41), improving test-taking skills (3.42), and understanding what my test scores mean in relation to academic and career planning (3.45).

Next, the frequency analysis responses were conducted by grade level to the 15 school concern questions to discover the particular areas of needs; and the frequencies of their report was again converted in to percentage to make easier the comparison of the responses among each variables. In this respect, 9th graders rated their three areas of great needs as the college application process (81.2%); secondly, they equally rated planning my career options after high school, understanding my learning style to improve how I learn, and Knowledge of what educational options are available to me when I graduate (75%) as their second great concern. In like manner, they equally rated managing my time better and understanding graduation requirements (71.9%) as their third areas of top great needs. 10th grade participant students reported understanding my learning style to improve how I learn (75%) as their first top great need; and then, they equally rated planning my career options after high school, knowledge of what educational options are available to me when I graduate, and understanding graduation requirements (68.8%) as their second areas of great needs. Thirdly, they reported their 3rd top great needs as improving study skills, acquiring skill, attitudes and knowledge to learn effectively, and the college application process (65.6%).

Figure 5.14: G N - Skill to learn effectively by Gender



For better understanding, the responses of the participants (grade 9 to grade 12) were presented by bar chart. Here, the comparison was made between grade 9 and 10; as well as between grade 11 and grade 12 separately, this was so because each two pair grades share their own common characteristics. To make it brief, grade 9 and 10 are termed secondary or high school; and grade 11 and 12 termed preparatory school in our context; yet, they all exist in one campus and lead by one principal. As its name implies, grade 9 and 10 are said to be the grades that involve less matured and younger students as compared to grade 11 and 12.

Grade 11 and 12 are presumably more mature and experienced compared to those two former grades. However, Grade 9 and 11 share common characteristics in that both of them include several students who are new/fresh/ to the school. Meaning, Grade 9 contains the majority of students who joined 9th grade from junior grade (grade 8). Whereas, Grade 11 contains students who came from different schools (completing grade 10 national examinations) and now joined the only preparatory school, which is far away from most of them.

So, being fresh to the school, both 9th and 11th graders share very common things related to adjustment wises and are expected to have high concerns as compared to grade 10 and 12; this expectation was what really happened in this study. Both grades revealed high concerns in contrast to grade 10 and 12. For better information see figure 12 bellow:

Table 18: Average and Great Needs of participant students by Grade

I. No	Grade	Type of Needs/concerns	Av. need (AN)		Gr.need (GN)		Comb AN+ GN		Total
			f	%	f	%	%	N	%
23	9	Planning career options	14	21.2	48	75	96.2	64	100
	10		14	21.9	44	68.8	90.7	64	100
	11		12	18.8	48	75	93.3	64	100
	12		16	25	36	56.2	81.2	64	100
24	9	The college application process	8	12.5	52	81.2	93.7	64	100
	10		16	25	42	65.6	90.6	64	100
	11		10	15.6	50	78.1	93.7	64	100
	12		14	21.9	36	56.2	78.1	64	100
25	9	Information on improving learning	12	18.8	48	75	93.8	64	100
	10		12	18.8	48	75	93.8	64	100
	11		14	21.9	48	75	96.9	64	100
	12		16	25	34	53.1	78.1	64	100

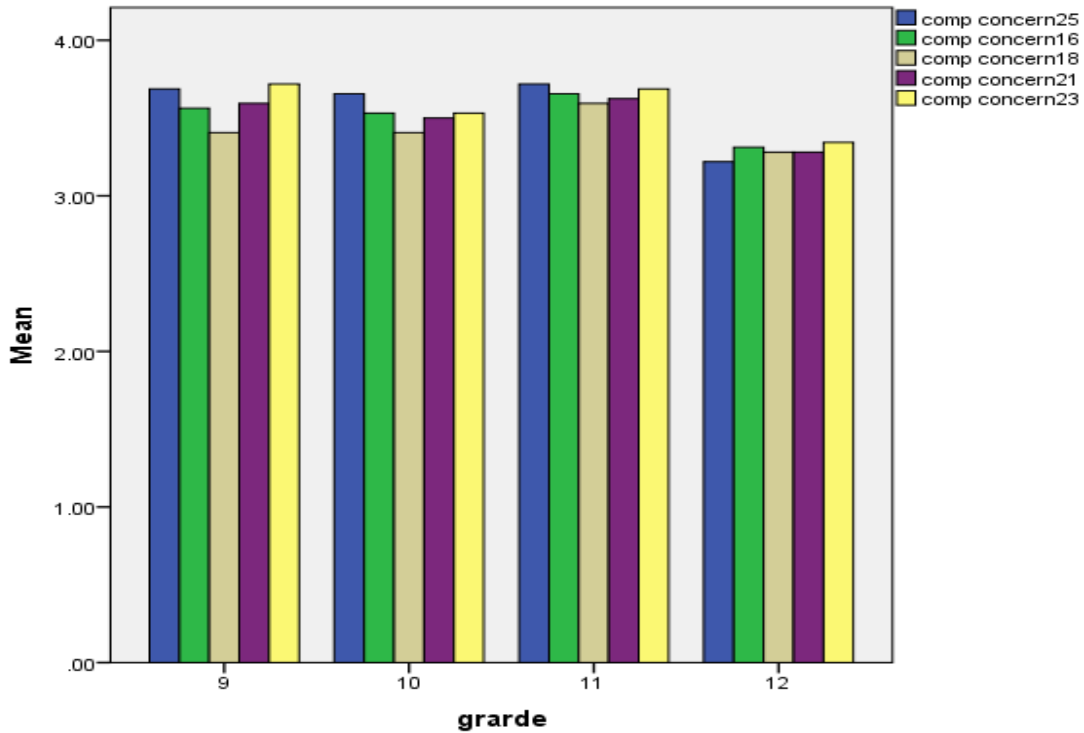
As indicated in the above data, the students’ planning career options, the college application process and Information needs on improving learning had high concerns. Especially, grade 9 and 11 students were highly concerned with these three areas of needs. Besides, by combining, average and great needs, most of the participant students responded that they had great needs to be addressed by professional counsellors.

Grade 11 students reported Improving study skills, the college application process, and Knowledge of what educational options are available to them when they graduate (78.1%) as their first top great needs; Secondly, planning their career options after high school, understanding my learning style to improve how I learn, and understanding graduation requirements (75%) were the areas of 2nd top concerns for 11th graders. Managing my time better, understanding what my test scores mean in relation to academic and career planning (71.9%) were their 3rd top great needs for this grade level students. Twelfth grade participant students rated Knowledge of what educational options are available to me when I graduate (68.8%) as the first top great needs, and Managing my

time better, improving study skills, improving test-taking skills, and understanding graduation requirements (59.4%) were the second areas of top great needs reported by Grade 12 students. Next, combined percentages of average and great needs of students across grades were carried out and their combined percentages were presented as follow: Grade 9 participant students rated as understanding graduation requirements (100%), understanding what my test scores mean in relation to academic and career planning, Planning my career options after high school (96.9%) as their second combined percentages and improving study skills, understanding my learning style to improve how I learn and Knowledge of what educational options are available to me when I graduate (93.8%). Grade 10 students preferred understanding my learning style to improve how I learn, and improving study skills (93.8 and 93.7%), Planning my career options after high school (90.7 %), improving test-taking skills and acquiring skill, attitudes and knowledge to learn effectively (90.6 %) as their first, second and third top great needs consecutively.

As stated above, grade ten students clearly reported that their needs highly focused on academic counselling support from the school counsellors and schools. This is so because at this level of grade, these students take all over the country/Ethiopian General Secondary Education Certificate Examination (EGSECE) that necessitate the students work harder to achieve/succeed in their education. Thus why they highly responded to the items related to understanding learning style to improve how to learn, acquiring skills, attitudes and knowledge to learn effectively, the strategies to improve their study and test taking skills. Besides, they also indicated their career planning opportunity after they successfully completing their high school education. To understand further, their response to those survey questions are provided in figure 7 across gender together with the rest grades for comparison purposes.

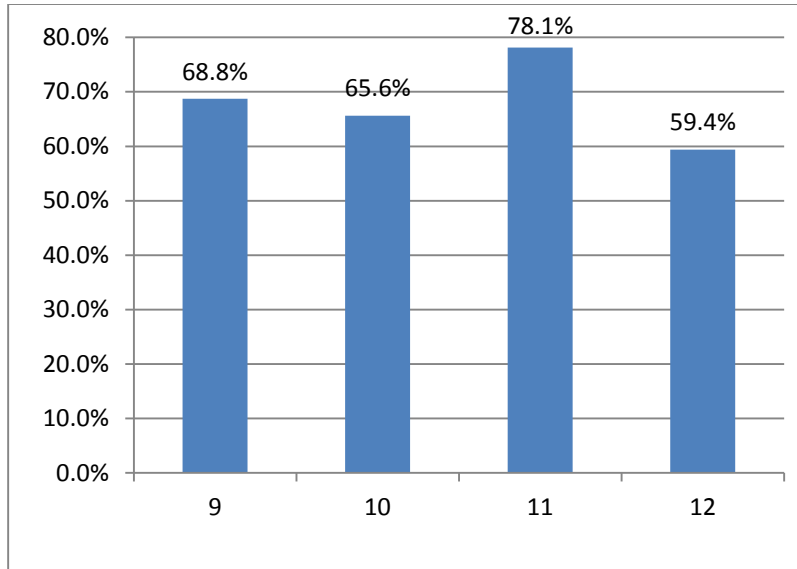
Figure 5.15: School concern G N across Grade levels (Academic & Career needs) based on mean report



As indicated in the graph above, item 25 signifies techniques to improve learning; item number 16 represents Improving study skills, item 18 focuses on improving test-taking skills, item 21 illustrates seeking information or knowledge to learn effectively and item no.23 stresses planning career options after high school. From the above graph, one can visualise that the majority of the participants revealed that they have greatest needs (all grade levels that are quite higher than average needs) for academic issues and career matters. Generally, though most of the students highly responded positively to the matters, particularly, grade 11 and grade 9 reported higher needs than the other grades.

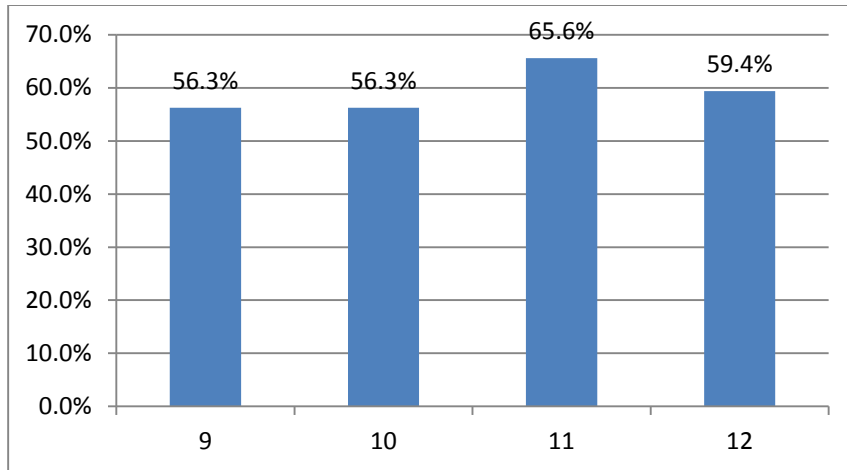
As indicated in the diagram above, understanding graduation requirements were reported as top/greater needs for females (75.8%) than male participants.

Figure 5.16: Great Needs on improving study skills across grade level



As indicated above, the participant students have great concern for study skills. Especially, grade 11 students have very highest concerns for study skills as compared to the other grade levels yet, next to 11th grade, Grade 9 students have reported higher concerns for assistance in getting addressed their counselling needs in these regards. The other unique things were the concerns of 12th graders revealed that they seemed to have adjusted more than the rest grade levels. The other unique thing is that 10th grade students had the concern for study skills in between the two grades-grades 11 and 9. Yet, more than Grade 12 students. Here, one can conclude that 9th and 11th graders have great concerns that need to be addressed by helping professionals. These issues were also raised during focus group discussions. To make it clear these two grade levels are the grade levels where new comer students join schools in which they do not know or do have little information about the new environments/administrations that require clear orientations need to be done by school administrations, counsellors and teachers in collaborations with parents and the surrounding communities.

Figure 5.17: Great Needs on Test taking Skills across Grade Level



With regard to improving test-taking skills, still the concerns of grade 11 students are much higher as compared to the rest three grades. The other special thing we observe from the figure 16 was that the concerns of grade 12 students became second highest needs for improving their test-taking skills. The next equally important issue was that grade 9 and 10 students equally reported that they have similar concerns regarding as to how to stand out in their test taking skills.

The next analysis was focused on school concerns of students across school name. Accordingly, the responses of the participant students were computed by employing one sample t-test across school name. The mean of the participant students' responses on each items range from 3.24 to 3.61. Attempts were made to analyse the items with the top means. In this regard, the five items with the highest means were: Knowledge of what educational options are available to me when I graduate (3.61), understanding graduation requirements (3.59), understanding my learning style to improve how I learn (3.57), Planning my career options after high school (3.57), the college application process (3.56), and improving study skills (3.52). The cumulative mean for these 15 items was 3.47, which are quite above average needs of participant students. The survey questions with the lower means from bottom to top were: Being more organized (3.24), selecting a career cluster or concentration (3.30), reducing test anxiety (3.37), school adjustment (making friends, getting along with (3.41), understanding the best career choices for me (3.41), improving test-taking skills (3.42), understanding what my test scores mean in relation to academic and career planning (3.45) and managing my time better (3.46).

Then, the frequency analysis responses were carried out by school name to the 15 school concern questions to determine the specific areas of needs; and the frequencies of their report was converted in to percentage in order to make comparison of the responses among each variables. Accordingly, the participant student counselling needs revealed that their responses vary and as well as had similarity across grade level. To conceptualise this, the students' responses to the survey items provided here under for comparison across their school name.

Table19: Participant Great Needs Analysis across School Name

I.no	Participants' school concerns	Students' needs across School Name in percent (%)			
		Masha	Tepi	Mizan	S.Bench
25	Understanding my learning style to improve how I learn	87.50	64.10	60.90	65.60
26	Skills of educational options available to me when I graduate	87.50	60.90	76.60	65.60
23	Planning my career options after high school	84.40	54.70	67.20	68.80
24	The college application process	84.40	59.40	70.30	67.20
18	Improving test-taking skills	81.20	56.20	56.20	43.80
15	Managing my time better	71.90	50.00	78.10	62.50
22	Understanding the best career choices for me	62.50	75.00	48.40	51.60
27	Understanding graduation requirements	71.90	57.80	67.20	78.10
16	Improving study skills	71.90	70.30	68.80	60.90

As depicted in table 14 above, participant students' concerns vary in some respects across school name. Especially, the first school name (Masha) highly reported 24.4% greater than Tepi school, 26.6% greater than compared to the rest three schools in that they have great needs for counselling support that get address their academic and career concerns-six areas of needs (three academic and three careers). The rest three schools also had reported better needs for the above mentioned school concerns except the third school – Mizan that scored 48.4% on Understanding the best career choices for them. Yet, this school excels Masha in reporting higher needs for managing their time better (78.1% to 71.9% for Masha). The other notable things are the second and the fourth schools mentioned in the figure above excelled Masha for needing counselling assistance on areas of understanding the best career choices for them (75%), and understanding graduation requirements

(78.1%) consecutively. In summary, presenting the highest three responses reported by the participants from each school is vital for the readers and policy makers. Accordingly, their highest percentage responses from highest to lowest presented as follow:

Table 5.20: Top Needs by % across school name

No	Great Needs of participants related to School concerns	Masha	Tepi	Mizan	She-Bench
25 26	Understanding my learning style to improve how I learn Knowledge of what educational options are available to me when I graduate	87.50 %	64.10%	76.60 %	
23 24	Planning my career options after high school The college application process	84.40% 84.40%		70.30 %	68.80% 67.20%
16	Improving test-taking skills	81.20%	70.30%		
22	Understanding the best career choices for me		75.00 %		
15	Managing my time better			78.10 %	
27	Understanding graduation requirements				78.10%

As we clearly see from the above figure, we observe great and minor need differences across school name. For instance, Masha School reported great needs (87.5%) on understanding their learning style to improve how they learn and knowledge of what educational options are available to them when they graduate which is 23.3% greater than Tepi School and 10.9% greater than Mizan School. In like manner, Masha School reported highest needs (84.4%) which are 15.6% greater than S. bench. Whereas, this same school, Masha also reported greatest needs (84.4%) on the college application process that are 17.2% greater than that of S. Bench. Meaning, there is high relationship between these two schools.

Next, the combined percentage-average and great needs of these same participants across four sampled schools were computed. In so far as the combined percentage of school name was concerned, the participant students responded to the school concerns as follow: All (100%) of Masha School rated planning my career options after high school, understanding my learning style to improve how I learn, and Knowledge of what educational options are available to me when I graduate as their first concerns to be addressed by school counselling effectively (98%) as their

first areas of concern; understanding what my test scores mean in relation to academic and career planning, and understanding my learning style to improve how I learn, were equally (93.8%) reported as their second concerns. Thirdly, School adjustment (making friends, getting along with teachers), and improving study skills (93.7%) reported as their 3rd combined needs; understanding the best career choices for me (92.2%), as their fourth concerns and improving test-taking skills, and understanding graduation requirements (90.6%) were equally rated as their 5th areas of needs that need to be addressed by concerned professional counsellors.

The third school, Mizan Teferi, highly rated understanding what my test scores mean in relation to academic and career planning (93.4%), improving test-taking skills (87.4%), knowledge of what educational options are available to me when I graduate (86.4%), managing my time better (84.5%). And then, they reported the college application process and understanding graduation requirements (84.4%) as their fifth concerns. S. Bench, the fourth school, reported that understanding graduation requirements (96.9%), selecting a career cluster or concentration and planning my career options after high school (90.7%) as their second concerns; whereas, 90.6% of them equally reported that they have concerns on areas of being more organized, acquiring skill, attitudes and knowledge to learn effectively, understanding my learning style to improve how I learn and Knowledge of what educational options are available to me when I graduate.

As already been introduced, the next analysis will focus on items from 32-61 by sex. These items focus on comprehensive needs of participant students; especially, on their academic, career, personal/social development and other general concerns of students at secondary and preparatory grade levels and it also touches the lives during post high school years. Concerning this survey questions, based on the way the survey questions prepared, I utilised Likert type scale (strongly agree-4, agree-3, disagree-2 and strongly disagree-1) hoping that this approach of questions might yield in greater response than the previous types of scales (greater needs to no need at all). Initially, the analysis by sex was computed by using a one sampled-t test and each items analysis by mean from highest to lowest ranges from 3.70 to 2.96. What follows is that the five survey items with the highest mean value and the five items with lowest mean. Accordingly, the five survey items with highest means from highest to lowest were: Exercising self-control and behaving appropriately (3.70), understanding and accepting my personal strengths and weaknesses (3.66), I

will continue my education after high school (3.65), knowing the education requirements for a particular occupation (3.63), dealing with death and dying issues (3.62). The survey questions with the lowest mean from bottom to top were: Concerns about physical and other types of abuse (2.96), understanding, respecting, and appreciating the differences among others (3.13), identifying my interests and abilities (3.23), understanding the balance between school, work and leisure (3.24) and learning to deal with anger (3.25). The other essential things that need clarification are the items, which have above average mean. The items with below average mean (3.45) from highest to lowest were listed below in the table with their successive mean.

Table5.19: The items with lower average/ mean

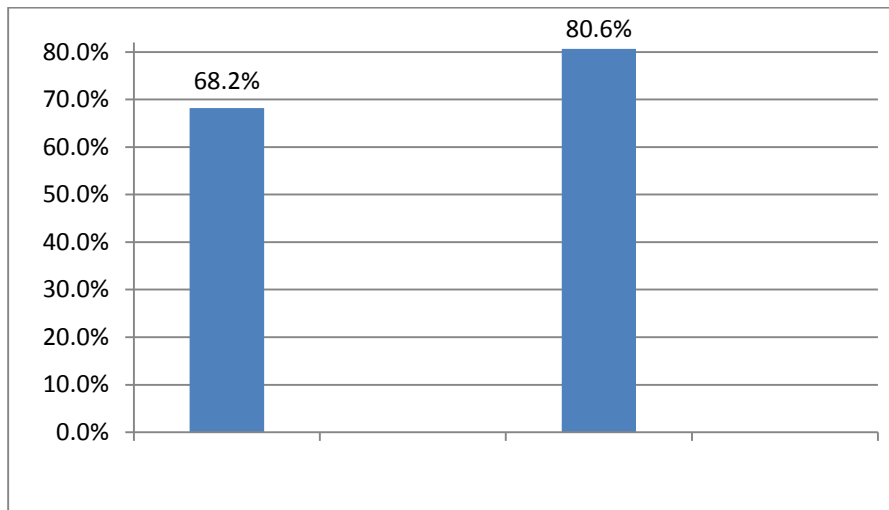
I will stay in school until I graduate high school -----	3.44
Developing self-confidence / self-esteem-----	3.43
Develop good decision-making skills-----	3.41
I understand why I need a good education-----	3.40
Knowing about community resources and how they can help me-----	3.38
Setting academic goals based on my strength and weaknesses-----	3.48
Improving my academic weaknesses-----	3.36
Dealing with pressure from my peers-----	3.34
Talking about my problems in a small Group -----	3.34
Learning to deal with anger-----	3.30
Understanding the balance between school, work and leisure-----	3.25
Identifying my interests and abilities -----	3.24
Understanding, respecting, and appreciating the differences among others ----	3.23
Concerns about physical and other types of abuse-----	2.90

Gender and Grade Level Analysis

To do this analysis, initially the frequency response analysis to the 32 survey items was prepared across grade level and sex to decide particular concerns within those variables. Males reported their three strongly agreement areas of needs as exercising self-control and behaving appropriately (74.2%), learning how completing their schoolwork will help them in the future (72.7%), and they equally reported that they will continue their education after high school and knowing the

education requirements for a particular occupation (71.2%). Females reported their three strongly decided areas of needs as dealing with death and dying issues (80.6%), knowing the education requirements for a particular occupation and dealing with their home/family situations (79 %) and they equally valued that they will continue their education after high school, exercising self-control and behaving appropriately and understanding and accepting their personal strengths and weaknesses (77.4%).

Figure 5.18: Top Info. Needs on death and dying by gender



Gender level analysis

Both female and male students identified their three areas of great needs on issues such as exercising self-control and behaving appropriately (F=98.4%, M=93.9%), dealing with my home/family situations (F=96.7%, M=92.4%), and becoming more responsible and understanding of the consequences of my actions. (F=93.5%, M=90.9%) on combined bases of agree and strongly agree. In the previous studies conducted by Sculli (2011), the great needs of males were higher than those female students. Yet, in the current study, the top great needs and combined average and strong needs of female participants much higher than male participants. In conjunction with this, female participant students reported their additional areas of greatest needs strongly agree and agree combined related to – their willingness to continue their education after high school and understanding and accepting their personal strengths and weaknesses (98.4%) and dealing with death and dying issues (98.3%). Whereas, males other two greatest areas of needs focus on develop

good decision-making skills (90.9%) as their first concern and becoming familiar with counselling services at their school and how to use them, knowing high school completion requirements, Knowing the education requirements for a particular occupation and understanding how their feelings affect their Schoolwork (89.4%) as their second concerns. The other significant difference observed between male and female participant students were female students reported 18.5% greater needs for counselling support than male students in understanding more why they need a good education; whereas, male students reported about twenty percent (19.8%) higher needs for counselling assistance than females in developing good decision-making skills. The other exceptional difference was that male participants reported 29.4% agreement for counselling needs than female participants to get more knowledge about how to get along better with their friends, family, teachers, and others. In conclusion, this research finding revealed that in most cases, female students showed that they have higher interest for counselling support than male student participants. Generally, both male and female students have highest interest for counselling services for their personal, school, and comprehensive needs across gender.

5.3: ANALYSIS OF VARIANCE BY GRADE LEVEL AND SCHOOL SETTING

Since no difference was observed as regard to gender comparison of mean analysis by percentage across grade level deemed unimportant, analysing by One-way ANOVA found to be important in this regard. Thus, in the preceding section, mean difference analysis will be presented across grade level and by school setting by using Analysis of variances (ANOVA). Here, School setting focuses on the social, educational and emotional milieus of an institution- the “nature” of the educational setting and how it is observed by learners, workers and society.

Table 5.20: Priority Counselling needs table**Priority needs across Grade level**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	192.375	3	64.125	9.011	0.000
Within Groups	1793.375	252	7.117		
Total	1985.750	255			

As indicated in the table, the mean difference of counselling needs in terms of prioritizing their needs across grade level were found to be statistically significant ($X=9.01$, $p=0.00$). Similarly, the mean difference in prioritizing their needs across school setting was also statistically significant ($X=3.36$, $P=0.02$). Especially, the mean significances were observed between school C and D and the vice versa.

Counselling Needs components across grade level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	51.074	3	17.025	2.030	.110
Within Groups	2113.609	252	8.387		
Total	2164.684	255			

The mean counselling needs components across grade level found to be statistically non-significant ($X=2.030$, $P=0.110$). Whereas, the counselling needs components mean difference across school setting was found to be statistically significant ($X= 3.55$, $P=0.02$). These two schools with statistically significant mean differences were in one administrative Zone; yet, each of them has different counselling service awareness and access. For better understanding see table5:19 bellow.

Table 5.21: Counselling needs components

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	87.699	3	29.233	3.547	.015
Within Groups	2076.984	252	8.242		
Total	2164.684	255			

The counselling needs practice level of students across grade level

The counselling needs level of students across grade level ($X=3,547$, $P=0.055$) was not statistically significant. Whereas, across school background/setting, the mean counselling needs level found to be significant ($X= 3.87$, $P=0.01$). The differences mainly observed between grade 9 and 10; as well as, between 11 and 10.

Counselling practice level across school name. Here, the counselling practice level mean difference was statistically significant ($X=16.64$, $P=0.00$) across school setting. The significances observed were between schools A and D; as well as between school B and D and between schools C and D; as well as between D with A, B and C. As presented in the table here under, there are statistically significant mean differences between school D and the rest of schools (School-A, B, and C).

Table 5.22 Counselling practice level across school setting

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6982.906	3	2327.635	16.644	0.000
Within Groups	35242.531	252	139.851		
Total	42225.438	255			

Multiple Comparisons

Dependent Variable: practice level

Bonferroni

(I) school name	(J) school name	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Masha	Tepi	5.156	2.091	.086	-.40	10.72
	Mizan	2.047	2.091	1.000	-3.51	7.61
	She bench	-8.891*	2.091	.000	-14.45	-3.33
Tepi	Masha	-5.156	2.091	.086	-10.72	.40
	Mizan	-3.109	2.091	.829	-8.67	2.45
	She bench	-14.047*	2.091	.000	-19.61	-8.49
Mizan	masha	-2.047	2.091	1.000	-7.61	3.51
	Tepi	3.109	2.091	.829	-2.45	8.67
	She bench	-10.938*	2.091	.000	-16.50	-5.38
She bench	Masha	8.891*	2.091	.000	3.33	14.45
	Tepi	14.047*	2.091	.000	8.49	19.61
	Mizan	10.938*	2.091	.000	5.38	16.50

* The mean difference is significant at the 0.05 level.

One-way ANOVA counselling service rating across school setting

Counselling service rating

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6576.074	3	2192.025	11.997	.000
Within Groups	46043.484	252	182.712		
Total	52619.559	255			

Concerning one-way counselling service rating across school setting, there was statistically significant mean differences ($X=11.99$, $P=0.000$). The differences were observed between school A and D; school B and C; school B and D. Besides, there were statistically significant mean differences between schools C \rightarrow B $-- = 0.023$ and school D \rightarrow A $= 0.00$
 \rightarrow D $-- = 0.038$ \rightarrow B $= 0.00$

Multiple Comparisons

Dependent Variable: service rating

Bonferroni

(I) school name	(J) school name	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Masha	Tepi	3.06250	2.38951	1.000	-3.2918	9.4168
	Mizan	-3.92188	2.38951	.612	-10.2762	2.4324
	She bench	-10.50000*	2.38951	.000	-16.8543	-4.1457
Tepi	Masha	-3.06250	2.38951	1.000	-9.4168	3.2918
	Mizan	-6.98438*	2.38951	.023	-13.3387	-.6301
	She bench	-13.56250*	2.38951	.000	-19.9168	-7.2082
Mizan	Masha	3.92188	2.38951	.612	-2.4324	10.2762
	Tepi	6.98438*	2.38951	.023	.6301	13.3387
	She bench	-6.57813*	2.38951	.038	-12.9324	-.2238
She bench	Masha	10.50000*	2.38951	.000	4.1457	16.8543
	Tepi	13.56250*	2.38951	.000	7.2082	19.9168
	Mizan	6.57813*	2.38951	.038	.2238	12.9324

*The mean difference is significant at the 0.05 level.

As indicated in the table, we observe various statistically significant mean differences between the majority of surveyed schools related to rating the counselling services available or given to the students.

One-way ANOVA counselling service rating across grade level

Service rating

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3361.887	3	1120.629	5.733	0.001
Within Groups	49257.672	252	195.467		
Total	52619.559	255			

As indicated in the table above, one-way counselling service rating mean difference across grade level found to be statistically significant ($X=5.733$, $P=0.001$). The mean differences especially observed between grades 9, 11 and 12; between grades 10, 11 and 12 and between grades 11, 9 and 10 and between grades 12, 9 and 10. Here also we see the mean counselling service rating differences across most of grade levels except between grade 9 and 10; and between grade 11 and 12.

One way personal concerns by grade level

Personal concerns

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1299.887	3	433.296	5.828	0.001
Within Groups	18735.672	252	74.348		
Total	20035.559	255			

As shown in the table, there is statistically significant mean difference in terms of personal concerns of students ($P=5.83$, $P=0.001$). The differences were specifically observed between grades 9 and grade 12 and the vice versa. The rests of grades have also great needs and differences; but their differences were not statistically significant.

Personal concern of students across school name

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	939.980	3	313.327	4.135	.007
Within Groups	19095.578	252	75.776		
Total	20035.559	255			

As indicated the table above, there is statistically significant mean differences between schools ($X=4.14$, $P=0.007$). The mean differences mainly observed between school A and

school C; school B and C and school C with school A and B. Here we observe mean differences between School C, A and B.

School concern across grade level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1615.547	3	538.516	7.41	.000
Within Groups	18304.188	252	72.636		
Total	19919.734	255			

As indicated in the table above, the school concerns mean difference across school setting found to be statistically significant ($X=7.41$, $P=0.00$). The significant differences observed especially between grades 9 and 12; between grade 11 and 12 and the vice versa.

School concerns across school setting

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	645.797	3	215.266	2.815	0.040
Within Groups	19273.938	252	76.484		
Total	19919.734	255			

As shown in the table above, the school concerns of students mean difference were found to be statistically significant ($X=2.82$, $P=0.04$). The mean significant differences is mainly seen between School A and school C and the vice versa.

One-way comprehensive concerns by grade level

The mean comprehensive concerns across grade level between grades revealed that there is statistically significant differences ($X=4.74$, $P=0.003$). The differences observed were between grade 10 and 11; and between grade 11 and 12. For further information see figure 15 and table 17 on some of students' concerns- Great Needs on improving study skills and Great Needs Analysis on different issues across School Name. This particular issue regarding grade level concern differences raised during FGD and concluded that students of different grade levels have certain similar needs and vast differences across grade levels.

Table 5.23: Comprehensive concern across grade level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3057.422	3	1019.141	5.41	0.001
Within Groups	54177.438	252	214.990		
Total	57234.859	255			

Table 20 showed that there are mean difference comprehensive concerns which are statistically significant ($X=5.41$, $P=0.003$). The differences observed specifically between school A and school C; between school B and C and School C with school A & B. Analysis of quantitative and qualitative outcomes revealed that school A has greatest counselling needs/concerns; whereas, school C is the second school that has greater counselling needs and school B is the 3rd school with middle great needs.

5.4 Conclusion to the Quantitative Data

The current study assessed the counselling needs of adolescent students with the purpose of identifying the concerns of students and developing comprehensive counselling needs of SPS students in Sheka and Bench-Maji Administrative zones in Southern Ethiopian Regional Government of Ethiopia. The outcomes revealed that the majority of students have very great academic, career and personal social needs. In addition, the study also revealed that the participant students also have high concerns for behavioural problem supports, relationships concern along with their teachers, parents and with others too. The study also ascertained that students have great concerns for parental conflicts and divorce issues, time management, attention in the class, for effective study habits and various types of emotional challenges. Generally, the five areas of concerns are: Academic, vocational, personal-social, relationships, and behavioural and emotional counselling need assistance matters.

Regarding counselling practices in the study areas, the efforts and willingness to address the counselling needs of the SPS students found to be very minimal. Yet, the needs that students have for counselling assistance are very positive and highest. The problems that students stressed as a barrier to their counselling needs/concerns are the absence/or low emphasis given to this profession

by concerned others, weak/absence of mandatory policy, deep understanding problems and insensitive feelings, especially around school administrators, district and zonal education departments, regional and federal ministry of educations. This awareness and understanding problems of these groups gave rise to disregarding the counselling profession and services that students, delegate counsellors and teachers regard as very vital discipline in addressing students' various concerns and in facilitating teaching and learning processes, especially, the counselling services provided by professional counsellors.

Other problems considered, as the constraints of counselling services were students did not get awareness regarding the services and the helping professionals themselves readiness and skills needed to address the learners' concerns were under question. Concerned bodies have not addressed major concerns of students. For instance, practices of counselling made either by delegated teachers or other professionals was found to be very trivial; the required facilities like offices, materials (chairs, file cabinets, computers and the likes) and skilled workforces' human resources were almost none/absent. Nonetheless, the counselling needs and understanding for the benefits and eagerness to get services /being wanted to be served by professionally trained counsellors are really surprising. On the other hand, the attempts/efforts made by relevant bodies right from school level to national Ministry of education was very disappointing as expressed by students, teachers and by the administrative groups themselves. They expressed their negligence by regret for being failure to satisfy the needs of their learners. In principle, the administrators are there to facilitate and to meet the academic, vocational, personal, social, emotional behavioural, mental and family related concerns of their learners and to make smoother the teaching and learning circumstances of the school communities. Yet, they didn't utilise any of these opportunities that students and teachers highly valued. Generally, the administrative groups from school to National level, according to the student participants and other participants participated in the FGD concluded that the AdGs (Administrative Groups) are not working for the benefits of the students in particular and for the other clients in general.

Almost all participants indicated that counselling services if properly practiced by professionally trained counsellors could alleviate the challenges that the current school adolescents have been facing and are being facing. Additionally, the participants claimed to recommend that the

circumstances are arranged and the necessary facilities are organized the adjustment problems, substance abuse, career adjustment, academic support needs needed for effective study habits, time management and related others meet well. The survey study conducted among SPS students revealed that participant students clearly identified counselling needs support areas as top academic needs like paying attentions in the class, Top relational needs like Getting along with parents and with teachers; top emotional needs such as- Grief and Loss and anger management; Behavioural needs like controlling inappropriate behaviour. In terms of prioritizing major counselling needs, the participant students prioritized as counselling service needs, placement needs, information needs and consultation needs are the four major counselling service needs among the six major service areas of needs.

Concerning level of practices, the existing counselling service providers like civic and ethical education teachers and other inconsistent service provider trained counsellor skills were evaluated to be unable to address the concerns of adolescent students.

Participant students reported or rated the services provided to them in the SPS especially, related to what school counsellor's do/ traits they need to have or behaviours they expected to display few of them concluded that the services they received some times ago were poor or did not satisfy their needs as compared to the services they used to while they were in the junior secondary schools in the private schools. The majority of them rated that the services were found to be below average and some others rated that the services are totally absent.

Regarding personal and school concerns that students have or their needs for counselling supports were found to be great or they have high concerns for counselling assistances. Finally, the participant students' comprehensive concerns as explained earlier found to be highest needs for every topic related to their various life concerns that call for special assistances of highly trained school counsellors. Finally, one-way ANOVA means difference test conducted and the study revealed that the counselling needs of students across grade level and by school setting in terms of priority needs, counselling needs components, practice level, service rating, personal concerns, school concerns and comprehensive concerns found to be statistically significant.

To summarise, in the study areas/settings, there were great mismatch between the counselling needs the clients have and the services available for the clients. Therefore, this study indicated that there are so many things to be done to address the top needs these student populations by school counsellors, school administrations, district to Federal Ministry of Education of the country (Ethiopia). The next chapter discusses qualitative data analysis.

CHAPTER 6

QUALITATIVE DATA ANALYSIS

6.1 INTRODUCTION

As previously mentioned under the methodology section, the qualitative part of the study FGD (focus group discussion) conducted in two SPS (secondary and preparatory school) – Masha and Mizan Teferi SPS with Students, Teachers and AdGs, ZED (Zonal education department), DEO (District education office), PTA (parent teacher association) and school principal (SP). Six FGD, which were 3 FGD in each SPS: To analyse the qualitative data obtained from these three Groups-Students, Teachers and AdGs, the current researcher grouped them in to three groups. Among these groups, the first group is students, second group teachers and the third group AdGs except on required policy and strategic development to improve the provision of counselling programme. Meaning, on two issues, the two Groups-Teachers and AdGs views analysed as one group. The reason it was analysed in this way was to understand and appreciate the voice of students in particular and the teachers understanding as school community key stakeholders and AdGs as essential administrative agents.

6.1.1 Focus Group Discussion conducted with Masha and Mizan-Teferi SPS students

6. 1.2 Major Qualitative findings

Figure 6.1 Key for interpreting findings from the focus group interviews

S: Student Participant
T: Teacher participant
P: Parent Participant
AdGP: Administrative Group participant
S1-S8: Focus group 1
S9-S16: Focus group 2
T1-T7: Focus group 3
T8-T17: Focus group 4
AdGp1-AdG6: Focus group 5

Themes	Sub-themes	Code
Perceived counselling service/needs among high school students	<p>Academic concerns</p> <p>Personal/social concerns</p> <p>Career needs</p> <p>Lack of emphasis</p> <p>Expected service</p>	<p>High need for academic counselling, to be effective academically, vital for academic concern, skilful, collaborative role esteemed,</p> <p>Welcoming quality, caring and unconditional love, kind hearted, caring qualities, personal concerns, father-son relationships, need the attention of many others (fire age), poor relationships, lack of genuine love, – Vital for career concerns, effective in vocational choice</p> <p>Unstable service, unsatisfactory response, absence of due regard for counsellors, no adjustment services, lack of model lives,</p> <p>High expectation and interest for counselling, stabilising and shaping their behaviour, caring behaviour, free discussion, building adjusted lives</p>
Perceived counselling services for behavioural adjustment and academic success	<p>Orientation services</p> <p>Study skills</p> <p>Behavioural concerns</p> <p>Nature of relationships</p> <p>Expected services</p>	<p>No orientation services, maladjustment of students, a lot of confusion among students, violating rules, mismanage resources of the school, dropout problems, class repeating/ being unsuccessful,</p> <p>Absence of scheduled study times, high need for study programme, poor study habits, lack of readiness to study effectively,</p> <p>Cheating on examination papers, being wanted to be successful with little or no cost.</p> <p>Lack of model lives, low respect for teachers, less attention for counsellors, high concern for service,</p> <p>Facilitating roles, serving as promoter, free discussion, treating maladjustment</p>
Perceived major concerns of students &	Paying attention in the class	No responsible bodies in motivating and showing the importance of being participating

<p>grade level(s) with top concerns</p>	<p>Career choice/decision making skills</p> <p>Personal/social concerns</p> <p>Grade 9 & 11-with special concerns</p>	<p>in the class. A small portion of students with clear objectives, No clear information about field choice or orientation, confusion due to lack of guidelines, little focus for students' interests, high focus on grades, mismatch of interest and ability, high dropout rates, no motivating</p> <p>High counselling supports for personal-social change/ for better development, Grade 9 and 11 students have great needs for counselling services (orientation and vocational choices) by qualified counsellors,</p>
<p>Counselling intervention for substance abuse and inappropriate behaviour</p>	<p>Offensive behaviour and disturbed feelings</p>	<p>No respect for teachers, disturb themselves and the atmosphere of whole class, playing games in the class, cheating on examination, ill-treating high achiever students.</p>
<p>Perceived Counselling services for time management, effective study habit, and job searching skills so that there will be smoother and strong unities that better enhance the lives of students and in turn are beneficial for teachers and school administrators too.</p>	<p>Presence/absence of counselling service</p> <p>Impact on academic and career domains</p>	<p>Great needs for counselling assistance, counsellors perceived to play facilitative and coordination roles, school counsellor need to be free from any other duties and focus on students' affairs, full services of counsellors, theme effort for advancement of students' school lives, students' needs have been left un dealt with, absence of support from counsellor, inconsistent service,</p> <p>Students' career matters did not get due focus, no real and definite awareness of career practice No concepts and initiation of study habits, few practice of effectively using time and study habit, no organised and scientifically supported study habits, poor academic achievements,</p>
<p>Perceived counsellor-student ratio to address various concerns of students</p>	<p>Adequate and quality services</p> <p>Poor services</p>	<p>Very large ratio, two or more counsellors are needed, quality services to satisfy the needs of students and other stakeholders', two well trained and devoted counsellors, ability to approach students warmly, establishing</p>

		<p>genuine style, kind heart, presence of unconditional love, winning the will of teenagers, loving and warmly acceptance, consistent and quality services, skill to listen student voices, share learners' feelings and pains, unconditional acceptance skill to listen to and wisely respond to learners, skill to respect clients, the that we have been getting from our school teachers, administrators, unit leaders; even from our parents were more of command type of responses, devoid of love, do not consider or understand our developmental conditions,</p>
<p>Collaborative roles of teachers, principals, and education department for effective provision of counselling services</p>	<p>address students' academic, career, and personal/social development needs</p>	<p>Lack of coordination and collaboration in addressing students' concerns. Collaborative working conditions, facilitate students' academic, career and personal-social needs; school principal as a leader of the school plays great roles to facilitate the work of counselling services provided by school counsellors by providing offices and the required facilities, budgets, and the human resources that help the counsellor offer the services to the clients, need to urge him/her focus on fully serving students in accordance of their training, the school principal himself and via unit leaders and others need to announce and introduce the work of counsellor on flag ceremony and have to disseminate and address students' concerns, teachers refer students to SC for assistance-be</p>

		<p>it academic, behavioural, personal, social etc.; they communicate with each other to bring about changes in students' lives, if teachers and SCs are not collaborating to work together, the possibility of students to be counselled by SCs will be minimal unless students are volunteer to get services against their shifts,</p>
<p>Strategies needed to improve effective learning-teaching process, career, and personal/social needs of students</p>	<p>1. Education Policy</p> <p>2. Trained/skilled man powers</p> <p>3. Wise management</p>	<p>Planning; designing and assigning the required man powers, and the required facilities, fairly inculcate the required man power related to student academic, career and personal-social concerns in the policy, imbalanced implementation problems. Highly trained school counsellors (at first and 2nd degree level), trained in adequate level and be assigned in SPS; possibly, with 1:400-500 counsellor-student ratio, of professionally trained counsellors assignment perceived mandatory, mismatch of conversation between student population and teachers, between school administration and student, lack of qualified counsellor (s) restrained free talk of student heart cry, and affected current and future academic, career, relationships-personal/social development concerns</p> <p>Wise handling of students, carefully handling learners, effective results, good behaviours, accepting clients with unconditional love, understand student cases, avoid criticising students, encourage clients, encourage friendly approach, improve teaching-learning process, career, and personal-social development of students, wisely handle clients, and accept s them with unconditional love.</p> <p>School leadership is perceived as sensitive and responsive to the student cases, plays</p>

	<p>4. Leadership quality</p> <p>5. Parent-school relationships</p> <p>6. Establishing normal relationships between students and teachers</p> <p>7. The necessary facilities/resources</p>	<p>facilitative roles, discharges consultation services,</p> <p>Parent-school relationships- perceived to work in collaboration with teachers, create conducive relationships, enable the school and the parents know more about students' weakness and strong points, assist students improve more in their academic, career and personal-social developments.</p> <p>Smoother and strong relationships between criticising and discouraging students perceived poor style, focusing on clients' minor mistakes perceived inappropriate, focusing and establishing on strong and smooth relationships encouraged.</p> <p>School administrator who has the skills/talents perceived win learners by playing advisory roles and acceptance, and be able to develop the spirit of obedience and diligence in clients.</p>
<p>Strategies of addressing academic, career, and personal-social needs of students at National, regional, zonal Educ. Dept., District-to school level</p>	<p>National state roles</p> <p>-Regional state roles</p>	<p>National state need to plan and train sufficient numbers of school counsellors, assigning in each Region, setting school counselling policies-like counsellor: student ratio, clear cut roles of each region, zonal education departments, District offices, school principals etc.; and dispatch to Regional Education Bureaus.</p> <p>Regional Educational Bureau- prepare workshop, in-service training, plays supervision roles as required;</p>

	<p>Zonal education department roles</p> <p>District office roles</p> <p>School roles</p>	<p>Zonal educ. Dept.-Plan, allocate budgets in collaboration with the District officers, plays supervision roles for those who are working at SPS and at District levels.</p> <p>District office- Plan and assign financial supports for SPS professionals, arrange parent teacher association, parental involvement and create community awareness in collaboration with school counsellors and school directors.</p> <p>School prepare plan to hire qualified school counsellors, play facilitating roles, Create awareness about school counselling services among teachers and students and encourage school counsellors to attentively provide the services for students and related others.</p>
<p>The extent at which counselling provision policy are addressed in providing effective services to satisfy the students' needs</p>	<p>In terms of:</p> <ul style="list-style-type: none"> -Explaining counsellors' roles -Ways of implementing the services -Providing the required resources and facilities 	<p>The existing counselling provision policy perceived unsuccessful to address students' needs,</p> <ul style="list-style-type: none"> -No counselling office, consult student outside the class, in the school campus, or on the road, minimal privacy was not kept, -No efforts made to arrange and facilitate the minimum services for learners.
<p>Perceived counselling services in managing dropout, teenage pregnancy, sexual harassment, and successful high school completion failure matters</p>	<ul style="list-style-type: none"> -Counselling service management -At risk learners -Low graduation rate 	
<p>Counselling services perceived for career exploration and planning in high schools and during</p>	<ul style="list-style-type: none"> -Planning time -Career practice in SPS -Visiting schedules -Orientation services for new comers -Creating networking 	<p>-Student council members perceived involved in planning student career,</p> <ul style="list-style-type: none"> - Practice their career works during their stays high school, in different organizations, facilitated by school counsellor and school administration. -Visiting programme for apprenticeship practices in different universities.

post-secondary schools	-Post-secondary practice	-Welcoming programme for new comers; clear orientation and awareness services, arrange general welcoming programme for new comers; and special orientation for 10th and 12th grades
Barriers encountered school counsellors and schools in providing successful counselling services	-Lack of facilities -Insufficient skills -Mistaken belief	- Absence of private office, lack of focus from concerned bodies -Lack of adequate training, lack of consistency, unqualified counsellors, occupied by committee works and other irrelevant duties. Cultural misconceptions,

6.1.3 Students’ perception on the provision of counselling services in their schools

Interview question 1: How do you perceive the counselling provision in your school?

In response to this question, the first participant 12th grade female student responded that *“the counselling provision in her school lacks stability”*. That means, as she remarked, a year ago there was a counsellor in the school, *“but now, we don’t have counsellor who responds to or addresses students’ various needs”*. Besides, S2 Grade 11 a female student reported that while she was 9th grade she encountered some personal problems and visited the counsellor hoping that her personal problems be solved. As she explained, her expectation for counselling was very high at that time. Nevertheless, she was not satisfied with the responses given to her from the counsellor. She added that while she was 7th and 8th grades (private school), she had a female counsellor who was skilful, kind-hearted and with welcoming quality in accepting students with unconditional love. As a result, she added that, *“these caring qualities of my previous counsellor discouraged her view of her current counsellor’s quality of work”*. This research finding alike with the past study that revealed the counsellor’s skills need to involve: Friendly manner, Welcoming, Tolerant, Good listener, listen honestly, Confident, Treat us equally, Like children (Pattison et al, 2007:46).

In summary, this female student reflected *“the students are not getting genuine love and unconditional acceptance from their counsellors”*. The second participant T3, male student from 11th grade reported that before he joined the secondary and preparatory school, he hasn’t got the chance to consult the counsellor though he had a very high interest to be counselled by school

counsellors and share his difficulties with the counsellor. As soon as I joined high school he remarked, *“I earnestly found and expected the voice and personal presence of the counsellor. Yet, what I experienced was the reverse”*. Since then, he reported that he *“hasn’t got the chance to be counselled by school counsellor”*. He is now in Grade 11 and promoted to the 12th grade. Here, as to me this level (grade level) needs high support of counsellors to be effective academically, in vocational choice and for personal/ social development and related others. He added *that, “I haven’t been counselled by counsellors and by others except by peer groups”*. This implies that due regard for counsellors had not been and are being not given by concerned bodies. This study outcome is similar to the recent study that revealed poor implementation of counselling programme due to insufficient investments and time, and absence of preparation on the part of the counsellors (Nyamwaka, & Nyamwange, 2013:178). These same authors concluded that due to lack of administrative support in the study region, counselling services were poorly observed among participant students.

T2 suggested that students who joined high school for first time and almost the majority of students are at their “fire age” that need the attention of counsellors, parents’ school administrators, and teachers and related others. But, we experienced nothing about the role and contribution of counsellors until this day. Thus, T2 and T4 said *“we are lucky to get this chance that enables us to speak/explain what we have been longing for regarding the school counsellors who are vital for our academic, career and personal social support need for our well-adjusted lives”* (T4). These study participants’ claim alike with the previous study, which describes that school counsellors provide counselling programmes in three decisive domains: academic, personal/social and career areas (ACA, 2007:1). T2 added that *“there needs to be father-son relationships between teachers and students; this has to be done or facilitated by school counsellors by reminding her past counselling services that she has experienced at elementary level in private school”*. School counsellors serve as promoter for students and work with other individuals and institutions to encourage the academic, career, personal, and social development of children and youth (Lee, 2004). T2 further expressed that while she was in elementary school, she had benefited a lot from counselling services given to her counselling services like free discussions/debates and supporting each other and the caring behaviour (loving approaches) etc. Regarding the positive aspects of study outcomes of counselling services, Phillips and Smith (2011:19) report that:

The assessment work carried out in England on students' community revealed that the huge majority of youngsters and young individuals who had gained access to their counselling services felt happier, less worried, and that things were better at home and school since visiting the counsellor. 94 per cent also reported that they would either probably or surely go or get a counsellor again. All service beneficiaries reported that the counsellor was easy to talk to, and felt that they could be trusted to keep the matters discussed confidential.

Another research study also revealed that the services be seen as non-stigmatising by the school community and a normal part of school provision, which is integrated into the school community

The study revealed that students' attitude towards guidance and counselling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services (Eyo, Joshua, and Esuong, 2010).

Interview question 2: How are the needs of students being addressed in your school in terms of their behavioural adjustment, orientation services for fresh students, study habits and academic counselling support for learners, etc.?

To this question, the 11th grade female student responded that, *“behaviourally, the relationship between students and teacher are not good in major cases. For instance, during classroom session when some teachers want to rebuke/attempt to advise the students, in one occasion, a student responded that “oh! My teacher, have you forgotten that we were chewing chats together”.* Meaning, the respect that students have for teachers are minimal and this low regard or respects for teachers are not on none bases. Because most of the teachers lack model lives; as a result, she said since some teachers pass their time with their students at unnecessary places they did not get due respect from their students/learners. In shaping the behavioural problems/maladjustment of students, the role of counsellor is paramount. Furthermore, she stated that it is the counsellor who stabilises and attempts to address the students' maladjustment so that the learner develops appropriate behaviour for their teachers themselves and for others.

But she (T2) said since *“...we are unlucky nobody is responsible for shaping and showing the pupils the better tracks to be followed that guide them to the right direction of development” (T2).* Finally, she said that such abovementioned abusive conversations between student and teacher is

oblivious for those listening too. The current study concurs with the past study that says school counsellors influence students' academic concern and can upturn the on-duty, conscientious behaviour of students and decrease disturbing behaviours (ACA, 2007:2)

Concerning orientation services raised above, the participant student- S3, explained, *“except giving short briefing about rules and regulations needed in the high school, orientation services/programmes have not been given for fresh students”*. As a result, said S3, *“there have been and are being a lot of confusion among students – such as violating rules, mismanaging resources of the school, dropout problems and class repeating/being unsuccessful in their education and the likes”*. In like manner, a past study (Lee et al) revealed that all children need a learning environment that engages them at their developmental levels, provides them with single out instruction for their unique learning styles, and offers up keeping system for the many changes they will acquire as they grow from being a child into the teen years and adulthood

Cauley and Jovanovich (2012) added that when students change a place or a school/ residence, it creates uneasiness in learners and can bring difficult tasks on them to be adjustment with; typically, the challenges that the learners encounter involves changes in climate that has its own magnitude, peer interactions, new educational expectations, and the extent of interactions among peer groups. Besides, when teenagers travel into middle school or high school, the concern is accompanied further by other developmental changes such as pubertal growth, social and emotional enlargement, the attentions they give for of peer relationships, and higher order of mental talents. Regarding study habits, as said by S3, *“the support given to students that enable them study proficiently and attentively based on the scheduled study times were not available”*. S4 (male) student explained, *“students need such services from their teachers and counsellors, but it is almost none/rare that students get support from counsellors & teachers”*. Thus, said S5 male students from 10th grade, *“most of the students do not know or have no know how as to how to study in an effective manner that help students to be effective in their academic performances and develop competitive spirit for current and future prosperous academic years at national and international level”*. S5, S6 and S7 explained further, *“some students study based on their own experiences, some ask their peers and the rest of the majority of them don't care about effective study habits and they seem to stop their learning at 10th grade”*. Generally, these participants

reported that most of students in our school are not ready to study effectively rather they prepare the strategies to cheat on examination and want to be successful with little or no cost. And some others ask counsel/advise from their parents (especially those students from educated family) and few others from university students or their peers.

Regarding academic counselling support needed for students, S8 from 9th grade said that she *“hasn’t ever seen the counselling services provided to students as academic support”* (S8).

This study outcome, to some extent contradicts with the prevailing counselling programme purposes. For instance, Njeri (2007:VI) describes that a counselling programme in school support students to complement their capabilities, concerns and beliefs and thereby developing their full prospective. All these are flourishes towards improving the self-perception of the students and arranging greater success in academic performance. Other scholars (Chait, & Venezia, 2009) state that society is on the way to a model of motivating all pupils for particular type of schooling and training after high school. That is what parents need for their children, what students talk about that they need for themselves, and what experts and legislators at all levels consider is looked-for for realisation in a worldwide economy. These imply that the study areas’ counselling provision is not preparing students for better academic standard or worldwide business. S8 further stated that as a group, *“we have been experienced group work that has some sort of similarity from supporting teachers”* (S8). The other female student from 11th grade was not aware of it; there is counselling services provided to the volunteer students by a volunteer teacher (delegated teacher). Actually most of the FGD group did not agree with her views, because this information was her personal experience alone and nobody knows where he/she (delegated counsellor) is and what he/she is doing all about said most of the participants. Relating to this issue, Carey and Harrington (2010) assessment study ascertain that a wide-ranging dissatisfaction of learners and parents with the availability, quality and completeness of school counselling services related to effective college assignment and transitions. This implies that compared to the previous studies, the attempts that have been made to create awareness of counselling services and addressing the counselling service needs of participant students were minimal in the current study areas.

Interview question 4: What are the major concerns of students in terms of: A). Academic – paying attention in the class? B). Career – developing good decision making skills? C) Personal – social development? Which grade(s) need special support in these regards?

Under this subtopic, the vital points (hot issues) raised and discussed by many of the members were vocational choice/orientation on field choices. With regard to this issue, S8 grade 12 student reported that “*students of this school are confused since nobody gives them clear information as to how to choose clear field choices or the subject areas to be studied currently and in the future*”. Especially, those participant students responded to this question highly linked to 70:30 government policies. That means 70% of students who scored the expected grade criteria on grade 10-EGSECE (Ethiopian General Secondary Education Certificate Examination) will join natural science fields and the rest 30% will join Social Science fields. It is here that the participant students highly criticised the government policy, which is being applied in secondary and preparatory schools throughout Ethiopia. Here, the majority of participants reported, “*the education policy emphasis is on grade point, not on the interest or needs of students*”. That means, by just taking in to consideration the grades that the students scored, school administrator or placement committee assign students to natural science fields especially, those who have scored higher and above average grades; these students in most cases have no chance except joining natural sciences. Since 1996, there is a policy that obliges students who scored the above-mentioned points join natural science fields. The rest of the students (very few students) who scored higher points and the majority of students who scored mostly around average, and above assigned to study social science fields. Generally, the majority of students are compelled to study natural science fields such as Physics, Chemistry, Biology, Mathematics, and in the future in Engineering, Medicine, Agriculture, and the likes in higher education. The rest a few of students assigned to study social science fields.

In conclusion, regarding placement issues, the majority of participants highly recommended that had there been a school counsellor, such mismatching of student interests and abilities would have been solved or minimised. Thus, they (almost all of them) repeatedly suggested that there must be devoted school counsellor/professionally trained in psychology fields/courses in the secondary and preparatory school who could take decisive measures and intervene during such kinds of barriers

in the learning process on behalf of students, and need to address the placement needs of students as much as possible in cooperation with teachers, school principals and with related others. S5 and S6 from Grade 12 students added that those who have completed Grade 12 EUEE (Ethiopian University Entrance Examination) and have filled placement format/selecting fields of study and universities recently. They said that they do not have clear information about vocational or the better field of studies and universities that better match their interests. That is why they said “*we repeatedly raise our voice for the support of counsellor during such difficulties that could make easier the field choice of students and minimise the tensions associated to these circumstances*” (S5 and S6). With Regards to counsellors’ roles ASCA (the American School Counsellor Association) (2005:4), the National Model reports that school counsellors play an essential role in the overall development of student learning in the areas of educational, vocation, and personal/social development. Moreover, school counsellors are encouraged to think in terms of the expected results of what students should know and be able to do as a result of implementing a standards-based comprehensive school counselling programme (Campbell & Dahir, 1997).

Concerning field choice negative impacts on students’ lives and careers, S6 student from 11th grade reported a disappointing episode with great sorrow what he has nearly observed. According to his report, there was a girl who scored high grade points and who wants to study according to her own interest/vocational choice but due to her parent’s interest, she was obliged to study/join medical school to be a medical doctor. Yet, in the meantime, she became unsuccessful and finally committed suicide. This implies, S6 added that initially, “*in school where a school counsellor is available, he/she needs to consult parents during vocational choice time; and in the school where there is no school counsellor, they need to be assigned or the assignment of school counsellor at high school level is a must and he/she has to work with students’ parents under such circumstances*” (S6 grade 11 participant). Other researchers (Amoah, Kwofie2, I; Akosua, and Kwofie2, A. (2015:1), found that School counsellors largely play substantial roles in the advancement of learners in career choices. These same authors added that accordingly, School counsellors have an important role in advocating for general-based career plans that focus on the student's interests and abilities, which will give students increased future career options. She further said that she “*believes such students will not succeed in their fields of study.... “It is what placement bodies wanted that is decisive, not what the learner wanted*” (S6). Finally, the two

female students (participants) from Grade 12 and the two participants, female and male participant students from Grade 11 and one of the participants from Grade 10 concluded that there is great confusion among students regarding vocational choices. Thus, they said urgent corrective measures have to be taken to address such needs of students. Lambie and Sias (2005) report that school counsellors usually have the ability to harmonise all families, they provide assistance to them, and let know them to the required resources. Here, school counsellors address academic, career and personal/social development of students through comprehensive school counselling programmes of developmental, preventive, remedial, and responsive services. Rauschenberger (2015:7) states that usually, the responsibilities for helping students realise their career pathway options have been in the hands of parents and counsellors. Counsellors are decisive people for providing appropriate counselling relating to secondary course selection and postsecondary planning (Florida Department of Education 2016-2017).

Regarding the attention of students in the classroom, many of the students who come to school do not have a clear aim and do not want to pursue their classroom lesson appropriately and effectively. As already been discussed, the majority of the participating Grade 12 students from site one said more than 50% of students do not have clear rationales why they learn and what they are going to be in the near future. Another participant (S5) suggested, *“Paying attention in the class is not the interest of about 60% of the students of my school”*. A Grade 11 female student said that the majority of students do not want to follow themselves and be barriers to clever students and for few teachers who devotedly teach their students.

In contrast to what S5 stated above, a Grade 11 male student claimed *“there are about 10-15% of students who have special/clear objectives who know why they learn, where they are going and what their destiny is all about”* (S2). He further stated that – *“they seem that they decided to stop/give up/their learning at Grade 10 in most cases. There are no motivating things; nobody wants to raise any questions in the class”* (S2). *“Teachers teach and leave the class when their period ends and another instructor comes and does the same things”*, said S3. Why all these things happened asked the researcher? In response to this, P4 and P5 unvaryingly responded that *“in most cases, the culture of being silent in the class had started somewhere in the past and continued as a culture in our school”* (site two); they claimed to say that no responsible bodies who motivate

and show the importance of being participating in the class. They maintained that “*school counsellors or psychologists will resolve the challenges prevailing in our schools*” (P4 and P5”. They further reported that the needs of students in their school will be able to develop clearer talents and the significance of participating in the class will be very high especially, S4 and S6 from grade 11 and 12 said that “*students are ready to be shaped if they get the person who is able to show them the right direction, pinpointing the vital things that students need to be focused on with a convincing power*”, and they said we hope most of them (their school students) will welcome such engaging drives and counsels. This study outcome is more or less similar to the recent study conducted by Chaturika (2015:1) and Shi, Liu and Leuwerke, (2014:519). According to the former author, many of the learners prefer to have a qualified counsellor, academic Counselling and personal counselling for their individual problems with trustworthy counsellors and the later authors’ findings centre around,

Pupils who had prior counselling services rated counsellors considerably greater in the subsequent areas than did students who had never received counselling services: knowledge of achievement tests, friendliness and cordiality, accepting learners’ perspective, be in favour of/for students.

Concerning personal social development, S3 from Grade 10 and S2 from Grade 9 replied that “*the majority of high school students are at their early and late adolescence development, which calls for high support*” (counselling assistances) that guide them to the right direction and healthier development. Thus, she concluded that with no question, these students; including myself, want/need counselling services for their/our better development in every way possible. The two participants (S4 & S5) mentioned added that “*for the students’ personal social development, the support of counsellor is a must for teenagers whose age group is at fire age level*”. What do you mean by fire age level? Asked the researcher. These participants responded that “*fire age means the age level at which teenagers demand self-dependency as well as the support of helping professionals too*”. So, the professionally trained counsellors or psychologists are vital to address the personal/social, career and academic needs of this age level of students. This study confirms the previous finding (ACA, 2007:1) that ascertains:

School counsellors provide counselling programmes in three critical areas: academic, personal/social, and career. Their services and programmes help students resolve emotional, social or behavioural problems and help them

develop a clearer focus or sense of direction. Effective counselling programmes are important to the school climate and a crucial element in improving student achievement.

The other question raised, as a point of discussion was which grade(s) needs special support? In response to this question, a female student from Grade 9 reported that Grade 9 and 11 students have higher needs for counselling in that they share common characteristics. That is, both (the majority) of them are fresh to the secondary and preparatory school. In addition, two students - male and female students from Grade 10 and 11, reported that Grade 9 and 11 really do have similar concerns like orientation needs about the new school, vocational choices; especially, Grade 11 students; their adjustment to academic and interpersonal relationships with others. The other participants similarly agreed on these issues and finally reached an agreement that these two grades' concerns need to be addressed by professionally trained counsellors.

Regarding grade level conditions, these grade levels involve students (the majority of them) who came from 8th grade from different elementary schools except some class repeaters (detained students); equally, 11th grade students, which are fresh to the preparatory school (Mizan-Teferi & Masha), almost the majority of the students have their own behaviours, cultures, religions and family backgrounds. To make it clear, preparatory school is the school, which accepts students those who have taken EGSECE (Ethiopian General Secondary Education Certificate Examination) and have scored above average grade points (often 2.6 and above for males and 2.4 and above for female students). Actually, the cut point for both sexes varies depending on the number of students who scored better results and acceptance capacity of the preparatory schools.

Grade 11 students those who are fresh to the school, are obliged to stay in the new school town due to distance factors and related other cases. Thus, these students are expected to adjust to the new school and to the new town in which they start living in, the new instructional methods, the status and experience of teachers, and so forth. Hence, without any questions, these students, as the researcher observed from experience, have encountered many challenges related to the abovementioned factors and other unmentioned challenges, like new peer pressures, lack of family control (supervision) and the likes require counselling service supports so that these students' behavioural adjustment, social lives and academic performance can be more fruitful.

On the other hand, S1 from Grade 9 reported that *“most of the time as I have experienced and heard from others, during Grade 9 entry, many students encounter adjustment problems related to how to become accustomed to the new school rules and regulations, instructional methods, peer pressures and their adjustment with new teachers require academic, career and personal social adjustment need/counselling supports that help them properly live in the new areas and adjust to the academic conditions imparted to them and the new relationship we are expected to communicate with our peers, teachers and school administrators”*. Like the current study, previous studies suggest the transitions of students to high schools; pupils particularly reported that they both develop eagerness as well as fearful reactions to the new school (Cauley & Jovanovich, 2006:17 referring to Mizelle & Mullins, 1997). Cauley and Jovanovich, (2006:17) further report that their concerns include academic, technical, and relationships. In terms of academic features, both parents and students’ concerns focus on understanding the schedules of school, the ways to select appropriate vocations and its effects in the future; procedural wise, they bother about having sufficient times to get to classes, knowing the school or classroom rules and the procedures and consequences of violating them (Mizelle & Mullins, 1997, Potter et al. as cited in Cauley & Jovanovich, 2006:17). From relational angles, learners’ concerns include-being in the correct peer group, making friends, adjusting to older students and undertaking intimidators cases (Potter et al, 2001 cited in Cauley & Jovanovich, 2006:17).

To address the above stated matters, Mizelle and Mullins, (1997) cited in Cauley and Jovanovich, (2006) reported that successful transition programmes brought together middle and high school counsellors and administrators to create a common understanding about the respective programmes, courses and requirements. For instance, 9th graders reported that they would have been prepared for high school had their middle school teachers challenged them, held them responsible for their learning and taught them strategies to learn on their own.

A study of 56 Georgia and Florida high schools found that schools with extensive transition programmes had considerably lower failure and dropout rates than those schools that did not offer comprehensive programs (Bottoms 2002; Cauley & Jovanovich, 2006:15). This implies that schools who cares for their pupils (9th graders) as stated in previous study above and for 9th and 11th graders in our contexts through organised safer transitional programmes address the

challenges of these grade level students and make their stay more fruitful in every aspect of their academic, career opportunity and their relationships with others in their given schools,

Interview question 5: Do you perceive that special supports are needed in addressing students' needs/concerns in dealing with substance abuse such as Chat, alcohol, and other related abuses?

To this question, S4 from Grade 10, a male student reported that substances such as “chat” are a type of plant that has small leaves that are chewed by some students, which are assumed to activate the mind so that students who chew study for longer periods of time though it has its own side effects. S5 and S6 from Grade 11 and 12 stated, “*they knew some students, those who chew chat with their teachers and peers*”. As a result, they act as a friend (teacher and students). These students do not respect their teachers among students. Besides, these students and some other a few students drink alcohol and come to school with disturbing feelings and spirits that disturb them and the whole class. Generally, students from the 9th grade said that “*though some abuses are present among students and teachers, generally speaking, it is not as exaggerated*” (S1). A study conducted on the impact of substance abuse on substance abusers revealed that there is significant difference between the academic performance and students who abuse drugs and those who do not – there is significant gender differences among adolescent substance abusers on the basis of academic performance. Gregg (2000), states the challenges that adolescent learners face as follows:

Present-day's social problems – violence, poverty, peer and family conflict, and medication use – affect children and adolescents in schools and societies everywhere. As a result, many students have emotional, social, and personal problems that considerably harm their ability to learn and to relate positively with others.

Concerning lack of professional help/support required for learners, especially emotional health and academic backing services to teenagers who need them conveys intense costs for persons, schools, and humanity. Cauley and Jovanovich (2006) reported that substance abuse amid community secondary school students is inexorableness that is increasing at a shocking speed. If not mitigated, it could smother the youth who are in their developmental stage in life. Its outcomes include school dropouts, grievances, and damage

of lives, elimination of assets, moral corruption, unfitting distribution of capitals, disorderliness and meet halfway educational values.

Interview Question 6: Have you ever observed **inappropriate behaviours among students?** And if so, **what are some of the measures that have been taken in managing these inappropriate behaviours of adolescent students that manifested in class and in the school settings?**

In response to this question, the participant students responded beyond the current researcher expectation; especially, Grade 10, 11 and 12 students responded to the issues with great interest and motivation as follows: *“high achiever students want to follow their education properly and have the desire to study as properly as possible”*. Yet, the majority of the students with offensive behaviour disturb the class atmosphere by moving chairs, playing mobile games in the class, cheating on examinations that distract the attention of clever and self-reliant students academically. Such kinds of disturbances are manifested by ill-treating higher achieving students. If they do not voluntarily allow them to cheat on examinations, especially the male students threaten the higher achieving female students.

Therefore, like it or not, for fearing of their lives, higher achieving (top student and average) students allow other students to copy exam papers from them. As a result, these students with inappropriate behaviours with cheating personalities score higher grades/results during examinations with little or no cost, which is equal or greater than the hard-working students. The current study results past studies have also linked students with inappropriate behaviours to numerous adverse endings including low educational performance, school dropout, unemployment and societal instability in adolescence (Parker and Asher 1987; Popliger, Toste & Heath, 2009:195). Similarly, Phillips and Smith (2011) ascertain that conduct related difficulties and emotional behavioural difficulties are linked with some destructive results comprising school prohibition, substance abuse, idleness and illegal activity. Thus, this study confirmed the reviewed literatures.

Interview question 7: Do you believe that this school’s students’ time management, effective study habits/skills and job-searching for and job-keeping skills are well met? And if so, which

grade(s) need such support and why? What do you suggest to address the above-mentioned student needs? And which professions(s) are more accountable in addressing such needs of students?

In response to these questions, female students from site, one Grade 11 reported that the majority of students not only lack appropriate usage of time but also have no clear concepts of time. She remarked further that the time management of this school's students does not meet well. The students are using their own study styles, which are based on their common sense and experiences – there is no scientific and effective time management of students. *“The concept and the techniques as to how to use our time has not been enhanced/nourished, and nobody has informed us of better ways to establish and utilise our time efficiently”* (S4 – Grade 10 male students).

Meaning, students are left unadvised/uncounselled. Teachers do not acknowledge students' time management matters. Besides, *“Not only effective study habits but also the concepts and initiation of study habits are absent from our high school students.”* S3 Grade 12 student.

Yet, there are few students who by themselves have developed effectively using their time and study habits as effectively as possible. Here, S3 added, *“this does not mean that these few hard-working students have developed well-established study habits and their needs are full filled”*. She added, *“Students need organised and scientifically supported study habits”*. S5 and S6 similarly added that since *“the students have not been using effective study habits, the majority of students' school achievements were poor; unless they cheat in exams”*. Concerning this matter, S2 from Grade 10 reported that as national examination test takers, she said *“we need support of teachers, especially, counsellors”*.

“...we are not lucky since we aren't getting the support of counsellors. This is so because the personal existence or services of school counsellors are inconsistent in our school. They appear in one year and then disappear at other times. Imagine their existence also not better than totally absent. Because except hearing the Para counselling (civic education teaches who are delegated to serve as counsellors), we have not experienced their services” - S2 Grade 10 student.

With regard to concerns of students related to effective study. Allen (2013:144) conducted a study on effective study benefits revealing that through this programme/effective study, students have learned the following skills: “Note-taking skills, time management skills, test taking skills, listening skills, study techniques, and charting skills”. Besides, these same students perceived the impacts this effective study programme has on their academic performance; the majority of

students had a positive experience from the study skills course; and for most of them, their educational performance improved.

Here one can say that the study areas of the students' needs have been left unattended or did not get due emphasis either for their academic, career and personal social support related matters or their behavioural adjustment cases. With regards to job searching and job-keeping matters, male students from grade 11 said, *"in the absence of school counsellors where the school counsellors are not properly functioning, raising such agendas is meaningless"*. He added that *"we have been informed and read it is at these grade levels (9-12) that our career experiences need to start functioning; yet, our students' career matters did not get due focus"*. Thus, said P4, *"from Grade 10 almost all or the majority of students have no real and definite awareness regarding vocational practices and further job opportunity aspects are far from our understanding"*.

Concerning time management, the participant students recommended further that especially, grade 11 to 12; and grade 10 and 12 status of educational level by itself would not give way. Meaning that since these two grades are taking National Examinations, 10th grade to the preparatory Grade 11 and Grade 12 to higher education, they do not have a time spent unworked on it. Meaning, there is shortage of time and competition for placement. Had there been counselling service support for these students, there would have been higher achievement/academic success (see 2.8).

S5, a female student from Grade 12 reported that above all, these grades call for great needs for counselling assistance. So there are several works and efforts needed to score such grade points. Whereas, Grade 12 students are at the stage of taking EUEE (Ethiopian University Entrance Examination), that requires hard work and better grades to join higher education/university/particularly to get in to their field of interest.

Thus, these two grades according to the majority of the participants require distinct (special) needs or highest counselling support to attain the objectives they desire to achieve and to get into their fields of interest. Next to these two grades, Grade 9 and 11 students as already being discussed, need solemn attention and follow-up since the majority of these two grades are new to the school (secondary and preparatory school. As most of the participants reported in similar voice, there are three major things to be done for the better adjustment of these two grades (grade 9 & 11) students.

These are 1) providing orientation services for their social, academic and behavioural adjustment at the school 2) career planning and practices 3) consultation services first with students themselves, with parents and teachers so that they can prepare themselves academically and mentally for the next Grade 10-12 successively.

To do this, said female participant parent, *“first professionally trained counsellors need to be assigned for secondary and preparatory schools or hiring these professionals in our zonal administration and at national level too, need to be given special priority”* (P4).

Secondly, she added *“these counsellors need to prepare students academically, career wise, behaviourally, socially, mentally and especially, they have to minimize the gap that exists between students and teacher, between school administrator and students by playing facilitating roles and providing coordination services”*. So that the above-mentioned groups understand each other and there will be smoother and strong relationships that better enhance the lives of students and in turn are beneficial for teachers; and school administrators too.

A recent study conducted on counselling effectiveness on adolescent self-esteem revealed that over 95% of the respondents felt that counselling services encouraged self-esteem, harmonious relationships both at school and home, promotion of good study habits, tolerable behavioural attitudes, and constructive academic attitude (Olando, Otenyo & Odera, 2014: 6).

For the questions raised as a point of discussion, which profession is more worthy when addressing the effective use of time, study habits and career development, the participant students, reported that *“though these types of services need the comprehensive services from both teachers and school administrators, specifically we believe these types of services need to be addressed mostly by school counsellors”* (S3). S5 and S6 grade 11 students. Besides, S5, an outstanding 11th grade female student said that *“to accomplish these huge work, school counsellor needs to be free from any other duties and focus on student affairs to prepare the tomorrow generation, which are their target”*. S6 from the same grade strongly warned that *“what we have almost lost, the next generation need not lose”*. Meaning, they should get the full services of counsellors so that they will experience complete changes in every aspect of their secondary and preparatory school. This same participant said, “I hope and believe if students, the nearby community and with zonal administration and policy makers, operate in harmony, the current disorganized and ill-defined

students' lives will be entirely changed to the well-organized status here at zonal level and at national level too.

Regarding academic preparation and the required career skills in the modern era, Bangser (2008:4, referring to Carnevale and Desrochers, 2003), states that most of the fastest developing occupations that pay reasonably well require at least some postsecondary education. Yet, due to what is often characterized as an unstable educational channel, a great number of students fail to complete high school and make a successful transition to postsecondary education and careers. This implies that unless basic services are rendered for students during high school, negative consequences will follow in their subsequent years.

Interview Question 9: How do you express the counsellor-student ratio in terms of addressing various concerns of students? In this regard, S1 from site1 Masha SPS reported that although currently, we are without a counsellor, while the school counsellor was present in our school; the counsellor-student ratio ranged from 1:1 300 to 1:1 650; whereas in site 2, counsellor-student ratio ranges 1:3500-1:4450. Be it by delegated counsellor or the trained professional, counsellor-student ratio was and is very large and cannot be dealt with by one counsellor or two if the intension of the services is to address the students' various needs. S1 and S2 from site1 claimed that if the group counselling is given, 2-3 counsellors can effectively address the academic, career and personal-social needs of students. Likewise, our school student problems – the normal relationships that need to develop among student and teachers, the consultation services need to be given to the parents and other stakeholders, necessitate about four counsellors. Other participants S4, S7, and S8 with similar voice added that *“what matters is the quality services that satisfy the needs of students and other stakeholders' cases related to student affairs; thus, two well trained and devoted counsellors who could approach students warmly and could be able to establish genuine approach and kind-hearted and be able to show unconditional love that could easily address and win the will of teenagers”*. They further stated, *“our school students, including us needing loving and warmly acceptance”*. Hence, professionals with such traits could positively influence and bring about change among the learners and could be able to harmonize the relationships between student and their peers, between teachers and learners.

Generally, the majority of the participants from site 2 – Mizan-Teferi SPS, similarly recommend that *“What we are asking for is not the sufficient ratio; whatsoever the number of counsellors is - 1 or more, our heart cry for a services that address and listen to our voices”*. They (S6 and S8) male and female from grade 11 and grade 12 successively further stated that *“we would like to share our feelings and pains to the person who accept us, listen to our cases and wisely respond to us, and respect us”*. S1 from grade 9, S3 and S4 from grade 10 suggested that in most cases/often times, *“the responses that we have been getting from our school teachers, administrators, unit leaders; even from our parents were more of command, devoid of love, do not consider or understand our developmental conditions Yet, we hope school counsellors could at least fulfil 75% of the above stated traits and understand youngsters’ affairs so that he/she could be able to address our needs either by providing individual counselling or mostly by applying group counselling”*.

With regard to this aspect student-counsellor ratio, Rauschenberger (2015:3), recommends that a career counsellor-to-learner ratio need not exceed 1:250 to help create more time in a vocational development counselling procedure that enables career counsellors to efficiently help the students for whom they are responsible. U.S. Department of Education reports the present ratio of the United States (U.S) average counsellor/student ratio is 1:488 and as to the American School Health Association, the maximum suggested counsellor-student ratio is 1:250. (1) The ratio is more than 1,000:1 in some schools. Here, the current research finding revealed that the outcome is quite different from the previous studies in that the ratio of counsellor to student ratio is very large which decline the counselling needs of students.

Interview question 10: What do you suggest are the school principals, teachers and education departments’ roles in the school counselling services to collaboratively address students’ academic, career, and personal/social development needs? With regard to collaborative effort of teachers and counsellors, the previous study suggests that teachers have dynamic roles to offering vocational assistance for learners; they serve as Para counsellors in supporting pupils with how to select proper topics and occupation tracks. In addition, students also see their teachers as role models and attach high value to their advice and guidance related to their subjects and career selection (Khan, Murtaza, & Shafa, (2012).

In response to this question, S1 female student from site 2 responded that *“the problem of our school is lack of coordination and collaboration in addressing students’ concerns. If these spirits-collaboratively working conditions are facilitated, the students’ academic, career and personal-social needs will be easily addressed”*. S2 from site 1 replied that *“especially, school principal as a leader of the school plays great roles to facilitate the work of counselling services provided by school counsellors by providing offices and the required facilities, budgets, and the human resources that help the counsellor offer the services to the clients”*. Besides, S6 recommended *“the school director needs to play a great role in making free the school counsellor from any other loads such as record keeping, teaching loads, and the likes and need to urge him/her focus on fully serving students in accordance of their training”*. All these could be facilitated and arranged by the school principal if s/he is volunteers and commits to serving the students. Above all, S7 from site1 replied that, *“the school principal needs to allow/facilitate private office for counsellors so that SC could freely and effectively serve the clients, (students, school community and parents)”*.

S3 from site 1 and S6 from site 2 similarly suggested that *“the school principal himself and via unit leaders and others need to announce and introduce the work of counsellor on flag ceremony and have to disseminate and address students’ concerns. This is so because, unless teachers cooperate with school counsellor, and send students with critical concerns to the counsellor, it will be challenging for counsellors to run his/her work with the students”*. The one student continued further that *“as to my experience in elementary schools-private school, teachers refer students to School Counsellor for assistance-be it academic, behavioural, personal, social etc.; they communicate with each other to bring about changes in the student lives”*. S2 added *“a few teachers not only refer students to SC but also provide mostly group advices in the class and occasionally offer personal counselling services for individual student who encounter difficult problems”*. S2 concluded her expressions as follows: *“As to me when teachers and SCs work in collaboration, the teaching-learning process, the behaviour of the students and parent and school relationships will easily be managed and better learning environments will be facilitated”*.

Regarding the roles of teachers in the counselling services, S4 from Grade 11 students stated that essentially, it is through teachers that the counsellor could disseminate and address students’ concerns.

Conversely, S8 from site1 remarked *“if teachers and SCs are not collaborating to work together, the possibility of students to be counselled by SCs will be minimal unless students are volunteer to get services against their shifts. The later alternative is less effective as compared to the earlier mechanism for counsellors to provide their services to the students”*. The majority of participants also agreed *“unless teachers create positive communication, not only they don’t want to send students to the counselling office, but also misinform the students about the counselling services”*. Thus, S5 from site 1 claimed, *“positively working with teachers in providing school counselling services are very essential for the school counsellors”*. Besides, as S1 recommended, *“since some teachers consider school counsellors as advocators of students alone, their understanding and playing constructive roles would highly assist the work of counsellors and the students can get a wide opportunity and access to counselling offices and services”*.

Concerning the roles of education departments (Zonal and District level) S6 from site 2 explained that *“unless this sector plan, assign budgets and employ counsellors and teachers our possibility of getting the services of school counsellors is very rare”*. According to S2, a Grade 12 female student from site 1, *“the great problem of our lacking of school counsellors originated here. This is so because they employ and are assigned other subjects such as mathematics, chemistry, biology, and English. Actually, one thing that needs to be understood is that it is the school counsellor who modifies or shapes and be able to devotedly work for the attitudinal changes of students. These work of counsellors, directly or indirectly, assist the work of teachers and bring about positive learning and teaching environments. Hence, the assignment of school counsellors to SPS settings supports the whole educational processes in a given school”*.

S4 noted from past experiences, *“we observed that the roles of counsellors include such as encouraging students to have clear objectives, attentive and competitive in the class, developing good behaviours and be free from any addictions that affects their learning and taking care of themselves and others, respecting their teachers and school leaders, creating healthier communication and relationships with their peers”*. S4, grade 11 student, further claimed that *“positive traits and normative behaviours that are attempted to be inculcated in the students by school counsellor are very basic and necessary for the fundamental changes of students’ lives in particular and schools in general. Therefore, the roles that that the education department should*

play is paramount if their understanding and awareness about all the above mentioned school counsellor's roles and benefits they contribute to the schools".

Interview question11: What strategies are needed to address/improve effective learning-teaching process, career and personal/social needs of students? Before responding to this question in detail, the participant students were requested to list the strategies they think would help bring about changes in these three domains of their development. Accordingly, the following 7 major issues were listed – the researcher attained the consensus of all participants. These basic issues suggested by the majority of the participants were: 1) Education Policy; 2) Trained/skilled manpower; 3) Wise management of Students; 4) Administration/leadership quality; 5) parent-school relationships; 6) Establishing normal relationships between students and teachers and, 7) The necessary facilities that support the above six issues.

As stated in number 1 above, education policy plays a great role in planning; designing and assigning the required manpower and the facilities needed to implement these three domains for the satisfaction of the learners start initially during policy operations. Unless the vital issues are carefully formulated and incorporated in the policy at the beginning, it is impossible to talk about the effective implementation of the rest others. To mention a few, unless the required manpower related to student academic, career and personal-social concerns fairly inculcated in the policy, like other different subjects, counsellors and the others, there will be imbalanced implementation problems. This is what we have been experiencing in our country's school counselling policy. The other manpower is given focus and are assigned within short periods of time, whereas, in school counsellors assignment and focus, we didn't realize such responsive concerns from concerned others. The Ministry of education of Ethiopia needs to revise the contents and implementations of school policy so that students could experience comprehensive development in the abovementioned domains.

The second strategy stated above is the needs for skilled manpower and these needs to be assigned to fulfil and address the needs of students. In this regard, highly trained school counsellors (at 1st and 2nd degree level) should be adequately trained and be assigned in SPS (secondary and preparatory schools) that fulfils the required standard student-counsellor ratio; possibly 1: 400-500

so that the students' cases attended well and get the desired responses. T1 from site 2 responded, *"The absence, shortage and inconsistent services of professional counsellors highly and negatively affected our school students. To mention few, often times I see mismatch of conversation between student population and teachers, between school administration and students; even between parents and school children. Generally, I observed generation gap"*. She added, *"There are various misunderstandings between youngsters and adult groups"*. T7 from grade 11 also remarked that *"the relationships and expectations that need to exist between students and teachers and other concerned authority figures due to misconceptions developed between these groups, created unfriendly communication and criticism in most cases. Especially, the concerned adult groups (teachers and administration) in most cases rather than warmly accepting students, they criticize and rebuke us; even usually name calling is the practice of some adults that we expect them to be the significant others for us"*. Regarding this issue, T6 suggested *"the students' voice in our school did not and are not getting attention. The students' needs are not considered in every aspect of their school lives"*. She concluded *"in general, our school students have been missing very substantial things. That is our being lacking qualified school counsellor(s) restrained us not to talk our concerns which we think this will affect our current, and future academic, career, relationships and personal as well as our social development and most probably affect our mental health too"*. Finally, most of the participant students concluded that for their comprehensive development in the above mentioned domains, the assignment of professionally trained counsellors is mandatory and they also recommended that additional courses such as behavioural and developmental related courses need to be given to teachers and school administrators to help them develop effective communication approaches in treating teenagers having in to account their developmental level.

Concerning wise management of students, S4 said, *"Most of the time, without careful handling of students, teachers and school administration expect effective results and good behaviours. These expectations will be mere ambitious need unless strong and careful management are done on students' behaviours"*. According to S6, *"By careful management we mean accepting students with unconditional love, understanding their cases, instead of criticizing them, encouraging them, showing them friendly approaches and winning them with respect and trusting them that learners be able to do smart things behavioural wise, academically and appreciating their potential"*.

Generally, S4 and S7 remarked that *“when teachers and administrators realize that students commit mistakes, be it in class and outside, criticizing them in front of their peers, would make them commit more mistakes, like developing hatred attitude, being impulsive, rather than accepting the cases as best opportunity”*. S8 and S5 from site 1 reiterated, *“It does not mean that we students don’t like to accept advice, commands of adults, constructive instructions and the likes. But, what we meant to say is that what measures it is, it would involve acceptance and understanding. Therefore, the best strategy to improve teaching-learning process, career, and personal-social development of students is handling them wisely and accepting them with unconditional love”* (see 3.2.2.7 and 3.3.1.2).

The 4th strategy focuses on the quality of school leaderships. S1 and S3 from grade 9 and 10 responded in similar voice, concerning school leaderships’ personal traits that *“what we practically see and read from policy documents really contradict each other”*. They stated further that what is written in the policy document is interesting and constructive yet, practically, the individuals’ manners who are acting as leadership and their way of managing and approaching students is quite different. In short, S6 and S2 from site 2 responded that they *“need school leadership which is sensitive and with responsive mentality to the student cases, which facilitate the counselling programme and consultation services for them and for their parents, who facilitate their career apprenticeships in collaboration with school counsellor and related others”*. Above all, the majority of them reported that the students feel the school administrator need to have the skills/talents that win learners by accepting them and playing advisory roles that help them develop the spirit of obedience and diligence in their academic, career and personal-social developments.

The 5th strategy mentioned above underlines on the need for strong relationships of school and parents. According to S7 and S8 grade 12 participant students, *“the strong and smooth relationships that school administrators, teachers and school counsellors establish with our parents highly contribute positive outcomes on teaching-learning process, career practices and improvements and assist to improve personal-social development of the learners”*. Besides, most of the participant students recommended that the schools and parents particularly in collaboration with teachers, create conducive relationships that enable the school and the parents know more

about students' strengths and weaknesses and assist students to improve more in their academic, career and personal-social developments.

The 6th strategy emphasizes relationships that exist between teachers and students. According to S1 and S4 9th and 11th grade students, *“the core and primary issues that the school administrators, counsellors and concerned others need to think over is that the establishment of smoother and strong relationships between teachers and students”*. Because they stated that the improvement of teaching-learning processes, career improvement and personal-social development starts where there exist healthier relationships between teachers and students. In our school context, in most cases except a few teachers, most of them criticize and discourage students by focusing on their minor mistakes. As a result, there are poor relationships among them. As to our understanding, where there are inadequate relationships between teachers and students, good improvement could not be expected. Thus, establishing healthier relationships among these parts bring fundamental and dynamic improvement in the teaching-learning process, career development and personal-social development improvements. Hence, school counsellors and school administrators need to focus on establishing strong relationships between students and teachers.

Interview question 12: Would you please suggest some of the effective strategies that are believed to address the counselling service needs of students at Federal Ministry of Education, Regional Education Bureau, Zonal and District Education Department and School level?

Regarding the strategies required from Federal-school levels, the participants are requested to list the basic strategies needed from federal, regional, zonal, district to school level. Thus, below, the effective strategies on which the participant groups-from Site 1 – Msha and from Site 2 – Mizan-Teferi SPS students agreed on the following:

Initially, as a policy maker, the Ministry of Education of Ethiopia-at National level, in collaboration with the higher education's-universities, need to plan and train adequate numbers of school counsellors and assign in each Region. Secondly, school counselling policies-like counsellor: student ratio, clear cut roles of each region, zonal education departments, District offices, school principals, school counsellors, and the roles that teachers play in the provision of

counselling services and the stake holders' roles in the provision of counselling services need to be prepared and dispatched to Regional Education Bureaus. Above all, there needs to be three supervisors who are highly qualified at Masters and a PhD level in counselling psychology who follow-up on the three regions.

At Regional Educational Bureau level, there needs to be highly qualified counsellor delegates, who follow-up the work of counsellors at Regional and zonal education department level and dispatch the materials that support the counselling provision in the schools; who prepare workshop, in-service training and play supervision roles as required. Zonal officers need to plan, allocate budgets in collaboration with the District officers for the newly employed counsellors and play supervision roles those who are working at SPS and at District levels. District officers need to play facilitating roles, planning and assigning financial supports for SPS professionals. Besides, need to arrange parent teacher association, parental involvement and create community awareness in collaboration with school counsellors and school directors.

Finally, at school level, school principals, need to plan to hire qualified school counsellors, need to play facilitating roles for the provision of counselling programme and above all, need to cooperate with school counsellors in arranging and planning schedules of group and individual counselling, in creating awareness about school counselling among teachers and students and need to encourage school counsellors to diligently provide services that address the students' academic, career, individual and relationship development of students.

Interview question 13: To what extent do the existing counselling provision policies like counsellors' roles and the ways of implementing the services/programmes, the resources/facilities needed addressed in providing effective services that satisfy students' needs?

Concerning this question S3 from site 1 responded that *"though as a student, I don't have clear information about school counselling provision polices, I can say from practical evidence that in our school context, no such motivating picture/feelings of counselling has been experienced in the school among students and we have little information about the so called counselling services to be given by delegated counsellors"*. S3 added further *"regarding delegated counsellor, though I*

have heard that this person exists in our school, since she is teaching civic and ethical education, they don't have office and tried to consult student who want help outside the class in the school campus or on the road. As to me, I don't want to be counselled by a counselling programme in which noteworthy privacy is not kept". S4 reported that "even if we want to get the services given by this delegated professional teacher, since our privacy is not kept; meaning, a person/client who want to consult this counsellor first inform to the student council; and then, the student council to the Para-counsellor". Therefore, S4 said, "I don't want to follow such step and be counselled in this manner". S5 an 11th grade student with private schooling background, remarked that "we have previously been given orientation about school counselling provision policy that it focuses on warmly accepting clients, respecting them, responding to their concerns through group and personal counselling and the like". Here in this high school, while I was 9th grade though I have heard the presence of school counsellor and visited this Para school counsellor, I haven't observed the professional counsellors' talents from the person I have visited and thus, I didn't get satisfactory responses to my concerns (S5 grade 11 student).

Hence, S5 concluded that in our school, one can say that the counselling provision policy of this school not by any means fulfils the criteria of professional school counselling provision policy and hence, couldn't address the students' concerns.

Another participant S6, an 11th grade student from site 2, stated similar sentiments to the former participant that *"I eagerly sought the school counsellor to share my concerns expecting he/she respond to my different needs. However, I haven't got such person who responded to my concerns"*. Generally, the rest of the participants, especially, Masha SPS students strongly informed the researcher to report the lack of qualified school counsellor to the FMoEE (Federal Ministry of Education of Ethiopia). The participants concluded, Mizan-Teferi and Masha SPS students highly cautioned the assignment of unskilled-delegated counsellors and recommended the urgent need for professionally trained counsellors. Finally, the majority of participants felt that the existing counselling provision policy such as counsellors' roles and the ways of implementing the services, the facilities needed, does not address in providing effective services that satisfy students' needs.

Interview question15: What do you recommend regarding student concerns in terms of career exploration and planning in high school and post-secondary education/trainings? In this regard, most of the students highly participated and reached on the following condensed major recommendations:

1. From the very beginning, student delegates/student council members need to be involved in planning student careers and other concerns so that relevant decisions are made that are related to and beneficial for students.
2. Students need to practice their career works during high school in the relevant industry, organizations and the likes. This needs to be facilitated by a school counsellor by collaboratively working with school administration.
3. School counsellors need to arrange visiting and apprenticeship schedules for students in collaboration with school administration, and different department heads in some universities and relevant organizations that widen the prospects of our careers.
4. From past experiences, school students have not been getting the opportunity for orientation and awareness services while joining SPS /new school/ (9th and 11th graders). Thus, school counsellors in collaboration with experienced teachers need to arrange general welcoming programme for new comers; and special orientation for 10th and 12th grades soon as they complete grade 10 and 12 consecutively.
5. SPS needs to establish Internet setup in collaboration with the nearby university and other stakeholders to create networking regarding national and global issues that directly and indirectly address our counselling needs.
6. Before formally joining the university Grade 12 students need to get special practice in relevant institutions.

Interview question 17: What barriers do you think your counsellor or school encounters in attempting to offer successful counselling services?

Regarding this question, S2 from site 2 said, *“most of the barriers that are encountering school counsellor not to offer successful counselling services for students were absence of private office and lack of adequate training coupled with insufficient skills”*. The privacy and condition of

providing counselling services is concerning. Pattison et al (2007:55) recommends that providing reachable counselling in a properly situated area where the privacy is highly kept, nonetheless safe setting within the school locality. As to the above study findings, counselling is basically a private activity and relationships between counsellor and student need to take place in a committed, relaxed, soundproof office, which can't be accessed by other students.

“Sometimes, we see school counsellor working in our school, their stay in the school and their services were minimal”. S4 – grade 12 participant student recommended that *“above all, the work of school counsellors lacks consistency; which means, it starts serving students for a while and then, we hear that the person gave up and left the school. Actually, all of what we hear and see most of the time was about delegated civic and ethical teachers or other subject matter teachers not qualified counsellors”*. S6, a grade 10 student reported that *“students want to be served by counsellor; sometimes I hear and saw that this service provider person is not available due to teaching load and occupied by committee works and other administrative duties”*.

According to S2 from site 1, *“the other problems related to this profession were cultural misconceptions and wrong information regarding the psychological services”*. The counselling department encountered: lack of facilities and resources; inadequate training of teacher counsellors. Besides, since counsellors are assigned to work being members of the disciplinary committees in schools, their services come into conflict with the work of counselling principle.

Finally, S8, S1 and S7 from site 2 similarly reported *“the existence of awareness problems among students and teachers and even, the understanding of school administrations is not clear”*. The other thing reported by S5 from site2 and S7 from site1, was related to *“school counsellor’s lack of effective skills and due to this, the services they provide are devoid of warmly acceptance, focus is on providing ordinary services that do not satisfy the concerns of the clients and irrelevant responses to the learners’ needs”*. These same participants reasoned further, *“these problems that we observed from the school counsellors are linked to lack of knowledge and skills about professional school counselling services”*. They added that *“the focus given to this professional counselling service is very low by concerned others; yet, if given by qualified counsellors it could yield to vital outcomes”*.

6.1.4 The summary of main FGD analysis from participant students

According to student participants, the FGD Analysis of Mizan Teferi and Masha Secondary and preparatory schools, school counsellors need to have a loving approach, kind heart, welcoming quality in accepting students with unconditional love. Students are not getting genuine love and unconditional acceptance from their counsellors. Students are eager to share or have a personal presence with counsellors that share their problems and help them when they encounter various difficulties. They (participant students) would like to see the positive influences that school counsellors have on their academic, career, personal-social development or relationships aspects. Students want to be counselled by counsellors though they still couldn't get their wish or needs satisfied. Grade 11 and grade 9 students really need the support of counsellors/counselling for their academic, career, adjustment concerns and personal-social development needs. Besides, students recommended that due regards have not been given to the counsellors who provided service to students relevant to their lives – the concerns they have be it developmental, social, behavioural, academic, career, emotional, parental, and addictions related issues. As students reported right from school, district, zonal, regional and Federal level, concerned bodies did not give due regard for counselling students, except one enjoyed listening to their counsels and shared their heart cries.

The participants suggested with the spirit of remorse their lack of a counsellor is a great loss to their school. They expressed further that there are various questions and problems that demand a school counsellor's knowledge in their school. The students have no trustworthy assistant professional who responds to their academic, vocational, personal and social relationship concerns. The rest others also similarly claimed that the absence of trained counsellor really something neglected but very important aspect of teaching-learning process that directly or indirectly affects their competition at regional and national level. As the students in other regions have the professionals who help them adjust themselves to the learning process, concerns like effective study habits, vocational supports, orientation services and the likes. Yet, in this case, these students have none of these supports. The participants added that their school students not only lacked trained counsellors, but also have no informal counselling services provided by delegated classroom teachers.

6.2 FOCUS GROUP DISCUSSION CONDUCTED WITH TEACHERS IN MASHA AND MIZAN TEFERI SCHOOLS

The focus group discussion conducted with teachers in Masha and Mizan Teferi secondary and preparatory schools presented as follows:

Interview question 1: How do you explain the counselling provision in your school? In response to this question, T1 with a civic education background said that *“while I was a student in this school during 2008, there was counselling provision given by counsellor civic education teacher and there was good progress during that time and there was positive contribution on students’ adjustment and behavioural related matters. But now, there is no counselling services as such and therefore, we are our school is experiencing several problems that need to be addressed by school counsellor that could be managed if there is counselling provision services provided to students by devoted helping professionals. At that time, school counsellor was serving students being given his own private office that was conducive for the provision of counselling services. He added that after the counsellor left, as a civic and social worker, we asked the school administrator to give us counselling office and to conduct the services. Yet, we didn’t get positive response for our request. Thus, no formal counselling provision is given in this school”*.

Another participant, a male teacher, T2 responded to the first question as follows, *“I remember in 2013, there was a female counsellor in our school who was serving as a counsellor. After she has left, said this participant by emphasizing his experience of teaching history in the school. As a history teacher, I use reference material to teach my subject study. But, the school counsellors provide services by the knowledge and trainings they have got alone; no reference materials regarding school counselling. When they leave the school, since there is no reference material to be read, the service will be discontinued and we cannot provide the services. Since there are not any reference materials as far as the school counselling is concerned, no written documents, no office and no due attention was given to it- there is lack of awareness”*. A female teacher, T3 forwarded the following two ways suggestions regarding provision of counselling: First, *“the formal and the informal approaches. The first approach – the formal counselling services are the services given to students by trained counsellors. In this regard I observed that while the trained*

counsellors were here, they had attempted to resolve students' problems and there were certain positive changes. Secondly, the informal one she said is the counselling services provided by teachers; as a teacher, she added we attempt to assist students who have different concerns. This is informal and cannot cover wide and detail services". And finally, she concluded, *"The counselling services that are given by trained counsellor are very important and necessary for our students"*.

T7, a highly experienced person, who had served as a teacher for more than 20 years responded to this same question with somewhat different concepts about SC (school counselling). According to him, SC is a professional science or discipline. *"I was expecting behavioural changes on students through SC services provided by counsellors"*. Yet, he remarked as to his experience and understanding, he hasn't experienced clear changes as such while these professionals were in his schools. He added that *"probably, the school counsellors might have not devotedly assisted the learners or there might be training problems, or their education level might matters and I also see the focuses given to this profession was less* because I haven't seen graspable changes (T7 from site 2).

Similarly, T1 from site 1 responded to the same question as follow: according to him, in previous times, there was a teacher counsellor who was providing the services. Now, such kind of services is not rendered to the students. T2 from the same site added, *"there is a service gap in this school regarding the provision of counselling services"*. This was so because it starts providing services to the students and yet at other times, the professional counsellor leaves the school and then, the attempt to hire new counsellor and negotiating with the experienced counsellor who are on the process of leaving the school due to various reasons was very minimal. Thus, the work of counselling has been inconsistent and lacks continuous services. The other participant, T3 responded that the students in his school need the services, but, the services lack focus as to how to strengthen or facilitating the required facilities for the offices that enable them provide effective services as effectively as possible.

Other teacher participants, T4, T5, T6 and T7, responded similarly to the first question that they believe the provision of counselling services is important for disciplinary subjects. However, from school level to district, zonal, regional and even the federal Ministry of Education of Ethiopia, *"we*

observed nothing that give focus to this profession in running/ giving awareness for the students, teachers, school principals and the communities so that they could understand and collaborate in the provision of counselling services for their students”. Regarding the lack of appropriate focus and legitimate place for counsellors, Bridgeland and Bruce (2011) in their letter of appeal to the American public states as follows:

School counsellors are greatly valuable professionals in the teaching and learning system, but they are also in the midst of the minimum strategically positioned. The authors considered this status of counsellors as a national loss, particularly given the fact that school counsellors are uniquely positioned, in ways that many educators are not, to have a complete picture of the dreams, hopes, life conditions, encounters and needs of their students.

With regards to the counselling provision in the school, a male teacher – T1 from site 1 declared that in previous times, although there was a teacher counsellor who was providing the services, now, such kind of services is not rendered to the students/clients. T2 added that there is a service gap in this school regarding the provision of counselling services. Concerning the reasons for counselling service scarcity in schools. Njeri’s (2007) study outcome reveals the mistaken belief of administrators and policymakers or their misunderstanding about the roles that counsellor’s play in early prevention and intervention surrounding different adolescent problems such as education and conduct problems in early intervention. Njeri’s (2007) finding is relevant to the current study in that such conditions were reflected by many study participants.

The researcher raised relevant questions that focus on how the counselling services seeking the response of the participants are addressing the needs of students. In response to this question, T1 from site 2, said that *“we civic education teachers informally attempt to assist students with different or various problems and generally there were no formally organized counselling services provided to the students”*. He added, *“Though the students have great concerns that need helping professional interventions, there are no fertile/inviting conditions that respond to students’ needs – be it social, academic, personal, career and many others”*.

Interview question 2: How have the students’ needs been addressed in your school in terms of their behavioural adjustment, orientation service for new comers, study habit and academic counselling support for learners, etc.?)

In response to these questions, T1 from site 1 – Masha School, focused on orientation services needed for new-comer students who joined high school for the first time-especially, grade 9 and almost half of 11th grade students are new at the school and feel confused and disorganized. Thus, school counsellor in collaboration with experienced teachers and school administrators need to provide learners with counselling services that focus on orientation services so that the students develop the habits that facilitate their adjustment to the school and make their stays in the SPS fruitful.

Yet, according to T5, such orientation (adjustment related services) have not been provided. Why did you focus on this matter asked the researcher? T5 responded that *“the administrator, the teachers and other concerned bodies are not giving emphasis for this service. For instance, teachers are not giving assistance regarding student habits since they leave this work for others to do or make themselves abstainer from such type of helping professions”*. The other participant T1 from site1 added that *“while I was stayed in the school for four years, I have observed that several students especially, 9th grades have dropped out from school. Yet, nobody had followed up them and generally the focus given to this issue of dropping out, almost was nil”*. T1 further stated that it is her hope that these students’ challenges could have been minimized by counselling services if school counsellors attentively managed it.

Concerning student orientation and adjustment concerns, a research conducted on 56 Georgia and Florida high schools revealed that schools with comprehensive transition programmes had meaningfully minor failures and dropout rates than those schools that did not provide full programmes (Bottoms, 2002) as cited in Cauley and Jovanovich (2006:15).

In addition to the abovementioned problems, *“the other students who encountered behavioural challenges have been dismissed from the school without any behavioural modification”* (T4from site2). Had these students been given counselling support, their behaviour would have changed and therefore, continued with their education/learning. T4 added that providing counselling services for students is essential rather than punishing/dismissing them from the school. The other teacher, T5 explained that since there are no counselling supports for students, emotional problems/stress during examinations has affected so many students. T5 added that had there been counselling supports provided to these younger learners, they would have not been exposed to

serious mental and other behavioural problems. Meaning, had there been early counselling interventions, there were minimal such kind of problems among students.

The other question raised as a point of discussion was how do you welcome the students at the beginning of the year? Especially, those new-comers for the first time? How are the orientation services in this school? To this question, a male teacher, T6 replied as follow, *“When a student(s), leave one area or come to a new school he/she faces different new things (challenges). Thus, to keep the balances/adjustments needed in the new school (area) there need to be counselling support/orientation/ services given to these students either by school counsellor, or teachers and school administrators in collaboration”*. T6 from site 2. T6 also remarked that the students who are coming and leaving our school have not received any support from any of the professionals mentioned above.

Lee (2004) conducted a study to ascertain that a transition strategy provides school localities and institutes with planned guidelines toward undertaking several issues that school students encounter as they grow up in various and quickly shifting international condition.

The other teacher, T4 stated with great concern that, *“...even when the student come from other with good behaviour and academic performances, I have observed that due to lack of orientation services, there were students who had left/dropout the school and disappointed, especially 11th graders, since there is lack of vocational orientation when they join 11th grade.”*

Moreover, he added that in our curriculum (Nationwide curriculum), there is 70:30 field choice policy; meaning 70% need to join natural science fields and 30% social science fields of the study. *“It was during this time that the learners need to make wise decision and choice based on the counselling services provided to them by different professionals. But, in our school case, there were no assistances/orientations given to the students”*. According to Njeri (2007: vii), effective transition appreciates individual differences, attempts to understand all students, establishes a meaningful confidence and acceptance, and increases the freedom of pupils and parents towards the school. Besides, it gives the chance to bring together the parents, organizations and the society so that they continue in collaborative spirit and strengthen their common objectives in offering effective school involvement for all students. Other scholars (Cauley, & Jovanovich, 2006), state that the transitions into high school by itself cause specific difficulties for students. Here, students

move from one lower grade level teacher to a school, which is organized in to a departmental system with a bigger school with many pupils that is accompanied with combined departmental programmes in a bigger school with several teachers, having complex schedules, a number of students, with further elaborated instructions and guidelines. Thus, the participant teachers' above mentioned claims confirm with the previous studies in that it is possible to adjust various difficulties of learners during orientation/transition programme.

The other participant (T8) responded that *“guidance and counselling services are needed for both students and teachers. However, these were neither been given nor the services are present in our school”*. This same participant reported that in the future, gender wise, *“I recommend the assignment of both male and female counsellors in our school. Because they have their own contribution for our students since students have various concerns that need to be addressed by different genders. One gender alone cannot satisfy or address such varied challenges of students and the school community in general”*. The other participant, T5, a PTA member teacher suggested, regarding students' behaviour and the importance of counselling assistance for the students as follows: *“our school students at Mizan Teferi site 2, out of 3500 students, more than half of the learners' behaviour are very in appropriate. Only 1/3 of them have clear and dynamic objectives. The teachers teach and come to the school due to this small portion of the students. The rest of the students have partial attention; they are oscillating here and there; they don't have clear vision and goals to be attained”*. This experienced participant teacher continued, *“the counselling service is mandatory in our school to settle such kind of various problems that students and the school communities are facing”*.

Regarding the professional counsellor importance and problem of assigning them in SPS (secondary and preparatory school), T7 said, *“though there are various problems that need counselling service interventions, knowingly or unknowingly, the government did not pay due attention and have not been assigning the counsellors at high school levels”*. T7 added, *“If there is lack of other subjects like English, biology, history, the government take serious measures and assign by any means, but this is not true for counselling profession”*. No focus was given to this discipline though students have various challenges that need to be addressed by this service.

Interview question 3: How do you explain the behavioural concerns/problems of students in terms of paying attention in the classroom activities, their relationship with teachers, with administrators, and with their parents?

In response to this question, T1 from site 2 stated that, *“previously, since teachers took psychology courses, their skills in managing student affairs and behaviours, their being model for students are reliable. Yet, nowadays, teachers are not taking such courses are absent from curriculum-rather replaced by applied courses which mostly prepare teachers for general civic works’, not specifically for teaching profession. Thus, in our context, the current teachers’ talents to manage student behaviour are very less. Therefore, most of the students are not attentively following their teachers, administrators as well as their parents too. Here, as far as there are high concerns of students, I suggest that though there are no professionally trained counsellors, if there is willpower as of school administration, it is possible to train teachers so that they could be able to manage their students’ behaviour and address their academic concerns”*. This implies that to fill these gaps, the need for counsellors is vital in addressing and satisfying the students’ academic, behaviours and relationships matters.

Interview question 4: What are the major concerns of students in terms of a) academics – paying attention in the class, b) career-developing good decision-making skills, c) personal/social development. Which grade(s) need special support in this regards?

In response to this, a male participant teacher, T5 and T2 highly recommended that *“there are students who have various interests and abilities those who need our assistances, yet, we as teachers instead of executing our duties, we have been referring such students to school administrators and thus, we are not giving services in this regard”*. Do you think that the student concerns are addressed by the school administrators? *“No, I doubt”* said the participant teacher-T5; *“because they mostly focus on discipline measure rather than professional counselling since they are not trained in this profession. As a result, students’ concerns had and are being not dealt with due attention in this regard”*. The study participant discussed the roles of professional counsellors (ACA, 2007:1) saying that school counsellors offer counselling services in three major areas: educational, personal/social, and vocational that resolve emotional, social or behavioural problems of students and assist them enhance a clearer focus or sense of direction. Yet, since the

counselling profession had not been given legitimate position in the study areas context, the learners have not been getting the supports they are deserved to get from school counsellors. The abovementioned author (ACA, Ibid) also explains that operational counselling programmes are key to the school situation and a decisive element in enriching student attainment. Besides, Gregg (2000:3) claims that school counselling programmes can offer comprehensive services that assist pupils to adjust well in school (assisting them to solve personal and social difficulties that hinder with school attendance along with their capability to focus on their learning). This implies that though providing counselling services has various benefits in addressing student concerns and plays vital roles in facilitating teaching- learning processes, its functions could be mitigated due to inadequate emphasis given to this profession and lack of clear awareness from the relevant concerned others.

In the meantime, one of the participants, T8 asked the investigator whether adequate courses have been given/rendered to the counselling profession in higher education. For this question the principal researcher responded that at higher education/university, though one cannot say the courses given to these helping professionals are not sufficient enough for being a counsellor, there are about 2-3 courses directly given to these professional counsellors. The participant after continued, *“I realized that counsellors and teachers are not given sufficient courses relevant to the counselling services, and hence, they are not and generally, we are not rendering appropriate services for our learners said the participant.”* T8 from site 2. T8 added that from 2007-2013, graduate teachers (first degree) holders had not been given pedagogical and psychology courses that prepares them in assisting students and themselves as teachers. This implies that said this participant, less attention/almost no attention also given for this profession at university curriculum too.

Interview question 5: Do you perceive that special supports are needed in addressing students’ needs/concerns in dealing with substance abuse such as Chat, alcohol, and other related abuses?

In response to this question, T9 responded that *“I have observed many students that have been victims of different addictions; such as chewing chat-locally highly consumed substances by those who are addicted by this substance dependence”*. He added that some dare to say that when they

chew chat, they become more active and have developed the reading habits. It makes a person's mind highly excitable, those who chew often become addicted, meaning, unless they take that substance, they can't pursue their education properly. The individuals who have been addicted by these substances considered better methods such as using practices that prepare them for achievements. As to this participant, the substances that teachers consume negatively affect their lives; especially, their views and relationships. Teachers become antisocial and do not have positive thoughts for their learners. To help mitigate and reduce these problems, Public Health England (PHE) (2015:15) found out better means that help a person escape from their problems by giving opportunities for substitute, healthier life choices and developing improved talents and decision making.

Another participant, a male teacher participant (T4) said that a good number of students are chewing chat. He added that the students chew these substances in the company of maladaptive teachers. It is due to those teachers who share such substances with students, which wastes their time and affects their behaviour in different dimensions. Drinking alcohol is not as serious a problem. Additionally, a good number of students are rather addicted to coffee, they even miss class and drink coffee around the school campus. To resolve these addiction problems (PHE, 2015:5) proclaimed three better intervention strategies as follow:

1. Universal prevention strategies address a whole public (egg, TV audience, local community, school pupils), 2. Selective- Selective approaches respond to identified risk of starting and continuing substance use, particularly among young people. And 3. Indicated- aimed at people who are already using substances are not yet experiencing dependence, but who may be showing signs of problematic use (egg, falling grades at school; absenteeism from work, antisocial behaviour, and mental health problems).

The researcher also asked about the students' classroom attendance and if they are attentively following their education? Then, T7 participant responded to this question that many students come to but they don't have any interest in learning. T6 reported that if students go to school being interested in pursuing their lessons, they will be motivated, which will motivate teachers to teach and be interested to the learners' behaviours. School counsellors will facilitate the conditions of learning atmospheres. Yet, our students are not lucky enough to experience such services due to inconsistent counselling services in the school. As a result, students' behaviour in terms of showing obedient spirits towards teachers, male teacher participant 2 (T2), responded that there is lack of

respect and obedience for teachers. T3 experienced female teacher from site 1 added that due to the lack of a counsellor's help, students are being affected by different addictions like- face book, DSTV, videos, drama, various film shows and so forth that is mostly unconstructive and destructs their attention to not participate and learn with full concentration. Hence, due to a lack of constructive counselling supports, most of the students become visionless citizens who misuse their time. Similarly, a recent study conducted on a lack of counselling help during adolescence increases unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs. The absence of counselling services in schools resulted in, students' adjustment difficulties that in turn crushed to poor performance, misbehaviour and dropout. Dike (1996) describes

that due to missing comprehensive counselling services, numerous learners lose direction and involve themselves in dishonoured behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result, they lack both focus and direction resulting to total failure in life.

Another participant (T4) clarified that unless parents and teachers cooperate with counsellors, current students' behaviours are not easily manageable. To bring about the desired change in students' behaviours, parents, schools, and teachers need to work in collaboration with counsellors. Lambie and Sias, (2005) reported that school counsellors often have opportunities to connect with all families, they provide services to assist them, and direct them to needed resources; counsellors play a role in improving the education especially for those children living in poverty.

Regarding students' behavioural problems in the class and how to handle them, the participant-T10 recommended that such concerns demand wise techniques and comprises loving approaches and need to be applied for students. This type of treatment could be done mostly by professionally trained and behaviourally experienced counsellors said T5. According to T6, students' behaviours are not conducive in the teaching process. Thus, more efforts need to be made to alter or change these students' behaviours through the provision of individual and group counselling.

Interview question 6: Have you ever observed inappropriate behaviours among students? And if so, what are some of the measures that have been taken in managing these adolescent students' inappropriate behaviours that manifest in class and in the school settings?

In this regard, said one participant teacher-T9; definitely there is such kind of inappropriate behaviour among students. T9 and T5 reported in similar manner that *“some experience these types of inappropriate behaviour by name of studying together and then experience/practice in appropriate characters. I have observed such cases among certain students”*. T5 further elucidated that *“to resolve such issues, I have attempted in my part and have got good progress. Especially, such practices focus on high achiever students some other students throw little stones to the class being in the coffee plantations. They throw different materials that disturb teachers and students. Besides, in the classroom, some students purposely disturb other students, reacting inappropriately with their classmates”*. As a result, they are proud of their physical strengths, boast about their disobedience towards their teachers and they practice various physically related abuses and sexual harassment. For instance, relating to sexual practice in the school setting, T5 reported the occurrence of sexual intercourse on the school campus in coffee plantations, yet no discipline measures/advices had been given to them.

Concerning academic related problems, if any, what measures have been taken to address their students' challenges? As T3 explained academic problem is linked to behavioural problems. Therefore, this idea needs to be seen as a problem and students, which show different kinds of behavioural problems have been and are making the school administration and PTA members so busy in shaping their behaviour and to take appropriate disciplinary measures. For instance, there was a case of one student who ought to have taken or sat for National examination during 2013, yet, he only took his examination in 2015 due to addiction/alcoholic problem. Though he has academic potential, he was drinking while others were studying. As a result, his academic performance declined. Had there been professionally trained counsellors who would be able to deal with such issues and other developmental related matters of learners, the problems of students would be easily managed by relevant persons. But now, we are struggling without helping professionals and with little knowledge of something that is out of field of study. T1 from site 1 indicated that *“the right person who is trained or who is skilled in the fields of student management needs to be assigned for our teenagers so that students can get adequate and efficient services that best address their academic, career, personal, relationships and their mental health cases”*.

“Had there been a trained counsellor in our school”, claimed T7, “there will be a big difference in managing student behaviours in accordance of their age level and behaviours”. He added further that since there is not an accountable body to attend to the behaviour of students, unprofessional individuals mistreat these teenagers. T7 added that teachers expect or want readymade students whose behaviour is stable. As a result, they leave the class when they see students disturbing the class instead of patiently speaking to their students. This implies that T6 from site 1 remarked that some students’ behaviours affect all students in the class. All these circumstances demand the assistance of counsellors who stabilise these situations (See 2.5.1).

Interview question 7: Do you believe that this school students’ time management, effective study habits/skills and job-searching for and job keeping skills met well? And if so not, which grade(s) need such support and why? What do you suggest to address the above mentioned student needs? And which profession(s) is more accountable in addressing such needs of students?

In this regard, T7 and T4 reported that although not enough, they observed good practices among a few students. Yet, according to them, there are many things that have to be done in this regard. T7 and T4 further reported that students are not ready to learn various vocational practices and trainings, they are not ready to exercise the opportunities opened to them. Besides, there are external pressures/factors that affect such time related cases. For instance, there are registration cases until November for the registration starts at the beginning of September. Meaning, there is no clear cut guidelines/rules and regulations for the students to follow. These extended registration gaps show that they waste/consume their time/students’ time. Thus, these students are not effectively using (managing their time). To resolve these issues, these same participants suggested the following mechanisms:

- creating conducive learning environment
- providing counselling services
- making supervision/control mechanism
- establishing strong relationships with parents/working with parents collaboratively.
- taking serious discipline measure on those who do not obeyed
- in coordination with other stake holders/concerned others, applying behaviour modifications

- applying rules and regulations
- Revising the existing rules whether it is all-encompassing of the required professionals and their roles. Another participant, T5 also responded that there are students a few who use their time as effectively as possible. This participant added that these students have clear objectives, and work to achieve those objectives. They planned to attend university and they pass most of their time in the library.

The second types of students are numerous. It seems they plan to learn up to Grade 10 and stop their schooling there (wasting their time in unnecessary places). These students are in the category of technical and vocational training, because this level is considered to be the level where those students who did not effectively complete their high school join and thus such students do not have clear vocational concerns/needs as such. Most of them have no or less creative thinking. Generally, most of the students are not attending their education/their day to day learning as such, their motivation is very low from the registration period since there is no strict follow-up.

Interview question 8: Do the existing school counselling policy gave emphasis for counselling provision services rendered to the students? If your response to this statement is positive, do you believe that the professionals who have been providing such services well equipped with counselling skills need to address such student needs? And if so not, what do you suggest to improve these professionals’ capacity in terms of in-service training, additional courses needed to be amended/inculcated in the counsellors’ curriculum?

In response to this, the teacher participant-T3 with longer years of experiences in the high schools, said that previously, there were counselling service rules that describes the clear-cut roles of school counsellor, administrators, teachers and students and parents’ roles in the provision and application of counselling in the schools. But, by now, starting before 6 to 7 years/nearer to a decade; no clear cut focus/attention had been given to this profession.

With regard to the above stated matters- an experienced teacher (T7) -site 2, who previously had conducted various research works regarding student behaviour, teaching and learning process, roles of parents and the society’s in correcting the existing challenges said that *“I suppose the*

current government assumed that the civic education teachers will do profession-counselling, yet, the students' behaviour left unchanged or are at zero level". Do you mean that civic education teachers can't provide counselling provision? T7 added that they attempted to provide the services informally since they are teachers. Yet, the services they provide were not successful. This is because their training was not relevant to the counselling profession, rather they are politically oriented and are influenced by ethical services/advice rather than providing counselling contents that touch the various aspects of students' lives and other related cases like academic, vocational, personal-social development or mental health matters. He added that "although six psychologists worked in our school at different times, I believe that since the counselling profession had not been effectively equipped at university level, the services lack consistency and above all, since professionals change from time to time in our school, the contributions made by them in addressing students' needs were insignificant". Mizan-Tepi University, which is in the city did not contribute in addressing student counselling, especially to address their behaviour, academic concerns, career and personal-social aspects; rather, "the university attempted to assist our school by providing resources/budgets, that is secondary and not as such burning issues; rather it is professional assistances that bring changes in our school" (T7).

T5 reported that since students' concerns are not being addressed by current trends of counselling provision provided by civic teachers, and volunteer para counsellors, more emphasizes and efforts need to be made to inculcate counselling programme in the school policy by Ministry of Education of Ethiopia so that the services get due regards equivalent to other subjects and be offered to the learners by professionally trained counsellors that best address their various needs. T8-experienced teacher added that as to his understanding and believe counselling provision that rarely provided by civic teachers are not adequate and appropriate counselling services except creating awareness and attempting to support students exercising democracy, change of behaviour from student side are absent. T8 added that counselling service in principle; needs to start right from KG to 12th grade. But, in our contexts. We are not experiencing even at high school level. Therefore, its inclusion in the curriculum is an essential.

Finally, the members argued on the issues that concentrate on facilities relating to counselling programme and for those who run the services. They emphasized that schools should prepare or be ready to arrange and need to welcome the counselling services and start to build a new

atmosphere that supports and enhances the services that need to be provided for the clients, teachers, parents and to other related stakeholders so that the counsellors are able to provide appropriate and adequate services for the above mentioned clients in accordance of their needs or priorities. Besides, office facilities like private office equipped with the necessary materials such as chairs, files stationary materials and human resources especially, secretary and organized themes that strengthen the services-such as group members' health professionals, teachers, and PTA. The other issues that members discussed on were: the in-service training and workshops for these professionals that help them stay up to date and well informed, morally boost personnel so that they could offer the standardized services that really satisfy and help them keep the clients' confidentiality – make them relax while receiving the support they need.

Interview question 9: How do you express counsellor-student ratio in terms of addressing various concerns of students? Concerning this issue, P1 reported that the student-counsellor ratio is very high and cannot be managed by a counsellor. That means, the ratio ranges from 1: 1500 to 1:2000 in our school context. However, according to the U.S. Department of Education, the current U.S. average counsellor-student ratio is 1: 488 and that of the American School Health Association; the maximum recommended counsellor -student ratio is 1: 250 and the ratio may exceed 1: 1,000 in some schools (ACA, 2007:1). By any criteria, the counsellor-student ratio of the current study area highly overloads the counsellors. This situation really negatively affects them not to provide accessible and satisfactory services for the client students and other stakeholders too.

This indicates said P5 from a district delegate, to solve the placement, academic and personal/social and behavioural needs of our students, the ratio of students to counsellors and the assignment of counsellors in the high school need to be considered while preparing the curriculum so that counsellors can serve manageable number of students from 1:250 to 1: 500. This same participant explained further that to strengthen the counselling programme in our school and region, representative and responsible professionals need to be assigned in future at Federal, regional and Zonal level.

Besides, until the professional counsellors are assigned for our school, tentative/ provisional delegates -Para professionals need to be assigned by giving them in-service training for volunteer

teachers so that they could address the responsive needs of our students as much as possible. For long term, T1 reported that the counselling programme needs to be inculcated in the education policy document. Regarding educational achievement of our school students, action plan or strategic action needs to be prepared to make successful the stay of our students here in schools and their future years. Another participant, (T7) emphasized that the media programmes that are transmitted through television especially that destruct the attention of our students need to be censured and monitored by experts; most probably by highly trained counsellors/psychologists and by well experienced and experts in the fields of media experts. He added that there must be a rule and regulation regarding these issues. Besides, short-term training should be arranged and this planning/ strategies need to be evaluated whether the planned actions implemented and practiced effectively or not. Follow-up has to be made at Federal, Regional, Zonal and District level about the specific problems need to be addressed by counsellors.

Interview question11: The other issues that raised as a point of discussion was the students' academic performances on national Examination especially, 12th grade school leaving Examination. in response to this issues, T1 from Zonal education department (ZED) explained that the results (academic performances of our students), seem better at lower level, but it will decline and drop more at preparatory (grade 11-12) and at the end, -completion of grade 12. It is at secondary education (9-10) and preparatory (11 &12) that the counselling service support is very vital to help and made them be goal oriented and motivate them. To work hard to achieve better in their academic works. Especially, P2 from this group remarked that professional counsellors are needed that work on the behaviour of students so that students will perform best having develop good moral stamina which are preconditions of good results said and concluded by highly remarking the importance of counselling services that are provided by professionally trained counsellors. The others (majority of them), responded that had there been the support of counselling services for the high school students, there would have been more behavioural changes and spirit of competition developed more among students. P4 and P5 similarly remarked by illustrating a good experience they have observed among certain group of female students. These female students, 12 in number, determined and decided to study together for 5 years (from grade 8-12) and finally, out of 12 of them 10 of them became successful- scored very good results and joined higher education for degree programme. From this events, they-all of the participants said

one can conclude that had these students have got more professional supports, undeniably, all of them could have achieved highest results. Besides, hoping more responses from participants, the principal researcher asked them what more things they have learnt. To this question, almost all the participants; especially, P1, P3, P6 and P5 responded that if our female and male students have got motivation and are united to work in collaboration with their peers being assisted by professionally trained counsellors, remarkable achievements will be attained.

Regarding the current academic performances of their school students concerned, P1 responded that the national Examination performances of the school (Masha secondary and preparatory school) said to be very low and need hard work and efforts to raise these low performances of students. The researcher raised one more question that says what efforts/supports done to change their academic performances by concerned bodies? In response to this question, P1 from site one-school administrator delegate remarked that though attempts were made to assist students, no as such consistent support were made because teachers are occupied by teaching loads and the administrators by administration duties. Meaning, he added that the off and on counselling service practices in our school or region even to the Federal level, has to stop and think that some basic things have been missed and missing; that is counselling services rendered by professionally skilled in various psychology courses. The rest participants almost with one voice argued and agreed that the gaps – the counselling services absence from their school had brought observable gaps –their students have been missing fair treatments and supports needed based on their developmental level and individual differences. Thus, remarked P3 and P7 one after the other that *“solicitous attention needs to be given to this profession so that they could exercise their full experts in supporting students who are somewhat seem to losing better academic, behavioural and other normal developmental aspects”*. In particular, *“the professional counselling programme formally well established, first, teachers need to give focus in supporting female students who are more of victims of sexual harassment, early pregnancy problems and low achieving tendencies as compared to male students need to be addressed by concerned others”*. Secondly, P3 stated further that the involvement of parents in their children’s affairs needs to be strengthened and they need to support them as much as possible in collaboration with school counsellor, administrators, and with community leaders. Thirdly, the co-curricular clubs need to be established and run by wise delegated teachers that could be able to assist students with serious challenges in their personal-

social, parental, career, academic and mental health cases. Finally, many of the participants remarked that all concerned bodies need to accept and accomplish their duties well, rather than leaving the challenges of the students that students are facing to schools alone. Besides, all religious sectors have to play significant roles in addressing students' concerns in every way possible.

Interview question 12: The other issues important ideas the participants asked were about the roles played and the strategies needed by federal, regional, zonal and district to school level to address the teaching- learning of students specifically that focus on the success of their learning to bring about to promote their academic success. In response to these matter, it is possible to say all participants by highly motivated/initiated for the concerns of students said at once that all stakeholders, starting right from Ministry of Education Federal level, Regional educational Bureau, zonal education department, district education offices and school administrations and other relevant stake holders, particularly parents and the nearby society need to play their roles to address the academic, career, personal/social development and mental health of these youngsters. The second participant-P2, added that *“students are also need to play their roles to be shaped and get ready to be corrected or reshaped in developing positive ideas that enrich their whole development and their academic and relationships issues”*. The other participant amended that *“the relationship between parents and school, the government(the nearby) government agents and non-governmental organizations, need to create integrated efforts that better address the necessary developmental, academic and behavioural aspects of the students; and these issues need to be facilitated by school counsellors and directors and by the nearby zonal and district education departments hopping that in the near future school counsellors will be assigned in each most of the secondary and preparatory schools”*. P5 from district education office.

The other participant-P1 exclaimed that the major issue is that let us regret our being ignoring this aspect of profession/counselling delivery in our curriculum and institution. -P4 and P5 and other participants almost all of them agreed that they focused on coordinated efforts needed by the above mentioned participants to meet the counselling needs of the learners. They added that *“we need to give due concern if our focus is in agreement with the better developments and success of our youngsters' current and future lives. To do these according to them, the primary job need to focus*

on preparing strategies needed to bring about dynamic changes in the lives of youngsters that better meet their academic, vocational, career and personal social development needs including their behavioural, challenges and relationships matters”.

Interview question14: The other questions were focused on assessing dropout and teen age pregnancies. Are there such kinds of events among students? In response to this question, T3 explained that though the frequency or events are reduced, there still sexual harassments. The other participant from site one-T1 said that since the current female students use condom and other methods of pregnancy prevention, the challenges of these issues can be concluded that minimal; yet, the indirect negative repercussion is still prevailing on their academic achievements and behavioural related problems are still observable. Therefore, said this participant, counselling service that mitigate such inappropriate practice like sexual harassment and untimely sexual relationships have to be addressed the female students’ and male students’ who are being occupied by these ideas rather than other using on their academic achievement. These conditions really necessitate (T8 and T5) conclude that these matters call for the counselling service interventions to change the attention of these youngsters at early years and to pave the positive development of teenagers.

6.3 FOCUS GROUP DISCUSSION WITH MASHA AND MIZAN TEFERI ZED, DEO, PTA DELEGATES AND SCHOOL PRINCIPALS

6.3.1 Introduction

To conduct this Focus Group Discussion, 12 participants were participated. 7 of them in Masha SPS; and 5 of them at Mizan Teferi SPS. To analyse the data collected through FGD (Focus Group Discussion), the attempt has been made to analyse by using content and thematic analysis. After Qual- (Qualitative) data identified and described as of their respective SPS, the mixing of the Qual-data from site 1-Masha combined with Qual-data with Mizan-Teferi. To arrive at this decision, I first analysed each focus group- the students FGD from both sites combined together through the criteria mentioned above. Similarly, the teachers’ FGD also analysed at its respective school first, then, for final presentation, the groups were combined through criteria of content and thematic

approaches. Below are the FGD conducted in Sheka and Bench Maji Zonal administration in Masha and Mizan Teferi SPS (secondary and preparatory school) and presented as follows:

Interview Question 1: How do you perceive the provision of counselling services in your school?

In response to this, P1 from zonal education department responded that up to 2007, there was psychology graduate teacher providing the services to the students. But, the students didn't get clear awareness and were not making use of the services. The first participant – P1 added that though there were counselling offices in the schools in Masha and Tepi in recent years, its functions is said to be nominal, almost non-functional, which is most likely due to low levels of training capacity that the school counsellors have or the lack of awareness of the services from student sides and or may be due to low emphasis given to this profession. Other participants – P2 and P4 added that due to less attention given to this office or since this office is considered secondary and any professions unrelated to this field as far as they are volunteer can use the space. For more or less eight years, this sector has not been addressing students' various needs.

To the same question, Participant 3 (P3) responded that previously, there were professionally trained counsellors. But, *“now, there are no trained counsellors who address students' concerns.”* P3 from site 1 stated that some teachers are voluntarily assigned to serve students on basic matters. P3 added that since the schools considers the Ref...helping professionals as non-functioning; the office didn't give attention to these professionals to stay on their work. The fifth participant (P5) added that, *“the office was not bothered if the trained counsellors/individuals left the school. No attempt will be made after the helping professional(s) left the services due to misconceptions among the school communities.”* Why? Asked the researcher. *“There is a belief that say any volunteer person can offer such services as far as they are interested to help others. This same participant remarked further that the office or the concerned bodies focus on the budgets that are assigned for the counsellors. Meaning, rather than hiring another counsellor when previous one leaves the school, they prefer to use that budget to hire another professional like mathematics, chemistry and the likes”.* This same participant concluded that the reason they do this was because no credit(s) were given to the counselling profession or there is no clear-cut period allocated such

as biology, civics, and other subjects. That is why the directors and other zonal and district level understanding and focus they give to this profession became minor or low.

The main problems or disadvantages were seen largely in terms of the lack of resources, including staff. There were concerns about management, in terms of demand, accountability, negotiating with parents and cooperation with other agencies. Difficulties were also anticipated in relation to confidentiality (from those currently providing the services and also those not providing services) and the communication of sensitive personal information. For a minority, counselling is seen as a diversion from school's educational roles (Pattison et al, 2008:28).

P4 remarked that it was or is a belief of the concerned bodies that the services are important to the students and the schools. However, schools are still assigning any volunteer teachers to serve the students. The problem was the absence of credits given to this profession, not lack of interests. *"We were taking counselling courses as behavioural and academic counselling for school level"* (P4). P2 from zonal education department reported that though *"we are not well trained counsellors, these professionals who took some basic counselling courses as their degree requirement, are believed to assist their learners by playing counselling service roles as effective as possible. Yet, currently, such basic counselling courses are not given"*. The teachers were trained or equipped with some vital counselling courses to support students when needed; but not to be a counsellor. However, today's trends are quite different since the previous relevant courses are not given; it is possible to say less consideration was given to the counselling provision in the schools. The same participant responded that, *"...since the teaching profession by itself is guidance, giving them some relevant courses of counselling will enable them support the students in every way possible though they cannot serve as professionally trained counsellors"*. The other participant (P5) explained that in this school, counselling that are based on knowledge and scientifically backed are none-existent (absent).

How are the needs of students being addressed in your school in terms of their behavioural adjustment, orientation service for new comers, study habits and academic counselling support for learners? In this regard, P1 responded that, *"the efforts and attempts have been made to provide the necessary information related to student adjustment to the environments, to their new institutions in which the students are assigned to learn in academic supports and other vocational*

orientations were not provided as far as my understanding is concerned. Orientation for students and for others especially, who comes to the school or institutions to learn or for training need to get clear knowledge or awareness as to how to be effective or fruitful in every way possible. This implies that the lack of our students these necessary life skills in this regard highly affected their current and future better lives they ought to lead personally and in group lives” (P3 - PTA delegate).

In the previous years, teachers took different pedagogical and psychological courses to assist them in providing students with various adjustment and relationship related matters. Yet, currently, the teachers’ training courses are exclusively void of supportive courses but rather focus on applied courses which are not focusing on teaching subjects. Generally, there are no favourable conditions. As a result, we see a sort of confusion among students.

The participants emphasised the orientation services needed for new comer students; especially, regarding the subjects to be provided to the students while they are promoted to 9th, 11th and when they are leaving or completing high schools? P4 also remarked that due attention needs to be given for the students of at these levels (9-12) who are assumed to be at their early, middle and late adolescence stages, facing different ups and down in their lives. Therefore, the essential focus needs to be given for counselling programmes in our schools that are expected to address the concerns of these youngsters.

With regard to behavioural modification/correction, sometimes, it is better that students speak than teachers speak because students can get some hint/information from their civic books; but in our current curriculum, even teachers have not been given any kinds of psychology courses – only the subjects they teach. In previous years, there were enough relevant courses given during their training, which supported teachers helping them to create conducive environments in their relationships with their students. Therefore, one can say that there are no counselling services offered for behavioural modifications. In response to this question, P3 responded that, *“no attention was given to these aspects of student concerns; rather, the more burning issue is the 70:30 policies that were given high focus than student interests”*. The interviewer requested more clarification what 70:30 placement strategy policies was all about? This same participant and other participants responded to this question as follows: The students, who scored the required grade,

are pushed to be assigned to natural science fields rather than keeping the interests of students. Those involved said that even though the learners want to study the social sciences, their interests are not considered. As a result, the school administrators rather focus on state policy–Ministry of Education placement strategy in assigning students. As a result, one of the participants reported that what each learner has is what s/he acquired from their culture and experiences, which are not satisfactory for deciding the decision that best meet the concerns needed to address each student’s ability and interests. This was not done due to a lack of awareness. Most of the participants stressed that since the majority of 9th and 11th graders are new-comer students for the school they are registered to, the orientations (academic rules and regulations, instructional provisions for new comers) ought to have been given to them. Some other participants added that, *“since orientation of such kinds are not rendered for students; most of the students are observed violating rules and regulations of the schools; lacks the spirits of obedience and not following attentively their education in the classes”*. Keeping in mind the above stated responses, P4 remarked that *“had such services had been given emphasis; I believe the teaching and learning processes will be facilitated more”*. Besides, participant three (P3) spoke of, *“...an academic counselling illustration where a mathematics teacher married a female student. Then, he convinced her that mathematics subject is easier for her if she learns attentively – being ready psychologically. Finally, she became a successful student in mathematics subject and became a mathematics teacher”*.

Interview question 4: What are the major concerns of students in terms of a) academic in terms of paying attention in the class, b) career-developing good decision-making skills, c) personal/social development. Which grade(s) need special support in this regard?

In response to this question, P8, a male individual responded that the majority of students are not attentively following their lessons, they are not obedient and their behaviour in the class is not good. This same participant added that while the teachers are teaching in the class, when they see students disturbing, they leave the class; and generally students do not pay attention to their education and the measures the teachers take in correcting the challenges they are facing from the student’s side really demands an intervention of counselling services that serves as mediator among teachers and students in particular, with school principals and parents so that all the challenges mentioned above are likely to be solved more easily. Previous literature similarly links

the role of counsellor with the talent to consult and cooperate with teachers, staff, administrators and community-based organisations in understanding and meeting the needs of all students and maintain fruitful operational interactions with learners, partner, parents, administration (CSCA and CACES, 2001:1).

Another participant, P7 also claimed that, *“teachers are not taking responsibility or accountability and they say it is not our duties/concerns shaping these conditions of students; rather prefer remaining keep silent and it looks like who cares about. Parents blame others instead of shaping their students’ behaviour and support their children by merely hearing information from their children”*. He further explained that the involvement of experts/trained counsellors’ consultation services is vital to address such mismatching events taking place among the above stated stakeholders.

The other participant (P2) from the city district education department stressed that, *“there are relational problems and lack of collaboration efforts among school administration, parents and stakeholders. There is no unity in approaching and discussing around the tables on the challenging events.”* Generally, according to P5, no coherence and discussion among the earlier stated groups. For instance, students are allowed having mobiles in the class. So they use different social networks and focus on searching different unconstructive issues-like face book, adult films and other related cases rather than focusing on their academic concerns. As to him, these indicate that there are problems of identifying constructive from unconstructive matters. He finally recommended that professional counsellors are needed and need to be assigned and address such mismatching and conflicting interests prevailing in the school settings. In summary, P5 further stated that, *“these works of school counsellors need to be supported by school principals and also teachers’ collaboration is mandatory for their success in their provision of counselling services among these stakeholders”*.

Additionally, according to P3, parents are not willing to take responsibility in supervising their children’s behaviour. At this time, students are not willing to hear advises given by their parents and also currently, students are being occupied by irrelevant practices; mostly by different kinds of television programmes such as Kana. Even though students are physically present in the class

and attend their education, they can't concentrate on their lesson and rather talk about what they have seen on the Films. Due to such types of events, they can't focus on their goals/aims. P7 recommended that media is also responsible for these kinds of problems. Because students are future generation that need to be shaped and grow as properly as possible.

The other question that arose regarding developing vocational choice skills, and social developments, how are students' major needs explained in these aspects? Do grade 11 students need high counselling supports when they select their vocational choice? In response to this, P6 recommended that, *"students do not have hints about natural and social fields rather they see what they think easier rather than thinking about the subjects that fit to their interests and abilities. Hence, one can say students are not assisted in selecting their vocational choices. Equally important is that, since government focus on 70: 30 policies, students are forced to learn more of natural fields than social"* (P6 - PTA delegate). Generally, P6 concluded that, *"students' career choice is not based on knowledge and understanding"*.

Concerning academic and personal/social concerns of learners, the majority of participants responded that though the students have various concerns such as difficulty of concentration on their education and problem of focusing on major issues-their learning and relationships challenges, especially, problem of getting along with their teachers, administrations and their parents; yet, the emphasis given to support the students through providing counselling services were minimal.

The interviewer requested to understand what students' vocational choice supports were all about? "Do you believe that these aspects of developed skills especially in selecting appropriate fields of study match with their interest and ability?" In response to this question, p5 responded that really no attempts have been made to address these students' concerns. P6 also added that, *"assigning students in accordance of their interest and ability did not get due focuses; rather students are assigned to the school policy which says-70:30 ratios. Meaning 70 % of students are assigned to Natural sciences and 30 % of them to Social science according to this policy. Finally, the participants concluded that it is the focus/interest of the government that get due emphasis not the interest of students"*.

The interviewer asked if teachers, parents and other related professionals could have other alternatives in providing vocational information services for students? Concerning this matter, P7 responded that as to him, they can't be best alternatives for these services provisions; yet, they can support students during their critical problems. The other participant (P6) from zonal education department responded to this request that, *"there is attitudinal and understanding problems regarding the counsellors or counselling services in the schools. This profession is essential to provide supports that enhance students' academic performance and help them psychologically and behaviourally adjusted"*. *Counselling is necessary not only for students alone but also for teachers too. However, in our school/regional conditions, the counselling services rendered to the students are not based on scientific bases; but, ordinary counselling that does not effectively address the learners' concerns. Parents want their students to be a doctor even though they studied different fields that are not in line with their children's choice of interest"*. P3 stated that although the students are graduated in the fields they are not interested; they do not enjoy their work. For example, there was a family who wants their daughter to be a doctor, but she wants to be a lawyer. Finally, the interest of the family won and then she became a doctor. However, she served being a medical doctor for a year only. Finally, she studied her field of study that was in line with her interest (Law discipline) and she continued in her field of study as a lawyer.

Interview question 5: Do you perceive that special supports are needed in addressing students' needs/concerns in dealing with substance abuse such as chat, alcohol, and other related abuses?

The next question focuses on **substance abuse**. In response to this question, the first participant (P2) said, *"this type of abuse is increasing from time to time. Though education of health are preparing policies in this aspect, what I would like to suggest is that those who are addicted by different substance abuse like chat, alcohol and shisha all are not achieving in their school work. Additionally, the same participant claimed that not only around the school, but also in other settings addiction of any type is a great problem for health and social related challenges. It wastes the time of students. Besides, electronics related abuses, – for instance, television show (media related un important (unconstructive) messages, film shows and related others are first, unnecessarily waste of students' time, secondly, they learn untimely messages, which do not match their age. As a result, they are initiated to learn what negatively affects their current and future*

lives. The problem of substance abuse and alcoholic drinks is not the problem of students alone. It is related with family problems, peer influences and social influences. All these have to be assessed and get remedy in this regard. For instance, if the residence of a student is the area which is chronically addicted by substance abuse (chat), their conditions where all the residences become highly addicted by different types of substance abuse and other related inhalant cases".

The participant added that lack of parents and a school follow up problems have increased these problems. Finally, he exclaimed that *"we are on the age when the persons who are not addicted by different addictions are considered to be uncivilized, not yet active, and somewhat dormant"*.

The third participant said that in recent years, we found individuals affected by addiction. The problems are also having connections with Ethiopian government since the state uses this opportunity for economic reasons. Thus, the government has to focus on the concerns and benefits of the citizens not only the economic benefits.

Due to a lack of understanding, parents prefer to buy touch mobiles for their children instead of buying important books, making the students addicted to different technological effects (products). Chat (local substance abuse) has social, economic and mental health related problems – it is a serious problem. Therefore, these are times where the counselling supports are highly needed to shape and guide youngsters in the right direction. This same participant added that the problems of different addictions lead to sexual harassment.

Interview question 6: Have you ever observed inappropriate behaviour among students? And if so, what are some of the measures that have been taken in managing these inappropriate behaviours of adolescent students that manifested in class and in the school settings? P1 responded to this question as follows: *"It is obvious that there are inappropriate behaviours seen among students, but to eliminate or decrease these kinds of behaviour we have to aware them about in introducing counselling services and solving these kinds of problems. The problems that are observing at this day is that most of the time, parents allow their children to leave the life that they themselves are not living. For instance, parents have no any kind of cell phone or mobile, but they buy touch mobile (expensive mobile) for their children. Usually students are very busy with the cell phone and they do not work their assignment or homework and the like. In addition to this, students under*

age 18 practice different kinds of drinks. For instance, a 12-year-old boy drinks alcohol and this is a worst behaviour and practice to be addressed by helping professionals”.

Concerning academic related problems, if any, what measures have been taken to address their (Students’) challenges? As P3 explained, *“academic problem is related to behavioural problems. Therefore, this idea needs to be seen as a problem and students, which show different kinds of behavioural problems have been and are being making the school administration and PTA members so busy either to shape their behaviour or to take appropriate disciplinary measures. For instance, there was a case of one student who ought to have taken or sat for National examination during 2013, yet took his examination in 2015 due to alcohol problems. Though he has academic potential, he was drinking while others were studying. As a result, he became lug out in his academic performance. Had there been professionally trained counsellors who be able to deal with such issues and other developmental related matters of learners, I hope the problems of students were easily managed by relevant persons. But now, we are struggling without profession and with little knowledge something that is out of field of study”.* Thus, said P1 from site one the right person who trained or who skilled in the fields of student management needs to be assigned for our teen agers so that students can get adequate and efficient services that best address their academic, career, personal, relationships and their mental health cases. Regarding behavioural problem/disobedient spirit of students, to take appropriate measures when students found to commit behavioural problems, some students have been heard saying parents are not festal to buy from shops; hence, they are not volunteer to bring their parents.

Interview question 7: How the students are managing their time and their effective study habits?

Teachers are not interested in teaching their subjects when the students are not attentively following their lessons. They waste their time on unnecessary (areas) places. They see/view things exceptionally or there is a problem of giving value to things as higher and lower level. At government level, the government says that all individuals could be high achievers, but in reality, viewing individual student at various levels (understanding each individual) could have different potential is essential. This could be more applicable if the helping professional is available and orients individual students by providing each student personal and group counselling services.

The other participant highly warned that though having good desire for all individuals is vital, yet, if it is done without considering each individual student's potential, it will result in embarrassing results. Highly trained counsellors could change these dissolute conditions. Since preparing students are not being done efficiently in our region, the students who loss hopes prepare themselves for cheating on examinations. Meaning since there is no helping profession who could help them focus on the above understanding and could intervene the students' difficulties timeously, students use their alternative at the right times, instead of following on individual efforts they focus on how to cheat on examinations/utilise various means of achieving in their examinations in inappropriate ways/systems. According to Benson et al, (2008), *"...every student needs to approach the educational programme ready to learn, and this means having the social and emotional skills to benefit from the educational setting. Individual uniqueness and developmental growth are supported in a comprehensive programme approach. Such programmes focus on the development of students to ensure that they gain knowledge, skills..."* Government views all/majority of students need to join preparatory programmes, which actually designed for higher thinking for high-achiever students. As a result, a good number of students aspire to join preparatory programmes with less preparation for the programme. Thus, when they are not allowed to join preparatory, they will be tensioned (disturbed). *"It is at this time that the counselling intervention was a needed"*. said the participant (P4). This participant and others in one voice exclaimed that, *"viewing all individuals as if they could have similar potential are becoming the trends of our schools. They (participants) warned that the impracticality of this view and rather merely good ambition. Meaning, particularly observing or analysing each student's potential is not the current trends of our government bodies. Rather there is a view that attempt to understand as groups. Thus, screening each individual potential have not been focused on which actually could be done by skilled helping professionals"*.

Interview question 8: Did the existing school counselling policy emphasise counselling provision services rendered to the students? If your response to this statement is positive, do you believe that the professionals who have been providing such services well equipped with counselling skills need to address such student needs? And if not, what do you suggest to improve these

professionals' capacity in terms of in-service training, additional courses needed to be amended/inculcated in the counsellors' curriculum?

In this regard P2, from Zonal education department said, *“No focus has been made by our government for counselling services or counselling programme. Instead, the school policy gave due regard for Civic and ethical education programme in education sector which deals with more political aspects and the rights, obligations and roles of federal, regional, Zonal and District to be played or accomplished. Thus, managing and treating each individual student is not the mandate of ethical and civic education professionals rather it is the mandate of counsellors”*. P4 suggested that current teachers also need to be counselled or counselling services are vital for them in that they are not well-prepared for teaching professions since their training focused on applied and not on teaching aspects. Meaning, they are less informed about the developmental nature and behavioural conditions of students. P1 from school administrator-site 1 – Masha secondary and preparatory school described that, *“with spirit of regrets as school principals, psychology graduates-counsellors have not been well treated. To make it brief, instead of facilitating their work as counsellors, we were forcing them to do teaching works, serving as cashier, record keeping and the likes rather than assisting them address the academic, career and personal-social needs of our students. Thus, they do not interest to stay in our school”*.

These imply that we haven't supported or arranged the necessary facilities for our students so that they will be well prepared academically, get informed in selecting their interests of fields while they promoted to 11th grade as well as when they join higher education as fresh men. That means remarked P3 our school students join higher education/university with little or no information about the fields of their study.

Generally, regarding the issues whether the government gave focuses on counselling programmes/professions or not, the majority of the group responded at once, no focus/attention was given to this profession. Had such professions had been given due focuses, we could see different individuals could be screened and trained in this fields and also there could be availability of training programmes for such programmes in different higher educations. In our cases we don't observe/see such emphasis. The other participant strongly exclaimed that there are two problems:

1.) No concerned body that works for the accomplishment of this profession 2.) Secondly, the teachers (who have been given such delegates are not interested to work (help/students, rather they work for breads alone for the reasons of unexplainable.

Additionally, the other problem said the ZED delegate; there is an incorrect understanding of this profession. And he added that there is a view that especially government side, civic teachers (civic and ethical education professionals) could provide such counselling services. Yet, the participant did not agree on these issues. Rather they said civic education is more politically oriented and could not accomplish this work competently as trained guidance and counselling officers. The other participant added that though there is access to learning, building the potential of each person does not get due concerns. Actually, as a social worker, civic education teachers could minimally support this profession (counselling profession). Though at Federal/Regional level, there is a good understanding in this regard, but the awareness that exists/being implemented at lower level is not similar to that of the higher-level officials' awareness. The other participant added that civic education has its own rules and disciplines regarding helping others, but not directly focuses on counselling profession. Rather, it has been oriented to apply/practice/11-12 ethical principles, especially in providing services as to how to welcome clients. Generally, the participants at one voice said that the counselling profession, did not get due attention as compared to civic education. Here, the researcher asked the participant seeking more clarification for this. They reasoned that, *“this happened due to awareness and lack of appropriate attitude from the school community and student bodies. In addition, the principal researcher requested them what opinions they have? In response to this question, they responded that the counselling professional attempts to understand the individual problems developmentally, inner thoughts and tries to address the critical concerns of learners. Thus, we need to push and try hard to disseminate these concepts and functions of school counselling professions so that the clients are more aware of it and be participating in the school counselling services”*.

The researcher also asked the participant the required courses they [participants] think that needed to be included in the policy/curriculum about counselling programme. In response to this question, the first participant said we previously/teachers had been given psychology and pedagogy courses before we graduate. Currently, such courses are not present in the curriculum for teachers. As a

result, teachers are not well equipped to assist students; they rather themselves need counselling support. The current curriculum in Ethiopia focuses on applied rather than education that focuses on psychology and pedagogy courses. The researcher requested the participant group the necessary courses they think/believe that needed to be added in the training courses of teachers/counsellors)? For this question a respondent replied that a person approximately 50-years-old said that as a teacher in the previous time we had been given psychology courses like educational, developmental and the likes. Nowadays, such types of cases are not given due attention/absent from the curriculum of Ethiopian Ministry of Education. Hence, now a day said one of the participants that counselling is not only needed for students rather the teachers themselves need counselling services. This is so because they are not well oriented as to how to manage their behaviour as well as the behaviour of their students. The other participant/participant said that I earnestly request you that as a university lecturer you need to come and inform us the future directions needed in addressing student concerns by discussing with university's top management and at faculty and department levels. Additional courses (helping professional contents) need to be designed by preparing psychologists in line of the students' needs. This same participant added that while we were taking/training as school teachers, there were courses entitled practicum and teaching practices that were given being supervised by higher education teachers/lectures. Currently, applied courses in our context are problematic disciplines. He added that, *“unless secondary teachers are trained in psychology and pedagogical science, it will be problematic. If the teacher took psychology and pedagogical courses, they will be equipped with the knowledge needed for the learner's developmental, relational and other learning aspects for the students' needs satisfaction. In addition, there needs to be selected universities that purposely prepare/train teachers with the firmness of enhancing their helping skills that help them assist their learners help themselves”*.

Interview question 9: How do you express **counsellor-student ratio** in terms of addressing various concerns of students? Concerning this issue, P1 reported that the student-counsellor ratio is very high and cannot be managed by a counsellor. That means, the ratio ranges 1: 1500-1:2000 in our school context. P5 from a district delegate said, *“to solve the placement, academic and personal, social and behavioural needs of our students, the ratio of students to counsellors and the assignment counsellors in the high school need to be considered while preparing the*

curriculum so that counsellors can serve manageable number of students 1:250-1:500. To strengthen the counselling programme in our school and region, representatives need to be assigned a future”.

Besides, until the professional counsellors are assigned for our school, tentative/ provisional delegates -Para professionals need to be prepared by giving them in-service training for volunteer teachers so that they could address the responsive needs of our students as much as possible. For long term, P1 reported that *“the counselling programme needs to be incorporated in the education policy document”*. Regarding educational achievement of our school students, action plan or strategic action needs to be prepared to make successful the stay of our students here in schools and their future years. Another participant (P7) emphasised that *“the media programmes that are transmitted through television especially that destruct the attention of our students need to be censored and monitored by experts; most probably by highly trained counsellors/psychologists and by well experienced and experts in the fields of media experts”*. He added that there must be a rule and regulation regarding these issues. Besides, short-term training should be arranged and this planning/strategies need to be evaluated whether the planned actions implemented and practiced effectively or not. Follow-up has to be made at Federal, Regional, Zonal and District level about the specific problems need to be addressed by counsellors.

Interview question 10: What do you suggest the roles need to be played by school principals, teachers and education departments, in the school counselling services to collaboratively address students’ academic, career, and personal/social development needs?

In response to this question, P2 ZED participant from site 1 reported that to effectively address the needs of learners, the primary important issue is maintaining the unity among these three parts-the SP (school principals), teachers and education departments. They need to work collaboratively with SC (school counsellors). Especially, school principal is a key person in providing the school counselling services for students. *“It is the school principal who needs to and expected to open working environment for counsellors apply his/her intellectual skills –supporting students achieve more or be successful in their academic performances, relationship matters, with their teachers, peers, administrators and in the home with their family members and vocational development and*

mental health related cases” (P5 - PTA delegate). P3 similarly stated that “unless school principal accepts, motivates, and support SC in every way possible, the counsellors’ mere presence in the school will not bring significant changes/differences. Thus, school principals initially need to welcome the school counsellor(s), motivate him/her to apply his/her helping skills among students, teachers, and with parents in accordance of the trainings harmonizing with the existing contexts/school environments”. School environments have to open sessions/floors that create opportunities to discuss and argue on teaching and learning issues, the ways of treating students, managing their behaviours, ways of enhancing their academic, career personally and in groups. Above all, stress on creating spirit of unity and acceptance between counsellors and teachers so that they could work collaboratively toward the success of their students and their institutions they are working in; so that students can learn good relationships or the harmonious relationship environments.

Concerning teachers’ roles, P4 stated that *“if the counsellor work with unity and harmony with teachers, his/her helping professions, will easily be successful in that this atmosphere help them create opportunity/open doors for counsellors to get access to his/her many clients. This so because it is the teacher who often times pass his/her time with students. Teachers know their students’ strong and weak points their behavioural academic, career, and several other students’ parental and peer pressures related challenges that students are encountering. Therefore, if teachers have good relationship with counsellors, they will refer students to the counsellor by indicating the challenges/environments the students have been going through, invite them to discuss on essential student related problems and will permit them free period for counsellors when needed; and above all, they strongly collaborate with counsellors so that the counsellors address the students’ various concerns freely and enjoy their profession and stay longer in schools they are working. Directly or indirectly, teachers work also easier in that students have got the required relationship, behavioural supports that help them effective learners in every direction”.*

With regards to Zonal and district educational department/office roles concerned, they need to support schools in planning, and implementing the objectives of the schools/education sector- assigning budget to employ teachers and counsellors, making follow-up, whether the required human power fulfilled for high schools, doing supervision works, supporting them when their

performance dips below the required level; motivating them to better advance in their work etc. – from our previous experiences, the challenges they have been facing

Was the lack of understanding and accepting each other (school and education departments), preparing in-service training, facilitating workshops related to school challenges; especially, ways of maintaining student behaviours-good treatment, ways of enriching school environments technically and psychologically etc. Rewarding the professionals those who work hard; especially, in supporting the students and working for the better adjustments of adolescent students and for the advancement of institutions by encouraging parental and community involvement in the learning affairs, creating strong relationships with related stakeholders that support the students and the school works.

Interview question11: What strategies are needed to address/improve effective learning-teaching process, career and personal/social needs of students? Before responding to this question in detail, the participant students were requested to jot/list down the strategies they think that help to bring about changes in these three domains of their developments. Accordingly, the following 7 major issues were listed down and get the consensus of all participants. These basic issues suggested by the majority of the participants were:

1. education policy
2. trained/skilled man powers
3. fair and wise treatment of students
4. administration/leadership quality
5. strengthening parental involvement
6. boosting harmonious relationships between students and teachers
7. the necessary facilities that support the above six issues.

As stated in number 1 above, education policy plays great role in planning; designing and assigning the required manpower and the facilities needed to implement these three domains for the satisfaction of the learners start initially during policy operations. Unless the vital issues are carefully formulated and incorporated in the policy at the beginning, it is impossible to talk about the effective implementation of the rest others. To mention few, unless the required man power related to student academic, career and personal-social concerns fairly inculcated the policy-like

different subjects, counsellors and the rest others, there will be imbalanced implementation problems. This is what we have been experiencing in our country's school counselling policy. The other manpower will be given focus and assigned within short period of time, whereas, concerning school counsellor's assignment and focus, we didn't realize such responsive concerns from concerned others. The Ministry of education of Ethiopia needs to revise the contents and implementations of school policy so that students could experience comprehensive development in the abovementioned domains.

The second strategy stated above is the needs for skilled man powers and these needs to be assigned to fulfil and address the needs of students. In this regard, highly trained school counsellors (at first and 2nd degree level) should be trained in adequate amounts and be assigned in SPS (secondary and preparatory schools) that fulfils the required standard student- counsellor ratio; possibly 1:400-500 so that the students' cases attended well and get the desired responses. T1 grade 12 teacher from site 2 responded, *"the absence, shortage and inconsistent services of professional counsellors highly and negatively affected our school students. To mention few, often times I see mismatch of conversation between student population and teachers, between school administration and students; even between parents and school children. Generally, I observed generation gap"*. Meaning, she added there are various misunderstandings between youngsters and adult groups. T7 from grade 11 also remarked that, *"the relationships and expectations that need to exist between students and teachers and other concerned authority figures due to misconceptions developed between these groups, created unfriendly communication and criticism in most cases. Especially, the concerned adult groups (teachers and administration) in most cases rather than warmly accepting students, they criticize and rebuke them; even usually name calling is the practice of some adults from which we expect them to be the significant others for us"*. Regarding this issue, T6 grade 11 participant student suggested that the students' voice in our school did not and are being not getting attention. This implies that she added the students' needs are not considered in every aspect of our lives. She concluded that in general, our school students have been missing very substantial things. That is our being lacking qualified school counsellor(s) restrained us not to talk our heart cry and concerns which we think this will affect our current, and future academic, career, relationships- personal/social development and most probably affects our mental health too. Finally, most of the participant students concluded that for their comprehensive development

in the above mentioned domains, the assignment of professionally trained counsellors is mandatory and they also recommended that additional courses such as behavioural and developmental related courses need to be given for our teachers and school administrators that help them develop effective communication approaches in treating teen agers having in to account their developmental level.

The third strategic plan stated above is a wise management of students. Concerning wise management of students, S4 from school-2 responded that the above three development areas of students' improvement primarily depend on wise handling of students. S4 said that most of the time, without careful handling of students, teachers and school administration expect good results and effective behaviours. These expectations will be mere ambitious need unless strong and careful management are done on students' behaviours. By careful management we mean said S6 grade 10 students involves accepting them with unconditional love, understanding their cases, instead of criticizing them, encouraging them, showing them friendly approaches and winning them with respect and trusting them that they be able to do smart things behavioural wise, academically and appreciating their potential etc. Generally, S4 and S7 remarked that, *“when teachers/administrators realise that students commit mistakes, be it in class and outside, criticizing /discouraging them in front of their peers, would rather arose them commit more mistakes like developing hatred attitude, being impulsive, rather than accepting the cases as best opportunity”*. S8 and S5 from site 1 asserted that *“it doesn't mean that we students don't like to accept advice, commands of adults, constructive instructions and the likes. But, what we meant to say is that what measures it is, it would involve acceptance and understanding. Therefore, the best strategy to improve teaching-learning process, career, and personal-social development of students is handling them wisely and accepting them with unconditional love”*.

The fourth strategy focuses on the quality of school leaderships. That means, responded S1 and S3 from grade 9 and 10 in similar voice, concerning school leaderships' characters/personal traits, *“what we practically see and read from policy documents really in conflict each other”*. They stated further that *“what is written in policy document is interesting and constructive, yet, practically their manners of managing and approaching students is quite different or the reverse”*. In short, S6 and S2 from site 2 responded that they need school leaderships which are sensitive

and with responsive mentality to the student cases, which facilitates the counselling programme and consultation services for them and for their parents, who facilitate their career practices/apprenticeships in collaboration with school counsellor and related others. Above all, the majority of them reported that the students want the school administrator need to have the skills/talents that win learners by accepting them and playing advisory roles that helps them develop the spirit of obedience and diligence in their academic, career and personal-social developments.

The 5th strategy mentioned above underlines on the need for strong relationships of school and parents. According to S7 and S8 grade 12, *“the strong and smooth relationships that school administrators, teachers and school counsellors establish with our parents highly contribute positive outcomes on teaching-learning process, career practices and improvements and assist to improve personal-social development of the learners. If school administration and counsellors work in collaboration with teachers, create conducive relationships enable the school and the parents know more about students’ weakness and strong points and help them assist students improve more in their academic, career and personal-social developments”*.

The sixth strategy emphasises relationships that exist between teachers and students. According to S1 and S4 9th and 11th grade students, *“the core and primary issues that the school administrators, counsellors and concerned others need to think over it is that the establishment of smoother and strong relationships between teachers and students. The improvement of teaching-learning processes, career improvement and personal-social development starts where there exist healthier relationships between teachers and students. In our school context, in most cases except a few teachers, most of them criticize and discourage students by focusing on their minor mistakes. As a result, there are poor relationships among them. As to our understanding, where there are inadequate relationships between teachers and students, good improvement could not be expected. Thus, establishing healthier relationships among these parts bring fundamental and dynamic improvement in the teaching-learning process, career development and personal-social development improvements. Hence, school counsellors and school administrators need to focus on establishing strong and smooth relationships between students and teachers”*.

Interview question 12: The participants also asked about the roles played and the strategies needed by federal, regional, zonal and district to school level to address the teaching learning of students specifically that focus on the success of their learning to bring about promote their academic success. In response to these matter, it is possible to say all participants by highly motivated/initiated for the concerns of students said at once that all stakeholders. Starting with the Ministry of Education, Federal level, Regional educational Bureau, zonal education department, district education offices and school administrations and other relevant stake holders, particularly parents and the nearby society need to play their roles to address the academic, career, personal/social development and mental health of these youngsters. The second participant added that, *“students are also need to play their role to shape and get ready to be corrected or reshaped in developing positive ideas that enrich their whole development and their academic and relationships issues. The other participant amended that the relationship between parents and school and the government (the nearby) government agents and non-government organisations need to create integrated efforts that better address the necessary developmental, academic and behavioural aspects of the students and these issues need to be facilitated by school counsellors and directors and by the nearby zonal and district education departments hoping that in the near future school counsellors need to be assigned in each most of the secondary and preparatory schools”*.

The other participant added or exclaimed that the major issue is that let us regret our being ignoring this aspect of profession/counselling division in our curriculum and institution. We need to give it due concern if our focus is in agreement with the better developments and success of our youngsters’ current and future lives-P4 and P5 and other participants almost agreed that focused on coordinated efforts needed by the above mentioned participants to meet the counselling needs of the learners. According to them, the primary job needed to focus on preparing strategies to bring about dynamic changes in the lives of our youngsters that better meet their academic, vocational, career and personal social development needs including their behavioural, challenges and relationships matters.

Interview question 13: The other point discussed on was regarding whether the **necessary facilities of counselling services that have been fulfilled at school level and beyond**. Regarding these issues-furnishing/facilitating the counselling offices and related others, the first participant-P4 said that *“the offices of the school counsellors need to be supported by budgets that enable them fulfil the required documents, cabinet file. Cupboard, and other related materials”*. Another participant P2 from school delegate explained that *“the offices need to be furnished or get facilitated by the concerned bodies and to be enriched by the trained professionals like secretary /typist”*. P5 suggested that *“the vital thing for school counsellor is fulfilling office equipment and private office that assists him freely provide services for clients”*.

Interview question 14: The other questions focused on assessing dropout and teenage pregnancies. Are there such kinds of behaviour among students? In response to this question, P3 explained that, *“though the frequency or events are reduced, there still sexual harassments. The other participant from site one said that since the current female students use condom and other methods of pregnancy prevention, the challenges of these issues can be minimal. Yet, the indirect negative repercussion is still prevailing on their academic achievements and behavioural related problems are still observable. Therefore, counselling service mitigate such inappropriate practice like sexual harassment and untimely sexual relationships have to be addressed. These conditions really necessitate the counselling service interventions to alter or change the perception of these youngsters”*.

The other issues rose as a point of discussion was the students’ academic performances on national examination especially, 12th grade school leaving Examination. In response to this issue, P1 from Zonal education department (ZED) explained that, *“the results (academic performances of our students), seem better at lower level, but it will decline and drop more at preparatory (grade 11-12) and at the end, -completion of grade 12. It is at secondary education (9-10) and preparatory (11 &12) that the counselling service report is very vital to help and to be goal oriented and motivate them – work hard to perform better”*. Especially, P2 from this group remarked that, *“professional counsellors are needed to work on the behaviour of students so that students will perform best having develop good moral stamina which are preconditions of good results. The others (majority of them), responded that had there been the support of counselling services for*

the high school students, there would have been more behavioural changes and spirit of competition will develop more". P4 and P5 similarly remarked by illustrating a good experience they have observed among certain group of female students, these female students 12 in number determined and decided to study together for 5 years (from grade 8-12) and finally, out of 12 of them 10 of them became successful, scored very good results and joined higher education for degree programme. From these events, all of the participants said one can conclude that had these students have got more professional supports, undeniably, all of them could have achieve highest results. Besides, hoping more responses from participants, the principal researcher asked them what more things they have learnt. From this group works of female students. To this question, almost all the participants; especially, P1, P3, P6 and P5 responded that *"if our female and male students have got motivation and united to work in collaboration with their peers being assisted by professionally trained counsellors, remarkable achievements will be attained"*.

Regarding the current academic performances of their students, P1 responded that the national examination performance of the school (Masha secondary and preparatory school) *"was low and need hard work and efforts to raise these low performances of students"*. The researcher raised one more question that says what efforts/supports done to change their academic performances by concerned bodies? In response to this question, P1 from site one-school administrator delegate remarked that *"though attempts were made to assist students, no as such consistent support was made because teachers are occupied by teaching loads and the administrators by administration duties. The off and on counselling service practices in our school or region even to the Federal level, has to stop and think that some basic things have been missed and missing; that is counselling services rendered by professionally skilled in various psychology courses. The rest participants almost with one voice argued and agreed that the gaps – the absence of counselling services from their school had brought observable cracks –their students have been missing fair treatments and supports needed based on their developmental level and individual differences"*. P7 remarked that *"thoughtful attention needs to be given to this profession so that they could exercise their full experts in supporting students who are somewhat seem to losing better academic, behavioural and other normal developmental aspects"*.

Finally, the focus group discussion concluded with four issues. In particular, the district education office delegate said that, *"before the professional counselling programme formally was well*

established, teachers need to give focus in supporting female students who are victims of sexual harassment, early pregnancy problems and low achieving tendencies as compared to male students need to be addressed by concerned others. Secondly, the involvement of parents in their children affairs needs to be strengthened and they need to support them as much as possible in collaboration with school counsellor, administrators, and with community leaders. Thirdly, the co-curricular clubs need to be established and run by wise delegated teachers that could be able to assist students with serious challenges in their personal-social, parental, career, academic and mental health cases. Finally, the participants remarked that all concerned bodies need to accept and accomplish their duties well, rather than leaving the challenges of the students that students are facing to school alone. Besides all religious sectors have to play significant roles in addressing students concerns in every way possible”.

6.4 POLICY RELATED DOCUMENT ANALYSIS

The Federal Ministry of Education of Ethiopia has no rules and regulations that specifically clarify the accountability of school counsellors, who provide the service to the clients, the role of teachers and school principals in the process of helping the learners, the stakeholders in the school and outside the schools.

6.4.1 Introduction

Generally, the content of the recently formulated Education policy of the country (Ethiopia) rather state on what school counsellors do in the school for the student population especially, that highly focus on students with special needs. For the purpose of better understanding, I prepared the strategic guideline document relevant to school counsellors in to 13 points by considering its contents and grouped in to themes.

Themes Emerged from Policy Related Documents

Themes	Sub-themes	Codes
School counsellors assist all students so that they psychologically and academically be well adjusted.	<ul style="list-style-type: none"> . Academic achievement .Psychological adjustment 	Spirit of supporting each other, awareness and understanding, be fruitful in their academic learning, satisfactory result, facilitate positive psychological development, develop/enrich advanced education, facilitate the learning and teaching process, conceptualise academic skills, suggests innovative ideas.
School counsellors help all students understand themselves and develop responsible behaviours	Personal-social development concerns	Fruitful in their social lives, understand individual differences, develop self-control and self-confidence, create welcoming social environments for students.
School counsellors Support learners be conscious about themselves and develop clear understanding for their future vocation/ career	career development and choice concerns	Creating the career opportunity, select their suitable future careers/jobs, provide proper services that help them practice career choice, enriching vocational skills, assimilating their current learning with future vocations, ensuring vocational knowledge/skills,

1. The school counsellors assist all students; especially, students with special needs so that students will psychologically and academically be well adjusted, develop the spirit of supporting each other,
2. Create awareness and understanding the individual differences exist among students in order that students be effective and fruitful in their social lives and academic successes;
3. Establish the conditions that facilitate positive psychological development and successful academic achievement/satisfactory results with full courage and determination.
4. Help students understand themselves, develop self-control and self-confidence.
5. Support the learners be conscious about themselves and develop clear understanding for their future vocation/ career- identification.

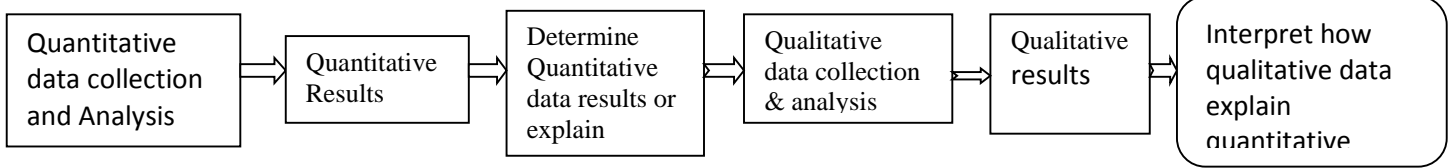
6. Enrich students' skills by creating the career opportunity for them in which the students are going to be engaged in or select as their future careers/jobs;
7. Teach them gear the responsible behaviour or personality. In connection with this, by studying the teaching and learning process, challenges related to this, with the purpose of assisting learners develop/ enrich develop advanced education, learning and career choice.
8. Practices career choice by providing services – professional knowledge, skills so that the students conceptualise more the above issues.
9. Assists them knowledge, abilities, and vocational skills be enriched to the better ethical behaviour /personality and display this components of skills practically in their skills.
10. Study or conduct researches related to students with special needs profiles, and other students' cases that facilitate the learning and teaching process with the aim of preparing school environments be better learning atmosphere or inviting environments for these students.
11. Based on the investigation, s/he got, suggests innovative ideas or programmes that better address the needs (academic, career, and personal/social) needs of these students with special needs, whether the learning teaching process involve inclusive learning methods.
12. Ensure whether the students conceptualize academic, vocational knowledge/skills assimilate their current learning with future career/ vocations they are going to engaged in in the near future and finally,
13. Assist and keep informed that the adolescent students are expected to display the required ethical standards of their ages.

Summary of policy related document analysis

As stated earlier, the policy guideline document has important concepts, domains and very vital issues that relate with student academic success, career, and social relationships. Psychological and behavioural adjustment issues, that discusses the techniques of better teaching and learning environments especially, that concerns inclusive education.

6.5 EXPLANATORY SEQUENTIAL DESIGN DATA INTERPRETATION PROCEDURES

Explanatory sequential Design Analysis



(Johnson, 2014)

As described above, the quantitative data of the thesis was collected and analysed and then, the results of the Quan- (quantitative data) explained. Based on the Quan- data, the Qual- (qualitative data) collected and its results were explained. Finally, as presented in the design diagram above, attempts were made to interpret how the Qual- data describes Quan- results in the following manner:

6.5.1 Interpretation of Data

As has been discussed briefly in chapter 1 and detailed in chapter 4, the purpose of employing mixed method was to enhance the chance to attain outcomes which are supplementary solitary aim of using a mixed method was to upsurge the possibility and to have findings that are more dependable and pertinent than expending the methods disjointedly (Creswell, 2012). A study embraces three methods of data collection: 1) a survey, 2) focus group and 3) record analysis.

To interpret the data qualitative and quantitative research tools were employed in combination that align with the research question (RQs). The first research question (RQ1): In what areas do students need counselling? To interpret this, first quantitative Likert type question that focuses on 11 items- what type of counselling do students need in their school was used. Accordingly, the mean of quantitative scale type question (out of 5) ranges from 3.76–4.16. As already mentioned, the 11 items were arranged into four themes for reporting purposes: Emotional, Academic support, Relationship and Behavioural. In this respect, Subscale mean scores from top to bottom were as follows: Academic counselling support, relationships, emotional and behavioural. The study discovered that the participant students highly indicated academic counselling as their initial

concerns that they need academic assistances from counselling service professionals/programmes. Secondly, they need supports from professionals. For more information, out of 11 items, the participant students markedly ranked the kind of counselling needs or areas of their concerns -the top theme concerns by percentage in descending order as follow: paying attention in class (93.8%), using good social skills, and getting along with teachers (93.75%), grief and loss related cases and anger management (92.0%), and behavioural concerns (82.2 %). Here, the study discovered that the students' needs for counselling services and need caring attention to address their needs. Concerning students' various needs, previous study (Neeley, 2004) identified in similar ways as academic achievement, enhanced school attendance, better school attitudes, improved school behaviour, social skills, information that assist in choosing potential careers, self-confidence development, interpersonal relationships, and life satisfaction (see 2.5.1).

Generally, when categorised in to groups of needs, the whole concerns of participant students were arranged in to four major areas: Academic (93.8%), Relationship concerns (92.5%), Emotional needs (90.1%) and Behavioural concerns (82.2 %). These quantitative outcomes indicate that the majority of students are in need of counselling assistance in various aspects of their lives to be successful and improve their academic, relational, emotional and behavioural needs in every way possible. These were what exactly done in the qualitative section of analysis. Concerning varied types of school age students' concerns and its linkage and impacts on one another, an earlier study where Peterson (2009) challenges assumptions that,

Talented learners do not have unique social/emotional needs. Talented students are reported to be more susceptible to perfectionism and as such may hold back from taking risks thus leading to underachievement. This in turn can lead to boredom in class that can result in disruptive behaviour. Alternatively, a high expectation for perfection can also lead to increased stress and anxiety. Gifted children's cognitive development also often occurs at a more advanced rate than social/emotional development, which makes fitting in with peers difficult.

Fonseca (2011) also claims that the social conflicts that the talented children face greatly arise from their deep sensitivity. As students' giftedness increases, their social/emotional needs increases. From the above previous research outcomes, one can conclude that school students with varied levels of talents, have their own social, emotional, behavioural and related other concerns

to be addressed by helping professionals. In this respect, in our context, in school systems, there are so many talented students who demand special treatment by trained counsellors and other many students those who have their own various needs as they reported earlier. Some students with exceptional academic talents were in trouble in their relationships mostly with teachers and occasionally with their peers. While some teachers call them “*a scientist*”. Such kind of students ask their teacher difficult questions, react fast response to the questions raised in the class and will not be satisfied with the inadequate responses given to them.

Similar to the previously discussed Quan- data, during qualitative phase, the participants were asked what the major concerns of students are in terms of academic-paying attention in the class, career skills like developing good decision-making skills, and personal/social development. In connection with this, the participants were asked to respond which grade(s) need special support in this regards? Aligned with this, the participants also asked, how do they explain the behavioural concerns/problems of students in terms of attentively pursuing their classroom activities, their relationships with teachers, with administrations, and with their parents. To these requests, many of the participant students responded that a number of students who come to school seem do not have clear aim and do not want to pursue their class room lessons appropriately and effectively. As already been discussed, according to student participants, the majority of the learners – more than 50% of students, do not have clear motivations why they learn and what they are going to be in the near future. Teacher participants also recommended that only 1/3rd of students have clear and better objectives. They added that teachers teach and come to the school due to this small portion of the students and there are no attractive environments. Teacher participant also explained further that the rest of the students have inadequate attentions. Hence, they reported that such students oscillate here and there; they suffer from lack of clear vision and goals to be attained. Thus, they suggested that the counselling service is mandatory in their school to address and settle such kind of various problems that students and the school communities are facing /sharing. One can say that this study pinpointed out the relevance - where to focus on and accountability of the programme. In line with this, UNESCO (2011:12), states that Needs Assessment discovers out what is needed; the basis for accountability, and ensures a greater degree of programme relevance. The school setting affects more than academic performance but it also impacts students ‘emotions and health manners as well (Blum, 2005:4). In the school setting, Blum (2005), denotes the

relationship, educational and emotional perspectives of an institute. When the learners realise that concerned others give them attention, eager to see their academic performances get higher and provide assistances needed for their achievement, they became motivated to work harder. Conversely, when such conditions are not available the reverse conditions occurred.

Student participants also suggested that paying attention in the class is not the interest of about 65% of the students. It is also reported that most of the students do not want to follow their education themselves and be barrier to clever students and for the teachers who devotedly teach their students. Both teacher and student participants evaluated the academic interest and the teaching-learning behaviours and the necessity of counselling intervention in similar manners. The vital things that student participants indicated under Quan- study were that they understood their weakness and failures as well as that of their colleagues and expressed their good desires to be moulded and hoped to be successful through counselling services in various aspects of their lives, such as academic, career, personal-social, emotional and behavioural aspects.

The student participants also identified, which grades need exceptional support and recommended orientation services needed for new comer students, who joined high school for the first time- especially, grade 9 and almost half of 11th grades who have feelings of confusion and unsystematic mental structures. As a result, most of the participants recommended that counselling services that focus on orientation services need to be provided to them by school counsellor in collaboration with experienced teachers and school administrators so that the students develop the habits of homely feelings that facilitate their adjustment to the school and make successful their stays in the school. Regarding this, recent study conducted in Ethiopia-on Addis Ababa selected schools ascertained that across all the schools surveyed, great needs for counselling were reported among grade 9 (fresh to school) and 11th and 12th graders (Deneke, 2014).

Students further reported that adjustment related to services have not been provided due to the absence of emphasis given by the administrators, the teachers and other concerned bodies. Concerning creating supportive environments for students, Blum (2005:2) states that,

School situation and school connectedness can be the decisive causes in a young person's learning practice. When learners believe that grown-ups in the school

care about them have high hopes for their schooling and will offer the support necessary to their attainment, they flourish.

Students claimed that had there been counselling supports provided to them, they would have not been exposed to serious mental and other behavioural problems. The participants added that had there been early counselling interventions, there were minimal such kind of problems among students. Then, they concluded that the existences of high concerns of students; yet, there have been mismatch between needs and responses provided to these high concerns of students and the required focuses need to be given to these needs by concerned bodies. In this regard, Adlerian approach of counselling theory maintains that counsellorship collaboration with teachers retain the responsibility of supporting students to attain and build up a healthy social awareness that further serve students to feel right, appreciated, cultivate helpful self-respect, and assist not to feel disheartened (Deborah & Toni, 2009). These same authors added that by facilitating social concern and an autonomous setting, Adlerian counselling programme supports students to grow to optimal level both mentally and socially within society (Deborah & Toni, 2009).

In summary, as already stated in quantitative analysis, the four themes were: emotional, academic support, relationship and behavioural. In this respect, subscale mean scores from top to bottom were as follows: Academic counselling support, relationships, emotional and behavioural. Generally, since all the above stated concerns of students have not been addressed, the participants have clearly explained what they have already responded quantitatively. Both males and females reported that their two great needs are relationships (getting along with teachers, with others and with parents-all the needs greater than 92%) and emotional aspects (as dealing with a traumatic events and coping with divorce and separation as their two top needs-that are greater than 92%). All these needs were analysed by gender, age group, across grade level and school settings found to be high concerns for counselling supports.

Related to major areas of needs by gender, Quan analysis identified priority concern differences. Accordingly, male students have high academic, personal/social and career needs and personal/social, academic and career needs for females in consecutive order. All these needs, were also analysed and found to be higher across age group, grade level, and school settings with little priority differences. The students, teachers and the administrative group participants confirmed

that the students have unmet needs that need to be addressed by professionally trained counsellors. Particularly, relationships issues such as getting along with teachers and parents, dealing with abuse and controlling inappropriate behaviours were highly discussed and finally the participants recommended that these matters of students' needs be given emphasis by the concerned bodies be addressed as shortly as possible. Related to this aspect, about adolescent period concerns, Lunenburg (2010) reveals that the school years, primary and secondary, are difficult ones for students. According to (Lunenburg, 2010), it is a time when they are dealing with many conflicting feelings, coping with new social situations, and facing academic challenges, experiencing family changes and family tensions. Gutzwiller (2008) also ascertains that since the last fifty years how the family which has direct impacts on children's lives changed and have seen a dramatic increase in divorce rates. All these learners' academic, career, personal/social and family concerns that have been revealed in the previous studies and what have been confirmed by the current study indicate that high school students have various life challenges that really demand counselling service interventions.

Concerning teacher-student relationships, students said that they are highly linked with lack of clear objectives and good models and lack of counselling service assistances. Teachers viewed that the relationship problems mostly related to administration management problems; especially their lack of emphasis for appropriate supervision and the ways they treat professional counsellors who could manage such problems, and lack of parental involvement and follow-up regarding their children; and due to teachers training problems, especially, those who have been recently employed couldn't manage students' cases and even they themselves require counselling support since their training lacks psychological and pedagogical courses. As a better alternative, student counselling needs assessment study. Yoo, and Moon (2011) reveals that its outcomes could help professionally trained counsellors in both private practice and school settings to provide developmentally appropriate services for talented and other teenagers.

The participant groups (PTA and School Principal), linked the student relationships problem issues, substance abuse and behaviour problems with students lack of focus on their education and instead most of the students prefer to attend different video shows, dramas, sexual harassment, misuse of internet communication via their mobile, wasting their time on unconstructive issues.

All of these aspects emphasise that the students' needs are greatly affected since they do not have the counsellors' supports that can help them choose the right direction. As the Quan- study phase revealed, students indicated that they are highly interested that counselling would bring changes in their various life aspects. Finally, though the current study ascertained that students have great needs for counselling in different aspects of their lives, some needs differences have been observed during Quan- data collection and FGD. Concerning these needs differences as a researcher, the researchers observed that during FGD the matured students (18-21), were inclined to report more on relationships, behavioural, and career aspects. The less matured (14-17) students focus more on academic, orientation and vocational supports. These imply that as students became mature, it seems that they become more sensitive about relationship aspects than the rest needs and the younger ones' concerns focus more on educational, adjustment and career supports.

In summary, each grade has its own greatest concerns. For instance, almost all Grade 9 students suffer from lack of relationship assistances and emotional concern supports; for eleventh graders, their top concerns are academic and relationship almost all participants and emotional concerns were their second highest concerns. Particularly, this study discovered that 11th and 9th grade students extremely affected by unmet concerns/needs like academic, relationships and emotional problems as compared to other grades. The final issues that need attentions of school counsellors, principals and parents are the concerns that Grade 10 and 12 have been experiencing; that were: academic-paying attention in class for 10th graders; emotional problems (divorce and separation of parents) and other traumatic events for 12th graders. These student concerns discussed above were highly argued during FGD with students, teachers and other administrative groups. To mention few, the questions and concerns of 9th and 11th grader students were the highly argued cases during focus group discussions with three groups stated above. As emphasized in all groups, particularly, grade 9 and grade 11 issues were the concerns of all participants. As these two grades were fresh to secondary and preparatory school, they primarily need academic and environmental orientation services or welcoming services are needed for new comer students who are registered in high school for the first time-especially, Grade 9 and almost half of 11th grade students have feelings of misunderstanding and disorganized emotional structures. Student participants claimed that when learners leave one area or come to new school they face different new things or encounter new environments which are odd to their previous experiences. Thus, to keep the

balance/adjustments needed in the new school (area), counselling supports need to be provided to fresh students either by school counsellors, or by teachers and school administrators in collaboration; yet, the students who are coming and leaving the study sites' schools have not been given any supports by any of the professionals mentioned above. In addition, according to participants' report, since Grade 11 students most of the time encounter vocational choice problems, career orientation and academic adjustment to the selected field of study, care need to be given to them so that they will enjoy what they learn and be successful in their academic and vocational lives.

Regarding, a constructive school setting, Blum (2005:2) describes that,

“It is a work of theme effort. This article looks at schemes to advance school setting and surveys four of its main components: 1) caring relationships, 2) academic environment, 3) structure and well-being, and 4) involved learning”.

As clearly mentioned above, a welcoming school setting realizes that such conditions necessitate the works of a collaborative works. Then, it primarily focuses on helping relationships that paves the ways for better learning environments. The other vital issues mentioned are organising and maintaining safe conditions that are conducive to effective learning. And finally, constructive school setting stresses on engaging or participatory styles of teaching and learning environments. Concerning 10th and 12th graders, two things were emphasized by the participant groups.1. More of mechanisms of developing competition spirits and the means to be successful in their further learning/post-secondary education for Grade 12, and for Grade 10, effective study habits that enable them score best grades on EGSECE (Ethiopian General Secondary Education Certificate Examination) and alerting them their next field of study (Natural science or Social study) and the academic requirements needed at that level. The current study also confirmed with the previous study that Grade 10 students focus more on academic matters (Sculli, 2011:40). The next discussion focus on the analysis of variance by grade level and school setting.

6.5.2 Analysis of Variance by Grade Level and School Setting

Under Quan- analysis, since independent T-test was not suitable to measure mean difference across grade levels and school settings, analysing by One-way ANOVA appeared to be essential in this

regard. Thus, in the preceding section, mean difference analysis will be presented across grade level and by school setting by using Analysis of variances (ANOVA). Here, School setting focuses on the social, educational and emotional milieus of an institution- the “nature” of the educational setting – and how it is observed by learners, workers and society (Blum, 2005:2).

For better understanding, stating research question is vital. RQ2 Do students’ counselling needs vary according to their gender, age group school grade level, and background (school setting)?

Now, I will present in sequential order the counselling needs of SPS students found in Sheka and Bench-Maji Zones as analysed in the preceding sections.

6.5.2.1 Priority of counselling needs

As indicated during QUAN analysis phase, the mean differences of counselling needs in terms of prioritizing students’ needs across grade level were found to be statistically significant. Similarly, the mean difference in prioritising students’ needs across school setting was also statistically significant. These mean differences most probably occurred because of counselling information, awareness, and access to counselling services these grade levels students have and their experiences (stay) in the SPS. For instance, the majority of Grade 9 and 11 students are fresh to SPS. Grade 10 students are relatively more experienced than Grade 9 and 11 according to the current study areas’ context. During data collection the researcher observed FGD in qualitative section, school C has certain information and awareness of the services given by school counsellors than school D.

The mean difference of counselling needs components across grade level found to be statistically non-significant; whereas, counselling needs components mean difference across school setting was found to be statistically significant. Here, the absences of statistical significances across grade level were probably due to the eager desires that the participant students have for counselling component needs to be established in their schools and in their regions. These participant students’ concerns were confirmed during focus group discussions too. That means, during focus group discussion sessions, the majority of students reported that they have very high concerns for counselling component regarding what the counselling elements/components need to be

established in their schools that better address their needs in the areas of academic, career, and personal-social needs, psychological, adjustment related needs. These two schools with statistically significant mean differences were in one administrative Zone; yet, each of them has different counselling service awareness and access due to presence of trained counsellor in school C). Besides, the ways the schools treat, approach and respond to the immediate concerns of students and the collaboration of staffs with school counsellors, matters a lot. Regarding this issue (Blum, 2005:4) reported that

“an unhealthy school environment—one in which rules are unclear or uninformed, mistreatment is normal if not overlooked, and teacher attitudes are unresponsive, unfriendly or unreasonably punitive—is a likely setting for high truancy, misbehaviour and interpersonal violence. A numerous study found that in schools that were more mutual, there were lesser dropout rates and less class cutting and nonattendance. School climate is a key ingredient in academic success.”

The other issues- student concerns discussed were the perception that students have about CPL (counselling practice level) of students by grade level and across school setting. These aspects of students found to be statistically significant. As to my evaluation, this suggests that during data collection and focus group discussion, I observed something unique to this school (D). By the way, among the 4 schools participated in the study, it was school D that has professionally trained counsellors. The rest three of the surveyed schools currently have no professionally trained counsellors; rather as discussed in the qualitative study, in these schools, students have been and are being occasionally get counselling services by delegated teacher counsellors and some times in the past by professionally trained counsellors. In short, based on this evidence, one can conclude that there is statistically significant mean difference between schools which are served by trained counsellors and which are served by Para counsellors (not professionally trained counsellors).

6.5.2.2 ANOVA Test related to service rating, personal concerns, school and comprehensive concerns across grade level and school settings

Counselling service rating across school setting and grade level were found to be statistically significant. Similarly, regarding personal and school concerns, one-way ANOVA test across grade level and school setting, showed statistically significant mean differences. Finally, one-way

ANOVA comprehensive concern test by grade level and school setting were also had significant difference. With regard to service rating, these differences most probably attributed to availability/absence of trained school counsellors, experiences and skills needed to address students' concerns, presence or absence of the immediate responses to the clients' cases etc. Besides, these variations across grades indicate that each grade has its own unique needs and as well as common needs that need various counselling services which could address the needs of these students. Such concern differences highly argued and discussed by students, teachers and administrative groups that there need to be professionally trained counsellors who be able to meet the needs of the learners according to their developmental, academic concern level, career orientations and personal-social needs.

As was analysed by percentages earlier, the personal concerns difference between grade 9 and 12 appeared so high. The reasons for such differences as discussed during FGD were: 12th grade students have more of academic, career and emotionally-sensitive to abuse related cases; whereas, that of 9th graders focused on orientation, behavioural adjustment, academic, vocational, relationships with others etc. For further information, see also table 5.3 related to top 3 combined (%) great needs of students Across Grade level and Figure 14: School concern G N across Grade levels (Academic & Career needs) based on mean report. Besides, their stays in the SPS might also have brought these significance differences. As to my evaluation during FGD, this school (school C) has various behavioural, academic and social concerns, as well as mostly affected by absence of both professional and delegated teacher counsellors as compared to other schools.

The differences observed between these grades probably due since the majority of Grade 9 and 11 were new to SPS as compared to Grade 12, both grades have extensive and greater needs in different aspects of counselling programme. These suggest that students those who were new/fresh to school have greater needs than the senior students – Grade 12 in this context. This suggests that these two schools have various concerns/needs that demand school counselling. As FGD analysis revealed, these two schools-school A and C have similarity and differences on two features. Both schools currently have no professionally trained counsellors; yet, have great needs for counselling services. Their great needs for counselling services were confirmed during FGD since the FGD was conducted in these two schools. Two of these schools had different experiences/exposures

regarding counselling services in that the former one-school A has had recent experiences for being counselled by professionally trained counsellors than the later school. The second school, though it had large number of students with varied concerns, it has been without professionally trained counsellors for several years. Meaning, these school students have various academic, personal-social, career and behavioural needs that need the attentions of school counsellors than the former school since they have not got for longer years the chance to be served by school counsellors.

Another issue, particularly grade level concern differences were raised during FGD and concluded that students of different grade levels have certain similar needs and vast differences across grade levels. Analysis of quantitative and qualitative outcomes revealed that school A has greatest counselling needs/concerns; whereas, school C is the second school that has greater counselling needs and school B is the 3rd school with middle great needs. Based on their needs across grade and school setting, the school, which has some information about counselling services and the school, which had recent familiarity with trained counsellors, had showed greater needs for counselling services/programmes as compared to those, which had no such opportunities. To make it clear, school A has the recent familiarity for being served by trained counsellors; school B has somewhat far familiarity with professionally trained counsellors. The third school- school C has had very far familiarity with trained counsellors; yet, the participant students from school C have great knowledge about counselling services or what the counselling is all about due to their exposure at junior elementary schools in private schools. Related to the values of conducive interactions among students and significant others, (Blue, 2005:7) states that education requires a special and harmonious conversation, and schooling mainly requires interactive relationships.

6.5.3 Recurrent Themes Related to Academic Concerns

The majority of the participants reported that the academic concerns of students (Most of my teachers are enthusiastic about teaching and communicate this to students) indicate that though few teachers attempted to do this, many of teachers are not willing to listen to their concerns. Even some teachers instead of supporting students, criticise, demoralise and neglect the students' cases. Other teachers request students to ask questions, yet, when the students attempt to ask questions, instead of responding to the students' questions, give irrelevant meanings and responses that affect

the learners' morals. Thus, they reported that they gave up asking questions and participating in the class discussions. Finally, currently they reported that a very few students who have moral stamina respond to teachers' questions, and the majority of the students became passive listeners due to the abovementioned reasons.

6.5.4 Relationships Related Recurrent Themes

These relationships related to themes are interpreted by involving Quantitative items like Administration and staff value what students have to say: school counsellor respect students, counsellor cares for students. To these questions, many participants said that often times, what the students said really do not get attention in the school. Sometimes, when certain conflict cases occurred, it is what the teachers said that is valid, ours are considered as lying. Actually, as they reported there are individual differences among teachers and administrators in responding to students' question. Meaning, there are very few staff members and administrators who attempt to listen and respond to student cases. As some students from both settings repeatedly reported, since in most cases, students' issues are neglected, they don't want to reveal their secrets as far as there are no persons who keep their secrets, they have been heard saying -we don't want to share our heart cries. Generally, many students/participant students attempted to respond to these questions what they have already said or they linked them with what they respond to how do you perceive the provision of school counselling services in their school.

Whereas, the responses of the AdGs (Adult Group Participants) and teachers are generally focus on issues as most of the students are visionless, behaviourally wrongly adjusted, disobedient, they focus on not on their education; rather on other irrelevant issues to their future destinies. Actually, few adults suggested that there are few students who are attentive, hardworking, and visionary and focus on their education, listen and attend their education as much as possible and the like. And some teachers claimed to say that they come to school and teach considering these few students. Here, one can observe that there are great gaps between teachers' responses and student responses to the same question. On the other hand, from adult groups, some indicated that for the students' failure to attend the class or their education attentively in the class was due to some teacher management problems and not only student problems. These groups said further that since the

recent graduate younger teachers' training focus lack psychological and pedagogical courses, they couldn't manage the current students' behaviours and styles of living, they rather leave the class while they observe some students appear inattentive to them. This implies that there need to be curricular and teachers training revisions that enable them tolerate students' behaviours and support them develop additional skills as to how to manage their teaching and learning processes as wisely as possible. Some others suggested that there must be student support professionals like psychologists and social workers who understand the developmental nature of students and help teachers as to how to manage their teaching-learning processes and the teen agers' developmental characteristics. Above all, they added that there must be full time and teaching load free counsellors who devotedly work on the behaviours and the mismatches between teachers and students-who be able to harmonize the two groups- teachers and students and also who collaboratively work with school administrative groups. Because they said according to them, there are mismanagement problems among them. So, there must be professionally trained school counsellors and social workers who particularly and devotedly assist students and also help teachers and school administrators when required.

6.5.5 Problems Related to Absence /Presence of Services

Students claimed that professional counselling services that address students' comprehensive needs, have not been rendered to the students. Others added that there is service gap in the school regarding the provision of counselling services. Besides, the attention given to facilitate and strengthen the existing counselling service programmes by human and financial resources were almost absent. Since there was no counselling support for students, so many students were affected by emotional problems/stress during examination.

In summary, many students in this research study felt that they have unmet concerns that need to be addressed by relevant bodies as urgently as possible. However, as stated earlier, the skills and the required facilities that are vital in providing proper and efficient counselling services are really another cause for concern as they are unavailable. Thus, there is great works to be done to address these unmet students' counselling needs. The next section will discuss summary, recommendations and conclusions.

CHAPTER 7

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

7.1 INTRODUCTION

This study encouraged to comprehend the counselling service provision of high school learners, their views and experiences concerning academic, career, personal-social concerns, the challenges they encounter in pursuing their teaching –learning process, their relationships with their teachers, peers, parents, and their views about current comprehensive counselling needs and collaborative approaches in addressing their needs. The review of literatures in chapter two and three –the framework part assessed the concerns of high school students linked to developmental especially, their educational vocational, personal, social interactions, and behavioural aspects and how they manage their cases in different countries. The Adlerian and person-centred counselling theories explored that focuses on the individual way how the individuals observe their world, personal truth which includes the individual’s insight, concern, reaction, viewpoint, eagerness, and conclusion and attempt to understand individual in terms of social interaction as well as accepting the client student with unconditional acceptance, treating him/her with non-judgmental and friendly approaches.

The previous chapters examined the findings and discussion of the experiences and views of high school students regarding the present comprehensive and integrated programmes with the vision to develop comprehensive school counselling theoretical framework model for the school counsellors. This chapter is chiefly concerned in summarizing the core results of the study. It attempts bring together the themes which have been explained in chapter one and six. The recommendations were provided based on the research outcomes that later serves as the development of the frameworks of the study that embedded from Adlerian, person-centred counselling theories and from the rest three compressive and developmental school counselling model that better serve the learners of high schools. The conclusion part is broadly described and touches the benefits of the future advancement of the services rendered to the high school

adolescent students. In conjunction with this circumstantial, it is believed that the aim of the study is achieved.

7.2 SUMMARY OF THE STUDY

Chapter one provided the explanation of the study and the problem. It delineated the objective of the study, the methodology utilized; and gave description of the importance of the study.

Issues dealt with were the worldwide nature of counselling service needs of high school learners. Literatures describe that there are varied ways of addressing adolescent students in secondary schools; especially, the study areas' contexts circumstances revealed that numerous adolescent students are not getting the appropriate educational, vocational and personal/social services to which they are eligible. There are several explanations for these circumstances. Many of these service providers do not adequately getting the minimum required facilities due to lack of awareness from the side of administrators. On the other hand, this lack of facilities emanated from the lack skilled helping professionals or specialists to provide applicable quality counselling services. Purposes of the study, research questions, research design and methodology, population as well as sampling were delineated. The instruments employed to collect data were: survey questionnaires, focus group interviews and policy related document analysis /recorded document/. Ethical consideration and confidentiality, trustworthiness and credibility for this study were also discussed.

In chapter two, the global counselling needs assessment of adolescent learners were examined. In this chapter international trends of counselling provision of high school students like the challenges of adolescence in international arena, adolescent Student school experiences and challenges, an overview and understanding of high school counselling and School Student experiences were explained. Besides, the strategies that different countries around the globe used to address the problems that worry adolescent students in secondary schools and the delivery of counselling assistances were dealt with. The review of literature included a Comprehensive School Counselling, function of comprehensive School counselling and benefits of counselling Service in High Schools. In addition, chapter two well-thought-out focus on Middle and High Schools, how do school counsellors assist students and school counsellors' collaborative roles in the school and

with whom they need to cooperate to address high school students' academic, career, personal-social and behavioural aspects were discussed.

Chapter three engrossed on the groundwork of the theoretical framework of this study. For this study, the Adlerian and person-centred counselling theories and the West Virginia comprehensive developmental school counselling model, the developmental counselling model for Illinois schools, and the South Carolina comprehensive developmental counselling programme model, were utilized as theoretical framework of the current study. These theories (Adlerian and person centred) examine the adolescent students' counselling concerns their family basis. Adlerians also focus on how students behave in their school setting as students, and in their occupation group as grown-up, how they work among their companionship groups and within close relationships and the world is viewed from the client's personal context, a point of indication elucidated as phenomenological that focuses on the individual way where individuals observe their world. Social concern and community reaction Centre of attention is on understanding of the whole persons inside their jointly rooted background of home, school, and job and the Rogerian theory focused on three core conditions for counselling: Genuineness under which the counsellor needs to be in contact with his or her thoughts to the clients in spite of what they may be, Unconditional Positive Regard; entails counsellors total welcoming of client that lets the client to feel free during the session as well as to explore deeper into him/herself and Empathic Understanding is the third vital element of Rogers's viewpoints, that involves sympathy, or bottomless understanding of the client cases.

The three models emphasise on foundations which comprise philosophy and beliefs, vision and mission; and through these components how it affects education process and students were examined. These models focus on educational, vocational and personal-social developments of the learners to generate one vision for counselling programme in a given region or state. In these models the comprehensive developmental counselling programme (local, regional and national responsibilities) were outlined. The delivery system for the model, the roles of school counsellor, the management the counselling programme and the roles of the students were discussed. In these three models, developmental aspects of learners were considered via the lens of local, regional and national legislation.

In chapter four, the methodology and research design employed in conducting this study were explored in detail. The Basic Mixed Methods Designs is diagrammatically provided in table 2. This is followed by a discussion on the philosophical paradigm and for this study I decided to use pragmatism. Pragmatism paradigm takes in to account pragmatic approaches or conducting quantitative and qualitative inquires. This approach enables researchers view research work as a holistic undertaking that call for extended engagement, continual observation and triangulation. Besides, being a pragmatic researcher is strategic in that being having a positive attitude towards both techniques, pragmatic researchers are in a better position to use qualitative research to inform the quantitative portion of research studies, and vice versa. In this research approach both the investigator and the participant have got the chance to play their parts. This is because quantitative research is typically inspired by the researcher's concerns, whereas qualitative research is often driven by a desire to capture the participant's voice; pragmatic researchers are able to merge these two emphases within a single investigation. This was tracked by an explanation of how I envisioned analysing and interpreting the gathered data. Furthermore, an elucidation was given on how trustworthiness and credibility of the study are guaranteed accompanied by the ethical procedures that give direction to the research.

Chapter five provided a detailed analysis of data collected through questionnaire was provided. Thereafter, an account of each of the schools that partook in the study was clarified. Then, a statistical description and discussion of data collected through survey method related to understanding and experiences of the counselling service needs of high school students. The results from the conclusions were more drawn alongside global and domestic initiatives concerning importance of intervention academic, career, personal/social and behavioural needs of learners as presented in the second and third chapters of this study.

Chapter six offered an in-depth analysis and interpretation of data collected through focus group interviews and policy related document. The description of each of the schools that participated in the study was indicated. This is followed by a thematic interpretation and discussion of data collected through focus group interviews, and policy document analysis linked to understanding the experiences of high school learners. The discoveries from the outcomes are further projected in conjunction with universal and national enterprises as regards relevance of intervention and

developing comprehensive school counselling programme, among school community, parents and the larger society, as explained in the review of literature - chapter two and theoretical framework of chapter three of this study.

In Chapter seven concluding reports were presented as the ending analysis. In this chapter summary of the study was given and then, the recommendations were examined on the basis of the research findings as discussed in the literature review, chapter five and six. These recommendations are designed being informed by or considering the theoretical models and comprehensive counselling models discussed in the in theoretical sections. The aim of these recommendations was to improve the current educational, personal-social, career, behavioural adjustment issues and developing comprehensive school counselling programmes model from a theoretical framework already provided. Finally, to the effective execution of a framework, the proposed framework was represented diagrammatically.

7.3 RECOMMENDATIONS

Recommendation one

The study revealed that students have great needs for counselling service, placement support and Information help in terms of need priority from counsellors or relevant helpers. Therefore, the Federal and Regional States need to give due focus for training of counsellors and assign them for secondary and preparatory schools in all parts of the regions those who effectively and equitably assist students in this regard.

Recommendation two

The absence of school counselling policy and inadequate focus given to this profession by school principal, District, Zonal education department, Regional state and Federal Ministry of education were highly discussed by students, teachers and administrative groups during FGD Sessions that it greatly affected the provision of counselling services in the secondary schools. Thus, all these concerned bodies should give due emphasis so that students' counselling needs addressed as effectively as possible

Recommendation three

The student-counsellor ratio is quite large and found to be far exceeding to be managed by a counsellor; thus, additional counsellors need to be added to SPS as possible.

Recommendation four

Counselling service programme contents viewed by students, and teachers, particularly, by teachers the importance of including other substantial courses that best address students' needs like behavioural and educational psychology courses. Hence, the Ministry of Education needs to inform the concerned universities to revise their courses given to trainees in this regard.

Recommendation five

The study outcomes-both Quan- and Qual- revealed that grade 9 and 11 students have great needs for their behavioural, relationship matters- particularly orientation services as compared to other grades that need the attention of concerned bodies. The counsellor, therefore, in collaboration with teachers and school principal need to give due attention and address their needs.

Recommendation six

The FGD key informants/participants, especially, teacher participants highly requested the support of nearby university to help high school counsellors in updating and developing their helping skills rather than financial and material supports needed. Thus, the school principal and zonal education department needs to give focus and convince the proximate universities adjust their relevant supports in accordance of the schools' demands or concerns.

Recommendation seven

The importance of counsellors' delegates and supervision works were highly requested both by students, teachers and other administrative group participants at Zonal, Regional and Federal Ministry of Education level. Thus, these highly qualified counsellors that follow-up and prepare in service training and workshops and other facility issues that enhance counsellor's helping skills and need to be assigned at the abovementioned sectors by Federal and regional states in collaborations.

Recommendation eight

Counsellor-school principal relationships cases were and are being recommended by many participants (students and teachers) found to be loose and lack strong relationships. Therefore, zonal education department supervisors and regional education Bureau officers need to take the mandate and resolve this matter so that they need to work in friendly alliance to address students' various school, personal, vocational and educational concerns.

Recommendation nine

For students' behavioural adjustment problems and academic performances media and other related networking cases were negatively viewed or questioned by most of the key informants during FGD sessions. Hence, these concerned bodies work need to be censured by social worker/counsellor experts before implementing or broadcasting their works through various means-radio and Television especially issues believed to affect students' normal developments.

Recommendation ten

School counsellors and teachers' cooperation were highly requested by FGD participants for the benefits of students and enhancements of their works. Thus, the school principal and Zonal Educ. Dept. (education department) needs to facilitate and harmonize them further for the academic and behavioural improvement of their students.

Recommendation eleven

School counsellors' functions and assignments in SPS are highly requested by almost all participants; not as believed to be as secondary issues; but as mandatory and vital professions. Hence, District and Zonal Educ. Dept. offices need to plan, assign budgets and raise their human resource demands to the Regional states as one vital and mandatory professions needed in SPS each year as they used to do in other subjects.

Recommendation twelve

The research participants highly argued and discussed on the school counselling policy absence and its impacts on school counselling services inconsistency and total absence from SPS. Therefore, the Federal Ministry of Education of Ethiopia need to give due emphasis for the

formulation and implementation of comprehensive school counselling policy that serve as guideline so that SPS fairly and equitably address the academic, career, personal-social, behavioural and mental health of adolescent students.

Recommendation thirteen

The comprehensive schools counselling developmental model that are framed from Federal to regional, zonal to school level need to be established at SPS level; so that students' comprehensive needs of the learners be addressed by school counsellors in collaboration with school staffs.

Recommendation fourteen

Student career practices at high school and post-secondary years were extremely requested by all participants. Hence, these students' needs need to get due attention and policy directions need to be formulated aligned the students' concerns so that dynamic changes be occurred in youngsters' career lives.

Recommendation fifteen

Students' councils ought to be strengthened and established at SPS levels that collaboratively work with school counsellors and school administrations for the well-being of students.

Recommendation sixteen

Students' voices and thoughts need to be heard and respected and included in planning and implementing student related cases.

Recommendation seventeen

Other supportive and relevant human resources such as school psychologists, nurses and special needs professionals need to be assigned that collaboratively work with the school counsellors to address the comprehensive needs of students.

Recommendation eighteen

School counselling programme found to be given low emphasis and low regard in terms of lacking private office, budgets, and human resources. Therefore, due focuses need to be given in this regard by school principals and District /Zonal education departments.

7.4 CONCLUSION

Attempts have been made to analyse and identify the secondary and preparatory counselling needs by using Quan- and Qual- data approaches. Accordingly, students have great concerns/needs for counselling support in the areas of academic, career, personal/social concerns, and relationships issues related to teachers, parents, peer, time management and other as to how to understand and make use of effective study. Generally, in grouped thematic concerns could be categorized under academic support, personal-social development cases, and vocational/career matters here in high school and post-secondary years. Students identified the major counselling service areas in terms of their priority. To mention few, counselling services, placement services, information services, consultation services, curricular services, and appraisal services.

Among the six major service areas of the students, three of them have got great emphasis by students. These are: Counselling services, Placement services and information services. These three counselling service areas have also highly supported by three participant groups during qualitative focus group interviews. Especially, the participants strongly recommended repetitively that students' lack of counselling/vocational knowledge/awareness have brought serious challenges on student career choice here in high school and predicted to have negative effects on students' post-secondary education. Besides, as already stated in qualitative data-student group have illustrated that due to this case serious negative impacts have been occurred; that is students have been subjected to suicide and dropping out of schools, some of them compelled to be assigned by weeping in the field of study they don't want to study. Generally, counselling needs of students that have various aspects like prioritizing their needs, major counselling component concerns, the perceptions of students related to counselling practice level, the ways students rating the existing services expected to be provided to the learners, personal, school and comprehensive concerns of SPS students analysed by gender, age group, and grade level and across school setting

quantitatively and found to be very high needs/concerns for counselling services; but, the services provided to the students showed that below average/very low-practice level and service rating aspects. Finally, One-way ANOVA test was conducted by grade level and across school setting by taking the dependent variable concerns listed above and almost in most cases found to be statistically significant. In line with this, the students counselling needs analysed during QUAN-phase also analysed qualitatively by students, teachers and AdGs highly supported the outcomes obtained quantitatively and reasoned out the reasons/factors affecting the counselling needs of secondary and preparatory school students, the mismatches between needs and availabilities of the services, services already offered, what recurrent themes are, areas of future priority were identified. In general, the Qualitative part of the study highly enhanced the quantitative parts of the study. This study outcome revealed that without any doubt call for counselling interventions particularly for the study settings and for Ethiopian SPS in general.

7.5 A FRAMEWORK OR GUIDELINES OF THE STUDY

The component of this conceptual framework comprises the following theories and models: Adlerian and Person-centred counselling theory; West Virginia, Illinois Developmental Comprehensive Counselling Model and South Carolina. From these theories and models, some major sub sections of each theory and models are selectively chosen to build the framework of the current study. The theoretical framework is intended to address the counselling needs of high school students of the Southern Ethiopian Region. Hence, this theoretical framework is lined up with the Legislative benchmark which has its own beliefs, vision, and mission statements; organizational programme, process, time and counsellor- student ratio that again talk about policy and resources. The policy aspect considers National, Regional and other vital issues that are linked to school system. Other components are interrelated with counselling theories, helping professional collaborations, human resources, and students' counselling needs which play very crucial and basic roles in addressing secondary and preparatory school students' counselling needs (SPSSCN). The other aspects of theoretical framework discuss about the human and financial resources. The human resources comprised of vital groups and individuals those who are directly and indirectly participate in this research process. Especially, students will directly be participated in interview/ FGD and questionnaire; and the rest, will be participated in FGD. The financial

resource part is highly linked with the human resource parts and serves as back up in facilitating the counselling provision services for (SPSSCN).

Generally, the collaboration works /networks of National-school system, helping professionals section with human and financial resources are based on counselling theories and comprehensive counselling needs models, networked with high school students' needs and are anticipated to address these students' selected concerns. The other part of this framework, the resource part is mainly aligned to human and financial resources as well as linked to programme components which are very important for the improvement and satisfaction of counselling needs of adolescent students. These networking- programme components, human and financial resources finally connected to high school students' counselling needs for the better enrichment and satisfaction of these students' needs.

Now, I will present the specific main components of the theory and models included in the framework. The first component incorporated in the theoretical framework is Adlerian theory. From this theory, certain key sub topics are selected having considered their relevance to the participants' needs. These are: view of human nature, social concern and community reaction, life style, holistic approach, group counselling, behavioural adjustment/maladjustment and change through counselling. Adler's theory visualizes that human character need to be observed from their social context; by the same token, is highly liable to societal, family, and cultural dynamics (Sommers & Sommers, 2004). In this regard, the theory considers that human behaviour needs to be shaped in their societal perspectives so as to identify the way the individual react among the neighbourhood in the family source as a teenager, how they act in the school settings, as a student; in their occupation groups as grown up, how they work among their friendship groups within close relationships (Palmer, 2000). The current study focuses on concerns that adolescent students have in the family, in the school community, and in external society; particularly, that affect their academic, career and personal/social developments including mental health needs.

Adlerians also maintain that individuals try hard to become successful and overcome the areas that they thought as poorer (Sommers & Sommers, 2004). Hence, this aspect of theory helps me assess the study settings of high school students' personal, social, behavioural and vocational concerns

in which they think weak/inferior in these three domains linked to them {dependent variable-(DV) aligned with Independent variables-(IV) like their gender, age, grade level, family conditions, and residences (city and countryside) and analyse the results both quantitatively and qualitatively. I also believe that indeed high school students have an inclination of self-actualising, growth in constructive directions if supported and treated by others who have genuine, empathic, and who display deep understanding for the fulfilment of youngsters' maximum potentials. Thus, this theory is vital to assess the needs of these students from their view points.

From Person-centred counselling theory, the sub sections selected to be included in the conceptual framework are: Core conditions and assumptions about counselling needs of adolescent students. As stated before, in person centred counselling three concepts "Congruence or Genuineness, Unconditional positive regard and Empathic understanding" (Neukrug, 2012:111) are termed the core conditions for essential counselling relations. Rogers believes that, individuals can get in contact with their proper selves if they are near others who are genuine or real, with deep understanding, and exhibit unreserved affirmative view, that he equally names the key conditions, considering that these qualities only are adequate to smooth the progress of transformation (Neukrug, 2012).

Authenticity. Rogers assumed that the counsellor has to be in contact with his or her thoughts to the customer; in spite of what personal qualities they have (Rogers, 1957 as cited in Neukrug, 2012:111). This concept shows the professional person centred counsellors' relationship level of quality in conducting therapy or in providing counselling services to the clients.

Unconditional Positive Regard (UPR) - this call for counsellors' total welcoming of clients that let them to feel free during the session as well as to explore deeper into him- or herself. UPR is expressed as the skill of conversing with a thoughtful and genuine concern for the client as an individual with the intent to bring powerful change in the students' life. Under such circumstances, as this author reported the customer's emotional expressions, thoughts, and conducts are not judged whatever they may be. This means, counsellor's communication to the client involves non-menacing approach. As already been mentioned in chapter one these ways of treating adolescent students are very crucial for Southern Ethiopian high school students since they are undergoing

lack of appropriate access to counselling services and unfriendly responses to their request due to absence of skilled counsellors in the region. Rogers's third vital aspect, sympathy, or bottomless understanding of the clients and the client cases can be shown in numerous ways, including precisely reflecting the implication and concern of what the client said; affectionate reception, and likeness, to show the client that he or she was totally accepted (Neukrug, 2012). The abovementioned empathic understanding and total welcoming of the clients, and genuine concern for the client as an individual will serve me collect information in similar approaches and will help me explore the response to how the students' counselling needs be addressed; and also assist me put my-self in the shoes of the participant students while assessing the challenges that these students are being encountered in their perspectives via interview and FGD methods.

As already described under subtitle termed basic assumptions of adolescent students' counselling needs, here, and the briefings are presented. According to these assumptions, the first three points state that clients are development oriented and move toward self-actualization, live in constantly shifting world system being shaped by its various aspects in which they themselves act as the centre and quality and curative relationships that embrace nurturing environment are facilitated by counsellors will bring about dynamic changes in the lives of clients. These concepts assist the current study in that these help me explore the research participant students' development oriented needs and their concerns for developing and improving their abilities and living experiences in the midst of constantly changing world being fashioned by their different influences. As suggested earlier, it is also possible to assess quality and curative relationships that embrace fostering environment mostly facilitated by counsellors to bring about dynamic changes in the lives of clients. Secondly, these help to assess the actual content of counselling focus on affects and assessment of feelings as well as help us to stress on identifying the general purposes of counselling services which aimed to create more caring in the individual client and in others. The other thing is that through these guiding concepts it is possible to comprehend that clients shoulder chief mission in shaping appropriate contents of counselling session that persist for longer. Finally, it indicates that clients are basically honourable and reliable, as well their tendency to move towards goals which are satisfying and dependable are relevant notions for the current study to explore the response to the question how can student counselling services be improved from the adolescent students' point of views.

Apart from the two theories, the main components of the three models be presented in their sequential order. Accordingly, first, the West Virginia developmental comprehensive counselling model is presented. This model mainly focuses on conceptualising/categorising/ high school students /9-12/ in to three Levels-High risk (1-5%), at risk (5-15%) and the entire students (80-90%) to address their academic, career, and personal-social development concerns. As already been mentioned, the three Tier model of West Virginia that focuses on high school students' academic, career, and personal/social development concerns could be practiced in Ethiopian context using similar referral methods for students' learning concerns via teamwork with related stakeholders to address student needs using council or experienced teacher schemes. The West Virginia employs small group intervention to address anger, social skills, substance abuse, grief and other referral to school/district.

Thirdly, this model, attempts to address the counselling needs of the majority of students, by offering comprehensive developmental counselling curriculum, prevention programmes, academic advisement, individual student planning and career awareness and planning; as well as, to address their personal/emotional needs, the model employs comprehensive developmental counselling curriculum via advisor/ advisee, character education; accepted behaviour in safe and supportive schools. Thus, I considered it as a valuable model for the current study to identify and address the needs of Ethiopian students in their contexts from their perspectives. From these three Tier models, the current study has learned a lot in framing the current study in such a way that these groups of student population parted in to three exists in the general population everywhere and need to be equally treated in accordance of their proportion fairly.

This researcher also selected Life Areas from Illinois counselling Model to construct the framework. In this subsection, three student development areas like academic, career, and social-emotional-life situation, life transition, and life skills presented sequentially. Here, though the three domains mentioned in South Carolina model seem repeating, yet, the focus of that of Illinois model is quite different in content and focus from the earlier ones. Accordingly, it is presented as flows:

Figure 7.1 Student Life Areas/Concerns (Zyromski et al, 2010:14)

Academic Life situations Learning deficiencies reduction Discipline vs. procrastination Life-long learning	Life Transition Middle School to High school to college School to work	Life skills Study Skills Critical thinking Analysis and synthesis
Career Life situations Use of Leisure Time Attitude toward work Dual career couples	life transition Career Exploration exploration to tentative career choice career decisions	Life skills Goal-Setting Career decision-making Employment seeking skills
Social-Emotional Life situation Friendship and love Change, conflicts, stress, values, personal safety Accountability, sorrow & Death	life transition fresh School lessons considerable life dealings Ethics education, Loss of associates and dear ones	Life skills Self-awareness Listening skills, communication Problem solving, correlation abilities, managing talents Conduct handling skills

As presented in the figure 7.1 above, student life concerns which are relevant to the high school students' counselling needs are briefly listed in three domains by life situations, life transitions and life skills and these also showed in the theoretical framework. Especially, the concepts like middle to high school, high school to college, school to work, study skills, career exploration, career decisions, career decision-making, employment seeking skills and the rest other mentioned under social-emotional are very relevant for the current study and help me assess to what extent these domains of student needs addressed by school counselling programme via questionnaire methods from students and counsellors' perspectives.

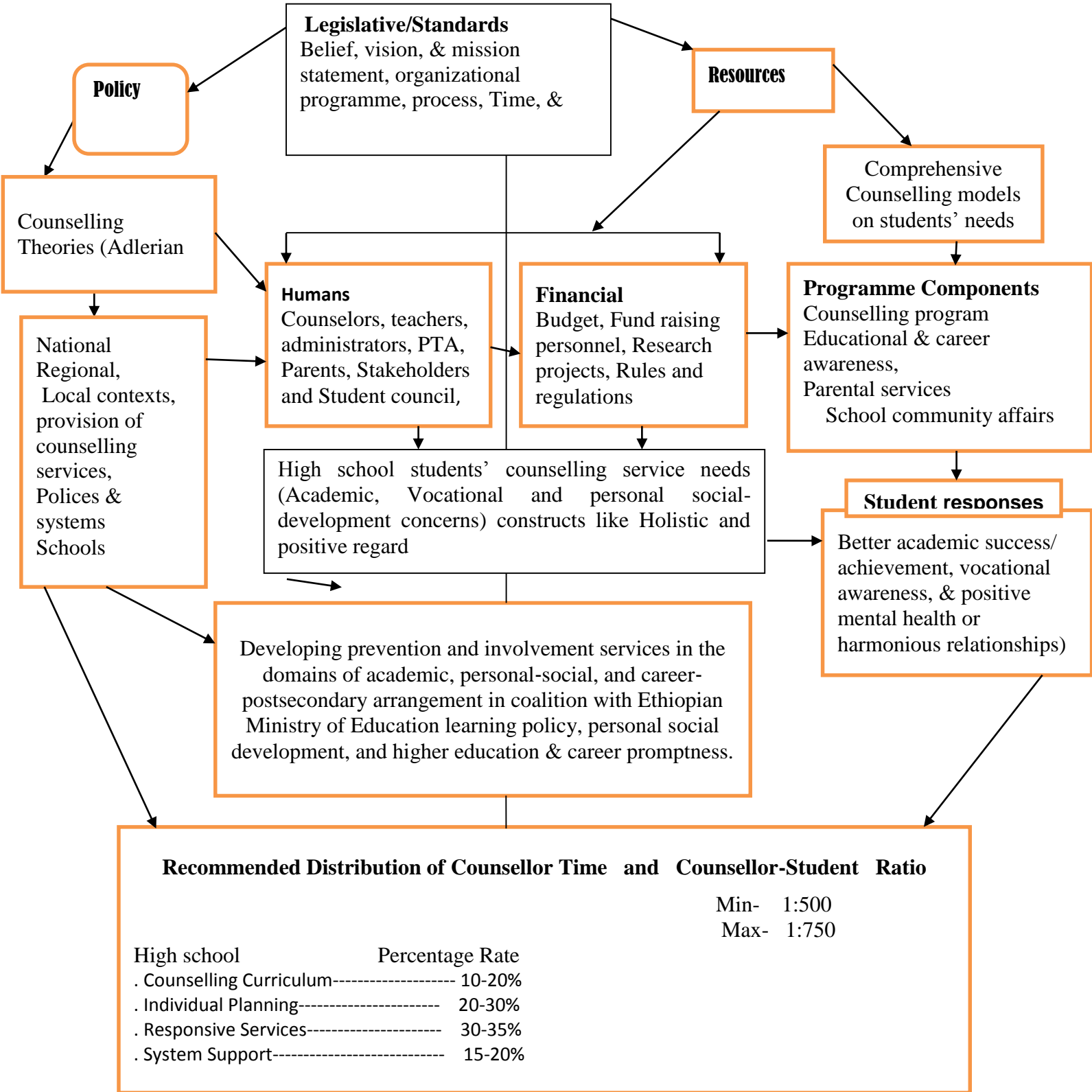
Finally, the South Carolina comprehensive developmental counselling model is also preferred for the current study since school counsellors in this model fully exercise/use full times to offer direct services to all students rather than occupied by administrative/office tasks (Miles et al, 2008). Indeed, both models (West Virginia and Illinois) permit full time work for school counsellors; yet, the way the South Carolina school counsellors approach and address students' needs fascinated more this researcher than the other two models. Furthermore, the services they offer for students new to school the development awareness direction, their partaking in orientation scheme for arriving ninth graders as well as, tenth, and eleventh graders in keeping informed of their private

graduation plans (Miles et al, 2008) all are highly relevant to the current study. In addition, the manner they guide 11th and 12th graders in assessing their current position and scheduling their attainment of high school completion; the help they provide for 12th graders in developing and taking appropriate steps toward implementing their post-secondary schooling and/or vocational plans (Miles et al, 2008:27) is relevant for the current study. Other key services include counselling individuals and small groups of students toward personal/social and emotional growth, consulting with teachers, staff, and parents regarding the developmental needs of students, referring students to special programmes, specialists, and/or community agencies, and consulting with parents regarding referrals when appropriate (Miles et al, 2008). All these services are relevant and need to be practiced in the current study contextually and be assessed from students and counsellors' viewpoints using questionnaire and FGD methods.

The development of academic and educational standards is an important element of an individual's duty of all-time learning in this model (South Carolina). In short, superior quality works, all time learning, individual-societal development, the growth of vocation to the level of accepted quality, successful transitions of various types, for instance from school to work and taking part in a worldwide market are included in this subsection and thus, believed to assess to what extent the current school counselling programme addressing student counselling needs.

In short, according to this model, through vocational growth, learners will grasp the links among individual behaviour, prepared for learning and for the world of occupation, will express decision-making, objective building, problem solving, and contact talents. Here, students will survey vocations and the link from training to employment (Miles et al, 2008). At the same time, students will show positive feelings towards work and the ability to work together and will understand how community awareness relates to work. Almost all of these services have vital links to the current study and need to be explored from students' and counsellors' perspectives. The next section deals with the framework on counselling needs of students.

Figure 7.2 THE DIAGRAMMATIC PRESENTATION OF PROPOSED FRAMEWORK ON COUNSELLING NEEDS OF STUDENTS



7.6 FRAMEWORK ON COUNSELLING NEEDS OF STUDENTS

Many schools in Ethiopia in general, and those participating in the research study in particular, did not give due regard on the use and practices of counselling service for students at any level of schooling. Guidance and counselling is important for students to guide them on how to deal with their own learning problems and gain potential experiences to solve their personal and social problems.

This study suggests to promote the need and importance of counselling service as follows:

- The study recommended a solution on how to deal with the psychological problems, which might affect their educational participation. Strategies are set on how students are engaged and develop problem solving skills, which help them to deal with particular issues surrounding their life.
- The findings in this study concluded that school counsellors play a unique and vital role in the education system and their work has a significant impact on the students they work with. This study's findings support the theories of counselling as discussed in the theoretical or conceptual frame work (refer to section 3.2).
- Development of policy, aims and specific objectives of the counselling programme and create programme contents, consisting of resources, services to be provided in order to accomplish the specified goals of the programme. In addition, furnish Techniques to be employed in implementing the counselling programme.
- Establish, appraisal techniques, essential for monitoring the level to which the goals of the counselling procedures are being achieved and develop efficient time in the improved situation of adolescent students.
- Stimulate capability for psychological and emotional independence with regards to the needs of adolescents and endow adolescent students with practical resourcefulness to empower themselves.
- Empower the adolescent students to develop self-reliance and positive attitude towards themselves; develop their acceptance of self despite their deficiencies; encourage cognitive behavioural modifications in their outlook to life and cultivate significant relationships with other people.

- In the same breath, to be effective in counselling, the counsellor of the adolescent students needs to be dedicated and have sound professional knowledge and need to involve, multi-disciplinary team of competent professionals, parents and relevant family members the peers of adolescent students of students

In addition, for further understanding, the diagrammatic presentation of suggested framework on counselling needs of students is provided above.

7.7 LIMITATION OF THE STUDY

The study has certain limitations in terms of organizational coverage in that the study was conducted in to two Administrative Zones/Provinces) particularly in Sheka and Bench-Maji Zones. Thus, it will make limit the generalizations to all of the countries regions. Hence, there will be further research related to this title that better include larger geographical areas to come up with better generalization. In order for wider generalization the concerns of students on educational, career, personal-social and behavioural related issues need to be conducted at larger scale on numerous areas so that it will make generalization easier.

In mixed approach design, in principle it is really difficult to deeply focus on a single aspect; yet, it has a very good quality that strengthens and fills the gap than a single design approach. Though the objectives of this study was mainly assumed to support the Quan- study, it actually finally became almost approaching to equal level and enhanced each other. Though it permitted the views of diverse population by being more rational, than the other design, it won't be without limitation. The study adopted explanatory sequential mixed methods design with the intension to cover a normative sample size purposely from student groups and a small sample size of key informants from relevant institution-relevant key informants from the education sector that was somewhat homogeneous in terms of student participants, and heterogeneous key informants were added to have comprehensive views concerning student counselling needs-since collective effort is needed to address the needs of the learners and to achieve the objectives of the institution in general. The thesis mainly engrossed on an assessment of counselling needs of SPS students in Southern Ethiopian Regions, it has best implications and adequate information in addressing the students'

educational, vocational, personal-social developments for the study settings in particular, constructive recommendations for other regions of Ethiopia too.

7.8 CONCLUDING REMARKS

Hopefully an assessment of counselling needs of secondary and preparatory school students explained in this study will assist a professionally trained or other helping professionals who provide comprehensive counselling services that address students' immediate and continuous needs/concerns related to their academic, vocational, personal-social, behavioural and psychological concerns. It is the hope this researcher that what has been explained in the quantitative phase and during qualitative study helps the counsellors to offer/provide relevant services, which mostly satisfying to the students' needs, raise the understanding of key informants like teachers, principals, education sectors and family and teacher representatives (PTA) and motivate them in the provision of counselling services. Increase the collaboration efforts among teachers and counsellors, between school principals and professional school counsellors, practice their discipline in a more supportive atmosphere, open opportunities for stakeholders to collaboratively work with helping professionals to address the youngsters counselling services needs in the school setting, at home, classroom level and among society.

In addition, this study could serve as a guideline/manual for teachers, principals, education department sectors, principals, from district to Federal Ministry of Education of Ethiopia in setting policies, rules and regulations of the roles that need to be played by School counsellors, teachers, principals, students. This comprehensive study focuses on student/client-centred approaches of using Rogerian and Adlerian social interaction approach, as well as the comprehensive counselling models used as conceptual framework helped me see the developmental level and tasks of the learners at these level of education and provide the services that best match with the holistic and unconditional positive regard, which relies on fully accepting the clients' nature and his/her challenges associated with those who are interested to assist students.

Above all, this study paradigm/mixed-study design approach's outcomes are very satisfactory for the researcher, for the students, counsellors, teachers, school administrations, parents and policy

makers to prepare mandatory policy and adjust the services needed to the learners. Thus, this study identified the learners' concerns by gender, age-group, grade level and school settings/environments. Similarly, the roles that the relevant stake holders need to contribute were sorted out so as to address the identified needs of students like their counselling service priority, basic components of counselling types, personal, school concerns and comprehensive concerns, which are comprehensive in nature since it touches personal, group, parental lives during post-secondary schools etc.

The other contributions that I have learnt from this study are various individuals (students, teachers, school principals and AdGs) have reflected more of common views and also shared different views about the same topic/title need to be appreciated. For instance, the factors/causes for the behavioural problems of students' given by students, by teachers and education administrative groups really identified the real problems and clearly identified the stereotypes related to the counselling services.

In summary, based on this study, I can say that counsellors need to be given the required facilities and need to focus on supporting students that are their major roles in dealing with adolescent students, which have various personal, parental, educational puzzles and school principals need to work /need to put collective efforts with school counsellors to meet their learners' concerns. The other essential points are that students who seem physically, mentally well have their own concerns that need immediate and long-term solutions/counselling interventions. Lastly, if the relevant stakeholders and schools (principal and teachers), effectively use this study manuscript properly, the harmonious and strong relationships that were serious problems in the past, will become a history and new approaches of lives be started in the school in the class and in the familial level too.

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Appendix A: Permission letter for Zone Education Department and district officer

Date: _____

To: _____

Zone Education Department

Dear Sir

I am writing to request your permission to allow secondary school students, teachers, Parent Teachers Association and zone education experts in Bench- Maji and Sheka Zone to participate in a research study entitled, “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**

.”

The aim of this study is to explore counselling needs of adolescent students and develop potential strategies for its effective implementation. This study will provide insight into how to improve the need of counselling in secondary schools in Bench-Maji and Sheka Zone. This project is part of my thesis for a doctoral degree in Counselling Education at the University of South Africa and may be published.

With your permission, I will contact some selected secondary school teachers and students, seeking consent to administer a survey questionnaire, interview and focus group discussion. Completing the questionnaire and participating in interview and focus group discussion is voluntary and respondents may withdraw at any time during or after the data are collected.

The data collected through survey questionnaires, focus group discussion and interviews will be coded and kept in a locked cabinet which is accessible only to the researcher. The survey questionnaires will be kept for a period of two years in a locked cabinet following the completion of the dissertation process and will then be destroyed. The anonymity of the participants will be protected and the confidentiality is ensured as no names or identifying information will be used at any point in the process of the research. All names and research sites will be coded or an invented name (pseudonym) will be used instead of the school’s, student’s, teacher’s or education expert’s real name.

If you are willing to allow me to conduct this study, please complete the attached consent form. You are welcome to keep a copy of this letter and your written consent form for future references.

Sincerely,

Mr ET Bekere (Doctoral candidate, Unisa)

Cell phone: +251 910006665; PO Box 260 Mizan-Tepi University

District Education Official Informed Consent

I, the undersigned, in the research study entitled “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zone**” give permission for the secondary school teachers and students in the district to participate. I have read and understood the material above.

Signature _____ Date _____

Appendix B: Permission letter for students

Date: _____

Dear student

Subject: Permission to take part in a research project: **An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**

I appreciate your participation in the survey part of my research study entitled above. I am now about to enter the second phase of the study which involves follow-up focus group discussion and you have been purposefully selected as a participant. The purpose of this letter is to request your permission to take part in focus group discussion.

If you are willing to participate in focus group discussion you are allowed to take part for 45 min. The interview session will be in the form of a discussion about questions that will be posed to you. Participation is voluntary and you may withdraw from group discussion at any time.

Your anonymity will be protected and confidentiality is ensured as no names will be used at any point in the process of the research. The risk of your participation in this study is minimal. Your group interview responses will be taped and transcribed verbatim. You will be given the opportunity to verify the transcribed group interview or accuracy of what was stated and what you intended.

If you are willing to participate in this study, please complete the attached consent form. You may keep a copy of this letter and your signed consent form with you for future references.

Sincerely,

Mr ET Bekere (Doctoral candidate, Unisa)

Cell phone: +251 910006665; Address: PO Box 260 Mizan Tepi university

.....
Informed Consent

I, the undersigned am giving my consent to participate in the research study entitled “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**”

I have read and understood the material above. I voluntarily agree to participate in this study.

Signature _____ Date_____

Appendix C: Informed consent letter for teachers: Focus group discussion

Date: _____

Dear Teacher

I appreciate your participation in this study, **“An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones.**

I am now about to enter focus group discussion and you have been purposefully selected as a participant. The purpose of this letter is to request your permission to take part in group interview.

The group interview session will be in the form of a discussion about questions that will be posed to you. Participation is voluntary and you may withdraw from group interview at any time.

Your anonymity will be protected and confidentiality is ensured as no names will be used at any point in the process of the research. The risk of your participation in this study is minimal. Your group interview responses will be taped and transcribed verbatim. You will be given the opportunity to verify the transcribed group interview or accuracy of what was stated and what you intended.

If you are willing to participate in this study, please complete the attached consent form. You may keep a copy of this letter and your signed consent form with you for future references.

Sincerely,

Mr ET BEKRE (Doctoral candidate, Unisa)

Cell phone: +251 910006665; Address: PO Box 260 Mizan –Tepi University

.....

Informed Consent

I, the undersigned am giving my consent to participate in the research study entitled **An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**

I have read and understood the material above. I voluntarily agree to participate in this study.

Signature _____ Date _____

Annexure D: Ethics clearance certificate

UNISA

University
of South Africa 

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

18 May 2016

Ref: 2016/05/ 18/45449058/13/MC

Student: Mr. ET Bekere

Student Number: 45449058

Dear Mr Bekere

Decision: EthicsApproval

Researcher: f•tr. ETBekere
Tel : + 2 747 3360181
Email:454490858Amylife.Unisa.ac.za

Supervisor:
Dr LDN Tlale
College of
Education
Department of Psychology of
Education
Tel: +2712 4292064
Email: tlaleldn@unisa.ac.za

Proposal: AnAssessmentofcounsellingneedsofadolescentstudentsinsecondaryandpreparatory
schools

Qualification: D Ed Psychology of Education

Thank you for the application for research ethics clearance by the College of Education
Research Ethics Review Committee for the above mentioned research. Final approval is
granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 18 May 2016. The proposed research may now commence with the proviso that:

- 1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethical considerations, such as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*



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PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix E: Informed consent letter for education experts: Focus group discussion

Date: _____

Dear Education experts

Subject: Permission to take part in a research project: **An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**

I would like to request your permission to participate in my research study entitled, “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**”

The aim of this study is to explore counselling needs of adolescent students and develop potential strategies for its effective implementation. This study will provide insight into how to improve the need of counselling in secondary schools in Bench-Maji and Sheka Zone. This project is part of my thesis for a doctoral degree in Counselling Education at the University of South Africa and may be published.

Now you are invited to participate in the focus group discussion. The purpose of this letter is to request your permission to take part in group interview. If you are willing to participate in the group interview, I would like to invite you to join me for a 45-minute group interview at a place where you prefer. The interview session will be in the form of a discussion. Participation is voluntary and you may withdraw from taking part in the group interview at any time.

Your anonymity will be protected and confidentiality is ensured as no names will be used at any point in the process of the research. Your interview responses will be taped and transcribed verbatim. You will be given the opportunity to verify the transcribed interview for accuracy of what was stated and what you intended.

The tapes and transcripts of group interviews will be kept in a locked cabinet that will only be accessible to the researcher. Tapes will be erased upon approval of verification of accuracy of

the transcript by you. Transcripts and documents will be kept in a locked cabinet for a period of two years following the completion of the dissertation process and will then be destroyed.

If you are willing to participate in this study, please complete the attached consent form. You may keep a copy of this letter and your signed consent form with you for future references.

Sincerely,

Mr ET BEKRE (Doctoral candidate, Unisa)

Cell phone: +251 910006665; Address: P.O. Box 260 Mizan-Tepi University

Informed Consent

I, the undersigned am giving my consent to participate in the research study entitled “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**”

I have read and understood the material above. I voluntarily agree to participate in this study.

Signature _____

Date _____

Appendix F: Informed consent letter for PTA: Focus group discussion

Date: _____

Dear PTA

Subject: Permission to take part in a research project: **An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**

I would like to request your permission to participate in my research study entitled, “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**”

.

The aim of this study is to explore counselling needs of adolescent students and develop potential strategies for its effective implementation. This study will provide insight into how to improve the need of counselling in secondary schools in Bench-Maji and Sheka Zone. This project is part of my thesis for a doctoral degree in Counselling Education at the University of South Africa and may be published.

Now you are invited to participate in the focus group discussion. The purpose of this letter is to request your permission to take part in group interview. If you are willing to participate in the group interview, I would like to invite you to join me for a 45-minute group interview at a place where you prefer. The group interview session will be in the form of a discussion. Participation is voluntary and you may withdraw from taking part in the group interview at any time.

Your anonymity will be protected and confidentiality is ensured as no names will be used at any point in the process of the research. Your interview responses will be taped and transcribed verbatim. You will be given the opportunity to verify the transcribed interview for accuracy of what was stated and what you intended.

The tapes and transcripts of group interviews will be kept in a locked cabinet that will only be accessible to the researcher. Tapes will be erased upon approval of verification of accuracy of

the transcript by you. Transcripts and documents will be kept in a locked cabinet for a period of two years following the completion of the dissertation process and will then be destroyed.

If you are willing to participate in this study, please complete the attached consent form. You may keep a copy of this letter and your signed consent form with you for future references.

Sincerely,

Mr ET BEKRE (Doctoral candidate, Unisa)

Cell phone: +251 910006665; Address: P.O. Box 260 Mizan-Tepi University

Informed Consent

I, the undersigned am giving my consent to participate in the research study entitled “**An assessment of counselling needs of adolescent students in Ethiopia: a case in Sheka and Bench Maji zones**”

I have read and understood the material above. I voluntarily agree to participate in this study.

Signature _____

Date _____

Appendix G: Survey Questionnaires for Quantitative Data

Counselling Needs Assessment Survey for students. Please put an x sign inside the box in front of your grade, gender and residence and other relevant information.

1. Your grade in this year 9th 10th 11th 12th
2. Your gender Male Female
3. Your residence: city country side
Other _____
4. Are you Regular Education Student Special Education Student.

II General Information

1. Do you know that counselling service is available in your school?
Yes No

2. Have you ever participated in counselling at your school?
Yes No

If you answered No (number) 6, Please skip to No 9.

3. If you have participated in counselling services at school, was it?
Individual Group both Individual and Group Counselling

4. Do you know any places in your local community that provide life
Stress/mental health counselling? Yes No

5. Have you ever participated in counselling session in the community? Yes No

If you answered No 10, Please skip to No 13.

6. If you have participated in counselling session in the community, was it?
Individual Group both Individual and Group Counselling .

III counselling needs support areas part I

Now, we would like to know what kinds of counselling you think students need at their school. It may be for yourself, or something that you think others in their school need. Read each item and place an X sign in the box to tell us how much you think high school students/yourself/ needs the type of counselling.

As a student, in my school, I need counselling support in the following areas:

	Areas	I don't need it at all	I need it a little	I need It	I need it a lot	I really need it a lot
1	Grief and Loss	1	2	3	4	5
2	Coping with divorce and separation	1	2	3	4	5
3	Paying Attention in class	1	2	3	4	5
4	Dealing with Abuse	1	2	3	4	5
5	Getting along with parents	1	2	3	4	5
6	Dealing with a traumatic event	1	2	3	4	5
7	Anger Management	1	2	3	4	5
8	Getting along with teachers	1	2	3	4	5
9	Using good social skills	1	2	3	4	5
10	Getting along with others	1	2	3	4	5
11	Controlling inappropriate behaviour	1	2	3	4	5

If you worked on a topic that is not listed, you can write it here-----

IV. Prioritizing Major counselling service areas

Below is a list of the most important service areas of counselling programme.

After reading the list, circle the number that shows what main concern/top priority that service area should receive in your school counselling programme

No	Service areas	Top Priority	Moderate Priority	Low Priority	Very Low Priority
1	Counselling Services (Designed to offer individuals an opportunity for self-knowledge and self-development through individual and group counselling, support services, referral services).	4	3	2	1
2	Appraisal Services (Provides essential facts about the learner through career interests inventories, achievement tests, personality inventories, special needs assessment)	4	3	2	1
3	Information Services (student records, post-secondary catalogues, handbooks, Job- searching for and job keeping skills)	4	3	2	1
4	Placement Services (Designed to enhance student development by assisting them to select and use opportunities inside and outside the school through career advising, attachment, referral to agencies, course selection, college/university admission)	4	3	2	1

5	Consultation Services (Getting the opinion of people who can contribute and have an interest in the student's welfare e.g. other teachers, parents, administrators)	4	3	2	1
6	Curricular Services (Organization of materials for classroom teacher adoption, group and classroom presentation of counselling topics)	4	3	2	1

V. Questions formulated to redesign counselling service concerns of students

Respond by putting an X mark in the column that best describe your opinion.

As allies in school redesign, what would you suggest the counselling programmes need to involve? We would suggest you that the policies we long for, the ones that matter most to us, would produce more effective school counselling services that satisfy students' needs.

No	Major Concerns or issues that need to be addressed	Yes	No	Not sure
1	I need help that supports me relate the connections between what I am learning and the real world			
2	I need support where I can go to for support and advice, both in terms of academics and personal issues.			
3	I need someone who knows me well and supports me in time of need.			
4	I wish for where the relationships between and among students and adults in the school are grounded in respect and trust.			
5	I need a counsellor who talks to me one-on-one about college or other plans for the post-secondary school.			
6	My teachers talk to me in groups about college or other plans for the post high school.			
7	In my school, I wish for where the discipline is applied fairly, meaningfully, and equitably across the student body.			
8	I want to receive regular feedback on how I am doing and how I can improve.			
9	I wish my voice matters in my school.			

Vi. Benefits of the SCS (school counselling services)

To what extent the following SCS benefits are practiced in your school in terms of: (Level of practice)

	Benefits	always	often	occasionally	seldom	Never
1	Providing effective study habits for learners	5	4	3	2	1
2	Enhancing effective use of time awareness for students	5	4	3	2	1

3	Facilitating academic achievement	5	4	3	2	1
4	Initiating Positive classroom behaviour	5	4	3	2	1
5	Developing Positive attitude toward others	5	4	3	2	1
6	Reducing students' anxiety	5	4	3	2	1
7	Building Positive self-image	5	4	3	2	1
8	Promoting Knowledge of how to apply for a job	5	4	3	2	1
9	Facilitating Knowledge of various careers for pupils	5	4	3	2	1
10	Dealing on understanding oneself	5	4	3	2	1
11	Establishing a safe school atmosphere for students	5	4	3	2	1

Vii. Additional counselling services as rated by students

How would you rate the School Counselling services you have received/intended to be provided from your school counsellors in terms of addressing your needs?

Please indicate how well each of the following statements describes your needs. Please return the survey question to facilitator when you are finished.

No	STATEMENTS	S A	A	U	D	SD
1	My counselor cares for students	5	4	3	2	1
2	My counselor keeps confidentiality	5	4	3	2	1
3	My school counselor respects students	5	4	3	2	1
4	My school counselor is easily available to students	5	4	3	2	1
5	My school counselor responds to my immediate concerns	5	4	3	2	1
6	My school counsellor address my personal social concerns via group counselling	5	4	3	2	1
7	My school counsellor address my personal social concerns through individual counselling	5	4	3	2	1
8	My school counsellor creates conducive condition that give every student an equal opportunity to succeed academically	5	4	3	2	1
9	My school treats students fairly	5	4	3	2	1
10	Administration and staff value what students have to say.	5	4	3	2	1
11	Students in my school are involved in decisions about things that concern them in school.	5	4	3	2	1
12	Most of my teachers are enthusiastic about teaching and Communicate this to students.	5	4	3	2	1

Viii. Comprehensive Needs Assessment Survey of student concerns (Grades 9 – 12)

In an effort to improve our Counselling Programme, we need your assistance. By completing this assessment, you will help us understand what is important to you. Please read each item below and circle what most applies to you in terms of your needs from your school counselling service provision.

Answer each statement and put an X sign in the box you prefer. I need help with the following PERSONAL concerns:		Great need	Average need	Little need	No need at this time
1	Making friends	4	3	2	1
2	Dealing with peer pressure	4	3	2	1
3	Transitioning to a new school	4	3	2	1
4	Understanding the emotional and physical dangers of abuses e.g. substance, sexual, physical	4	3	2	1
5	Teen age Pregnancy /Parenting	4	3	2	1
6	Helping myself (gaining more self-confidence, expressing my feelings and thoughts)	4	3	2	1
7	Being more assertive	4	3	2	1
8	Handling crisis situations				
9	Handling teasing or being bullied	4	3	2	1
10	Getting along with other students Better	4	3	2	1
11	Getting along better with family members	4	3	2	1
12	Feeling sad or depressed	4	3	2	1
13	Feeling anxious or irritable	4	3	2	1
I need help with the following SCHOOL concerns:		4	3	2	1
14	Being more organized	4	3	2	1
15	Managing my time better	4	3	2	1
16	Improving study skills	4	3	2	1
17	Reducing test anxiety	4	3	2	1
18	Improving test-taking skills	4	3	2	1
19	Understanding what my test scores mean in relation to academic and career planning	4	3	2	1
20	School adjustment (making friends, getting along with teachers)	4	3	2	1
21	Acquiring skill, attitudes and knowledge to learn effectively	4	3	2	1
22	Understanding the best career choices for me	4	3	2	1
23	Planning my career options after high school	4	3	2	1
24	The college application process	4	3	2	1
25	Understanding my learning style to improve how I learn	4	3	2	1
26	Knowledge of what educational options are available to me when I graduate	4	3	2	1
27	Understanding graduation requirements	4	3	2	1
28	Selecting a career cluster or Concentration	4	3	2	1
Please check how much you agree with the following statements and circle the number of your choice: (Comprehensive concerns)		Strongly agree	Agree	Disagree	Strongly disagree
29	I have a clear career plan to follow when I graduate.	4	3	2	1
30	I understand why I need a good education.	4	3	2	1
31	I will stay in school until I graduate high school.	4	3	2	1
32	I will continue my education after high school.	4	3	2	1
33	Becoming familiar with counselling services at this school and how to use them.	4	3	2	1
34	Understanding the balance between school, work and leisure	4	3	2	1

35	Obtaining information on colleges and technical schools	4	3	2	1
36	Setting academic goals based on my strength and weaknesses	4	3	2	1
37	Improving my academic weaknesses	4	3	2	1
38	Learning how completing my schoolwork will help me in the future	4	3	2	1
39	Knowing High school completion requirements	4	3	2	1
40	Tracking my personal progress toward graduation requirements	4	3	2	1
41	Having easy access to counsellors	4	3	2	1
42	Identifying my interests and abilities	4	3	2	1
43	Relating my interests and abilities to my future career	4	3	2	1
44	Knowing the education requirements for a particular occupation	4	3	2	1
45	Becoming more responsible and understanding of the consequences of my actions.	4	3	2	1
46	Dealing with my home / family situations	4	3	2	1
47	Knowing how to get along better with my friends, family, teachers, and others	4	3	2	1
48	Understanding how my feelings affect my Schoolwork	4	3	2	1
49	Dealing with pressure from my peers	4	3	2	1
50	Developing self-confidence / self esteem	4	3	2	1
51	Exercising self-control and behaving appropriately	4	3	2	1
52	Understanding and accepting my personal strengths and weaknesses	4	3	2	1
53	Dealing with death and dying issues	4	3	2	1
54	Concerns about physical and other types of abuse	4	3	2	1
55	Talking about my problems in a small Group	4	3	2	1
56	Understanding, respecting, and appreciating the differences among others	4	3	2	1
57	Knowing about community resources and how they can help me	4	3	2	1
58	Dealing with suicidal issues	4	3	2	1
59	Learning to deal with anger	4	3	2	1
60	Develop good decision-making skills	4	3	2	1

Thank you for your participation

Appendix H: Focus Group Discussion Interview Guide Questions

1. How do you perceive counselling service provision in your school?
2. How are the needs of students been addressed in your school in terms of their behavioural adjustment, orientation service for new comers, study habit and academic counselling support for learners, etc?)
3. How do you explain the behavioural concerns/problems of students in terms of attentively pursuing their class room activities, their relationships with teachers, with administrations, and with their parents?
4. What are the major concerns of students in terms of a) academic in terms of paying attention in the class, b) career -developing good decision-making skills, c) personal/social development. Which grade(s) need special support in this regards?
5. Do you perceive that special supports are needed in addressing students' needs /concerns in dealing with substance abuse such as Chat, alcohol, and other related abuses?
6. Have you ever observed inappropriate behaviours among students? And if so, what are some of the measures that have been taken in managing these inappropriate behaviours of adolescent students that manifested in class and in the school settings? More of Adult Group (MAG)
7. Do you believe that this school student' time management, effective study habits /skills and Job- searching for and job keeping skills met well? And if so not, which grade(s) need such support? Why? What do you suggest to address the above mentioned student needs? And which profession (s) is more accountable in addressing such needs of students?
8. Do the existing school counselling policy gave emphasis for counselling provision services rendered to the students? If your response to this statement is positive, do you believe that the professionals who have been providing such services well equipped with counselling skills need to address such student needs? And if so not, what do you suggest to improve these professionals' capacity in terms of in-service training, additional courses needed to be amended/inculcated in the counsellors' curriculum? MAG
9. How do you express counsellor-student ratio in terms of addressing various concerns of students?
10. What do you suggest the roles need to be played by school principals, teachers and education departments, in the school counselling services to collaboratively address students' academic, career, and personal/social development needs?

11. What strategies are needed to address /improve effective learning-teaching process, career and personal/social needs of students?
12. Would you please suggest some of the effective strategies that are believed to address the counselling service needs of students at Federal Ministry of Education, Regional Education Bureau, Zonal and District Education Department and School level?
13. To what extent the existing counselling provision polices-like counsellors' roles and the ways of implementing the services/programmes, the resources /facilities needed etc. are addressed in providing effective services that satisfy students' needs?
14. Do these school students' needs in terms of managing dropout, teenage pregnancies, sexual harassment, successful high school completion problems, and National examination failure problems addressed well by the concerned bodies? Please explain out your response.
15. What do you recommend student concerns in terms of career exploration and planning in high school and post-secondary education/trainings?
16. How should the school address the above concerns?
17. What barriers do you think your counsellor or school encounter in attempting to offer successful
Counselling services?
18. Do you help other students/friends who have problems/concerns? b. Do you approach some students/friends for your problems/concerns? If yes, are you confident in assisting them or are they confident in assisting you? What should be done to improve your confidence in helping others?