



**KOTEBE UNIVERSITY OF EDUCATION SCHOOL OF
GRADUATE STUDIES COLLEGE OF EDUCATIONAL
SCIENCES DEPARTMENT OF PSYCHOLOGY**

**THE ROLE OF GUIDANCE AND COUNSELLING SERVICES ON
ACADEMIC PERFORMANCE OF STUDENTS: THE CASE OF
LIDETA SUB CITY GOVERNMENTAL SECONDARY
SCHOOLS, ADDIS ABABA**

BY

TOMAS MEKONEN DINKU

**THESIS SUBMITTED TO KOTEBE UNIVERSITY OF EDUCATION
COLLEGE OF EDUCATIONAL SCIENCES, DEPARTMENT OF
PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS (MA) IN EDUCATIONAL
PSYCHOLOGY**

JUNE, 2024

ADDIS ABABA, ETHIOPIA

**KOTEBE UNIVERSITY OF EDUCATION SCHOOL OF
GRADUATE STUDIES COLLEGE OF EDUCATIONAL
SCIENCES DEPARTMENT OF PSYCHOLOGY**

**THE ROLE OF GUIDANCE AND COUNSELLING SERVICES
ON ACADEMIC PERFORMANCE OF STUDENTS: THE CASE
OF LIDETA SUB CITY GOVERNMENTAL SECONDARY
SCHOOLS, ADDIS ABABA**

BY

TOMAS MEKONEN DINKU

ADVISOR: MELKAMU AFETA (PhD)

**THESIS PROPOSAL SUBMITTED TO KOTEBE UNIVERSITY
OF EDUCATION COLLEGE OF EDUCATIONAL SCIENCES,
DEPARTMENT OF PSYCHOLOGY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF ARTS (MA) IN EDUCATIONAL
PSYCHOLOGY**

JUNE 2024

ADDIS ABABA, ETHIOPIA

ACRONYMS

GCS Guidance and Counseling Services

LSC Lideta Sub City

EMoE Ethiopian Minister of Education

GCS Guidance and Counseling Services

GSSS Governmental Secondary School Students.

APS Academic Performance of Students

ABSTRACT

Guidance and counseling services are very crucial for improving academic performance of students and plays significant role for ensuring quality education. The purpose of this study was to assess the role of guidance and counseling services on academic performance of students in four governmental secondary schools which are located at Lideta sub city of Addis Ababa City Administration,. During preliminary survey, the researcher used purposive sampling technique to select Lideta sub city from the available 11 sub cities in the city administration. Lideta sub-city was selected for its convenience and accessibility for the researcher. Then, in order to select target populations, stratified simple sampling techniques employed to identify students based on their grade levels (grade 9-12). Finally, Taro Yemane (1967) sample size determination was used to select the sample participants` for the study. Questionnaire and interviews which are both structured and semi structured were used for collecting the relevant data. Qualitative data was analyzed thematically and quantitative data was interpreted using statistical techniques and interpreted accordingly. Finally, the findings suggest that guidance and counseling services play a significant role in supporting students' academic performance. To maximize their impact, addressing resource challenges, promoting student involvement, providing continuous professional development, and implementing proactive strategies are essential steps.

Key words: Counseling, guidance, Academic performance, Secondary School

TABLE OF CONTENTS

ACRONYMS	I
ABSTRACT	II
LIST OF TABLE	V
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	4
1.4. Research Objectives	4
1.4.1. General Objective	4
1.4.2. Specific Objectives:	4
1.5. Significance of the Study	5
1.6. The Scope of the Study	5
1.7. Limitation of the Study	5
1.8. Organization of the Study	6
1.9. Operational Definition of Basic Terms	6
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1. The Concepts of Guidance and Counseling	8
2.2. Roles of Guidance and Counseling	10
2.3. Academic Performance of Students	10
2.4. Counselor's Personality and Students' Academic Performance	11
2.5. School Counseling Environment and Counseling Effectiveness	11
2.6. Factors for Poor Academic Performance in Schools	12
2.6.1. Anxiety	13
2.6.2. Poor Self-Concept	13
2.6.3. Poor Methods of Study	14
2.6.4. Poor Reading Techniques	14
2.6.5 Student Indiscipline	14
CHAPTER THREE	15
3. RESEARCH METHODOLOGY	15
3.1. Research Approach	15
3.2. Research Design	15

3.3. Data Types and Sources	16
3.4. Description of the Study Area	16
3.5. Population, Sample and Sampling Techniques.....	16
3.6. Instruments of Data Collection	17
3.6.1. Questionnaire.....	17
3.3.2. Interviews.....	18
3.3.3. Document Record Review	18
3.7. Data Collection Procedures.....	18
3.8. Data Analysis Procedures.....	18
3.9. Ethical Considerations.....	19
3.10. Pilot Study	19
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	20
4.1. Validity and Reliability	20
4.1.1. Validity.....	20
4.1.2 Reliability.....	20
4.2. Demographic Profile of Respondents.....	21
4.2.1. Gender Distribution.....	22
4.2.2. Age Category	22
4.2.3. Grade Level.....	23
4.3. Presentation, Interpretation and Analysis of Survey Data.....	24
4.3.1. Guidance and Counseling Service Utilization.....	24
4.3.2. Hindering Factors for Guidance and Counselors	30
4.3.3. Contribution to Study Habits.....	35
4.3.4. Predicting Academic Performance.....	39
4.3.5. Strategies for Improvement.....	43
4.4. Correlation Analysis of Dependent Variable to that of Independents.	47
4.4.1. Guidance and Counseling Service Utilization.....	48
4.4.2. Hindering Factors for Guidance and Counselors	48
4.4.3. Contribution to Study Habits.....	48
4.4.4. Strategies for Improvement.....	48
CHAPTER FIVE: CONCLUSION AND RECOMMENDATION.	50
5.1. Conclusion.	50
5.2. Recommendations	51
REFERENCES	i
APPENDIXES 1 QUESTIONNAIRES	iii

LIST OF TABLE

Table 1 Reliability Statistics.....	20
Table 2 Sociodemographic profile of respondents.	21
Table 3 Cross Tabulation of Age Categories and Grade Level.	23
Table 4 Frequency Distribution of Respondents on Service Utilization.	24
Table 5 Cross Tabulation on Guidance and Counseling Service Utilization.....	26
Table 6 Descriptive Statistics	29
Table 7 Frequency Distribution of Respondents on Hindering Factors for Guidance and Counselors.....	30
Table 8 Cross Tabulation on Hindering Factors for Guidance and Counselors	33
Table 9 Frequency Distribution of Respondents on Contribution to Study Habits	35
Table 10 Descriptive Statistics on Contribution to Study Habits	37
Table 11 Students Respondents on Predicting Academic Performance.....	39
Table 12 Descriptive Statistics on Predicting Academic Performance.....	41
Table 13 Students Response on Strategies for Improvement.	43
Table 14 Descriptive Statistics on Strategies for Improvement.....	46
Table 15 Correlation Analysis of Dependent Variable to that of Independents.	47

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Students come to school from different background with different ability, disability, and interest to mention a few. Attendance of school alone might not lead to academic and life success for students, and they should rather receive a variety of services like school guidance and counseling that could enhance the quality of their academic performance and school life. Provisions of support services could serve to enhance success of students in their academic and non- academic endeavors. Studies by Abrams and Jernigan (1984) and Sanders (1998) indicated that students with student support services achieved better in academics than those who did not get while they were in need of the services.

Most school children are undergoing some of the most difficult periods of life in secondary schools. The transition from childhood to adulthood is a difficult one even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school, the school environment and peers. That is why Herman (2009) stated that guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Herman further stated that the primary mission of a school's guidance and counseling program is to provide a broad range of personnel services to the students.

Guidance and counseling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. The need for the school counselor is therefore to assist the child in molding his/her future through counseling therapy. Eremie and Jackson (2019) asserted that there are many services that the professional guidance and counselor provides help to the students such as educational, vocational and personal-social services among others.

Guidance and counseling are two closely interrelated concepts. According to Okita (2012), guidance refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life. Therefore, it is aimed at bringing about maximum development and self-realization of human potentials for the benefit of the individual and the society. On the other hand, Umoh (2004) explained counseling as an interaction between the client (counselee) and the counselor in which the counselor tries to use his/her professional training, skills, expertise and experience to help the client overcome an area of conflict which has hindered the inter and intra- personal relationships, growth and development as well his/her academic performance.

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scort, 2012). According to Scort, it reflects the outcome of education, the extent to which the student, teacher or institution have achieved their educational goals. Aremu and Soka (2003) described academic performance as a performance that is judged by the examiner and some significant others as falling below an expected standard. They observed that the academic performance of secondary school students has been poor in recent times and this could be attributed to a variety of factors such as students' inability to manage their time, peer influence, family factors and the likes.

In the last two years it is observed that Ethiopian Minister of Education announce the tragic failure of Education Policy of the country, which is revealed through implementing testing center for students who took university entrance exam all over the country and ended up with 3.3% pass. This academic failure creates stress and frustration, which in turn produced loss of hope on students' academic performance and interest. Even if there is guidance and counseling service in Ethiopian governmental secondary schools, still there is huge gap in proper provision of support to improve academic performance of students. Therefore, the study is intended to investigate the role of guidance and counseling service on academic performance of student in Lideta sub city of governmental secondary schools. As stated by, Aremu (2000) academic failure is not only frustrating to the students and parents, but also affects the society in terms of losing qualified professionals to fill man power in all spheres of sectors. Therefore, it needs to be addressed.

1.2. Statement of the Problem

Today, young people are living in an exciting time with an increasingly diverse and internet society with new technologies and expanding opportunities. Adolescents face unique and diverse challenges both personally and developmentally that has affected their academic performance. In schools, success is measured by the level of the students' academic performance because students' performance remains a top priority for educators but it is unfortunate to realize that the academic performance of secondary school students has been declining over time. The goal of education cannot be achieved without the input of professional counselors. Counseling programs play a vital role in preventing educational, personal, social, mental and emotional problems of students.

Guidance and counseling is one of the student support services provided to students in schools and the positive outcomes of counseling services on the holistic development of students are documented. It improved students' behavior related, cognition, social and academic skills (Birgman and Cambell, 2003). In several studies, the importance of counseling to improve students' academic achievement is attested. A local study conducted at Bole senior secondary school in Addis Ababa, identified counseling as a factor that positively affects academic achievement of students (Mathewos, Tamiru 2000).

From experience and observation of the researcher academic performance of governmental secondary schools in Lideta sub city of Addis Ababa has been declining overtime. This has a negative reflection on the various programs put in place to promote academic performance in the area. In schools where guidance and counseling services are available, the number of students attending counseling sessions is low and this has been considered as one cause in declining the academic performance of secondary school students. Thus, the main concern of this study is to assess the role and relevance of guidance and counseling service in the schools in facilitating better academic achievement of students.

In addition, little information is available on the relevance of guidance and counseling in improving academic performance of governmental secondary school students. From the gap identified above, this study seeks to determine the issues and establish

the role of guidance and counseling service on academic performance of governmental secondary school students in Lideta sub-city of Addis Ababa.

1.3. Research Questions

In its attempt to address the problem, the following research questions was guided the study

1. What is the status of guidance and counseling service among the secondary schools of Lideta Sub-City of Addis Ababa?
2. What are the hindering factors for school guidance and counselors in not providing the expected level of service for students to enhance their holistic development among Lideta Sub-city secondary schools?
3. To what extent that guidance and counseling services contributes in enhancing the students` study habit among Lideta Sub-city secondary schools?
4. Do guidance and counseling service provided for the pupils` predicts the academic performance of the students in Lideta Sub-city secondary schools?
5. What are the possible strategies to improve guidance and counseling services to enhance the academic achievement of students in schools?

1.4. Research Objectives

1.4.1. General Objective

To assess the role and relevance of guidance and counseling services in improving the academic performance of students in Lideta Sub-city governmental secondary schools.

1.4.2. Specific Objectives:

The specific objectives of the study were:

1. To identify the status of guidance and counseling service among the secondary schools of Lideta Sub-City of Addis Ababa
2. To investigate the hindering factors for school guidance and counselors in not providing the expected level of service for students to enhance their holistic development among Lideta Sub-city secondary schools

3. To find out to what extent that guidance and counseling services contributes in enhancing the students` study habit among Lideta Sub-city secondary schools
4. To examine whether guidance and counseling service provided for the pupils` predicts the academic performance of the students in Lideta Sub-city secondary schools
5. To suggest the possible strategies to improve guidance and counseling services to enhance the academic achievement of students in Lideta secondary schools

1.5. Significance of the Study

The study could help all stakeholders to identify how guidance and counseling services affects academic performance of secondary school students in Lideta sub city. Based on the findings, it paves the way for the stakeholders to take corrective actions like arranging on job professional trainings and improves the skills of the school counselors in their provision of their services in positively impacting academic achievement of students. On other hand the community will benefit from the findings since improved perception on the significance of guidance and counseling service in schools may be witnessed. In addition, the finding of the study can be an input on critical issues of guidance and counseling services for the researchers in the area for further future studies.

1.6. The Scope of the Study

The present study was delimited only to the role and relevance of guidance and counseling service in improving academic performance of students in secondary schools. Geographically, the study is confined to Lideta Sub-city secondary schools in Addis Ababa. Both quantitative (descriptive and correlation methods) and qualitative methods were employed to analyze the collected data. Data collection period covers from 1 January 2024 to 30 December 2024.

1.7. Limitation of the Study

In the process of carrying out this study, a number of constraints and unforeseen situations was encountered that affect the validity and reliability of the study. The

limitation may include lack of interest and willingness from the respondents' side in the process of filling and returning the questionnaire.

1.8. Organization of the Study

This research plan was structured into five chapters. The first chapter is introduction part which includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope and limitation of the study and operational definition of basic terms. The second chapter presents reviews of related literature which incorporates theoretical and empirical reviews as well as conceptual framework of the study. The third chapter contains the research methodology part which comprises of research approach and design, data sources, description of study area and target population, sampling procedures, instruments of data collection, data analysis and pilot study. Chapter four deals with data analysis and discussion part. The last chapter presents summary, conclusion and recommendation part of the thesis.

1.9. Operational Definition of Basic Terms

Teachers: means any principals and guidance and counseling teachers who worked in the selected schools.

Students: Individuals who are enrolled in the selected governmental secondary educational institutions and are actively engaged in learning and academic activities.

School Guidance and Counseling: School guidance and counseling refer to a comprehensive program designed to support students' academic, social, emotional, and career development within a school setting. This program typically includes services such as individual and group counseling, academic advising, career exploration, crisis intervention, and referral to community resources. The goal is to help students achieve academic success, develop positive relationships, manage challenges effectively, and make informed decisions about their education and future.

Academic Achievement: Academic achievement refers to the extent to which students successfully meet educational goals and demonstrate proficiency in academic subjects. This may include performance on standardized tests, grades in coursework, completion of assignments, participation in extracurricular activities, and attainment of educational milestones. Academic achievement is influenced by various factors,

including students' abilities, motivation, engagement in learning, and the quality of instruction and support provided by educators.

Guidance: Guidance involves providing direction, support, and advice to individuals to help them make informed decisions, set goals, and navigate challenges in various aspects of their lives. In the context of education, guidance may include assistance with academic planning, career exploration, personal development, and social-emotional well-being. Guidance aims to empower individuals to develop self-awareness, build skills, and take actions that align with their values and aspirations.

Counseling: Counseling is a professional therapeutic process that involves a confidential and collaborative relationship between a trained counselor and an individual or group seeking support. Counseling addresses a wide range of personal, emotional, social, and behavioral concerns, with the goal of promoting self-understanding, emotional resilience, and positive change. In schools, counseling may focus on issues such as academic difficulties, peer relationships, family conflicts, mental health challenges, and crisis intervention, aiming to help students overcome obstacles and thrive academically and personally.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concepts of Guidance and Counseling

Guidance and counseling according to Birichi and Rukunga (2009) is a practice that had been in existence for a long time and had been passed on from one generation to another. The concept of guidance and counseling carry different but overlapping meaning. They are closely interrelated and cannot be overly separated from one another. Furthermore, Mutie and Ndambuki (2002) observed that, the belief that human beings are basically self-determining creatures. That means that they had an innate desire for independence and autonomy as well as for self- destruction which implied that human beings had the ability to control their own destiny and to be fully responsible for their action.

Main goal of guidance and counseling is to help people understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles. Guidance and Counseling service, Ajowi and Simatwa (2010) noted that, they are essential elements in discipline management of people in all societies.

Guidance and counseling focuses on observable behavior and its modification in the present. As an initial step in many types of behavioral therapy, the client monitors his or her own behavior carefully, often keeping a written record. The client and therapist establish a set of specific goals that will result in gradual behavior change. The therapist's role is often similar to that of a coach or teacher who gives the client "homework assignments" and provides advice and encouragement. Therapists continuously monitor and evaluate the course of the treatment itself, making any necessary adjustments to increase its effectiveness (Thorne, 1948).

Robert N. Anthony, a distinguished figure in the realm of management accounting, offers a comprehensive definition of guidance as a pivotal process within organizations. According to Anthony, guidance extends beyond mere communication; it embodies the systematic provision of direction and information intended to steer decision-making. This process is instrumental in aligning individual and departmental

efforts with overarching organizational objectives. Anthony emphasizes the crucial role of guidance in facilitating effective management control, as it serves as a beacon for decision-makers, helping them navigate towards common goals.

James A. Brimson, renowned for his contributions to performance measurement and management, contributes a nuanced perspective on guidance. Brimson sees guidance as a proactive managerial process that goes beyond a passive flow of information. In his view, it involves not only setting performance expectations but also creating a framework that influences behavior and decisions within the organization. For Brimson, guidance is dynamic and adaptive, capable of responding to changing circumstances. A multifaceted approach provides the necessary tools for individuals and units to make decisions consistent with the broader goals of the organization. In essence, Brimson underscores the strategic and influential nature of guidance in the complex landscape of organizational management.

Regarding counseling, there is no universally accepted definition of counseling. The reason being that some definitions are too broad while others are specific, for instance Hansen and Women (1982) states that counseling is a word that everyone seems to understand, but it is quite apparent that no two people understand it in exactly the same way. Considering Tahums () perspective, counseling is a dialogue between someone who has a problem and someone with special knowledge and can help in understanding of the problem.

Counseling is usually initiated by the client and it is very personal, intimate, private and confidential. It does not mean to instruct nor is the counselor expected to express personal views and values to the client (Makine, 1983). Nosal (1968), states that counseling is a process through which a person attempts to help another person in matters of self-understanding, decision making and problem solving process. It is a face to face encounter and its outcome is gradually dependent upon the quality of the counseling relationship. It also means the process of interaction between a counselor and a client in private setting where the former helps the latter to change his or her behavior in order to find a satisfactory resolution of his or her needs. Wrenn (1999) puts it that counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of clients need but in which there is always

mutual participation by the counselor and the client with the focus upon self-clarification and self-determination by the client.

2.2. Roles of Guidance and Counseling

Professional school counselors meet the need of students in basic domains: academic development, career development, personal/social development knowledge, understanding, coordination and collaboration, classroom guidance lessons are designed to be preventive in nature and includes self-management and self-monitoring skills (Schmidt, 2003).

According to Nosal (1968), counseling is defined as the diagnosis and treatment of minor (non-imbedded, non-incapacitating) functioned (non-organic) maladjustments and as a relationship, primarily individual and face to face between a counselor and a client. Gitonga (1999) defines a counselor as an advisor, especially one who has professional training. It has been used with reference to teacher counselor. Counseling is a relatively short term, interpersonal, theory based process of helping persons who are fundamentally psychologically, developmental and situational issues. In this study however, the term will refer to; teacher counselor level of training, teacher counselor's experience, teacher counselor's approach, learners' disposition towards counseling and school counseling environment (administration, discipline, facilities etc.).

The reviewed literature has revealed that guidance and counseling services are going on in various schools in Ethiopia though not yielding much. Furthermore, teacher counselors like any other teacher are overloaded with other instructional duties. Most reviewed studies indicated that some of the hindrances to the effective implementation of guidance and counseling in secondary schools are thus most of the counselee are not make use of counseling services due to lack of counseling place on the school timetable, and schools have few reference books on guidance and counseling and that most schools do not have sufficient funds to carry out the services effectively (Fantahun & Tirussew, 2017).

2.3. Academic Performance of Students

Human being has different set of intelligences (Gardner, 1985 & 1995; Viadero, 1998) that have been nurtured during our young lives, that have matured during our adult

lives, and that we tend to reinforce among our own children. From the perspective of academics, two of the most accurate predictors of a young person's ability to succeed in school are reading readiness (phonemic awareness, vocabulary, alphabet naming, and listening comprehension) and two dimensions of a youngster's social behavior (interpersonal skills: the quality of social relationships with peers, and work-related social skills: a child's degree of independence, responsibility, and self-control) at five to six years of age. The most current studies on improving academic performance tells us that there are three environmental influences linked to levels of academic performance among young children. These influences include: High quality parenting (the degree to which a youngster is provided with an enriched warm and responsive learning environment (NICHD, 2004).

2.4. Counselor's Personality and Students' Academic Performance

Yalom (1995) stated that the counselor's personality is the therapeutic agent. Thus, counseling outcomes depend more on the counselor's personality functioning therapeutically than on the level of the counselor's expertise. Likewise, Cormier and Cormier (1985), state that effective counselors are capable of integrating scientific knowledge and skills into their personhood. They are persons first, then professionals. They have achieved a balance of interpersonal and technical skill. Cormier and Cormier also indicate that effective counselors have (a) intellectual competence, (b) energy, (c) flexibility, (d) support, (e) goodwill, (f) self-awareness, (g) cultural experience, among others. Consequently, it is clear that becoming an effective helper is a process that combines personal exploration with the mastery of knowledge and skills training (George & Cristiani, 1995).

2.5. School Counseling Environment and Counseling Effectiveness

According to Eshiwani (1986), many school heads and their teachers are too preoccupied with covering the teaching aspects of the school results at the end of the year. They may not be aware that students, if not well counseled in education related issues they may not be able to achieve their academic goals. The function of guidance in the life of her client is fundamental in the success of the educational goals which is fulcrum of national development. The success of guidance practice in the life of the learner cannot be effective if the counseling environment is not positive. In relation to this, Ejide (2002) and Bums (2000) simply put that a positive environment is one that

is not void of both human and material hindrances to learning (counseling) but is capable of sensitizing and stimulating the entire counseling process.

Counseling environment is like a knob that works through the clients cognitive, affective and psychomotor domain with activities and facilities geared towards promoting relatively permanent change in the client behavior values, convictions, dispositions within and outside the school setting. Positive counseling environment is like salt that sweetens the pot of guidance practice. A soup without salt, no matter the nature of ingredients the best cannot come out. It is when the environment is conducive that the educational goals can be achieved through guidance practice. The underlying theoretical basic is that there is correlation between stimulating environment and mental development (Ainsworth, 1969). Further Ejide (2002) explained that positive environment provides the clients with broad range of experiences which broadens the mental capacity of the clients and enhances their creativity skills and competences. Therefore, the environment portends the surrounding of the clients where counseling process occurs.

The study by Bulus (2000) who opined that positive environment sensitizes and stimulates entire counseling process. Thus, improved counseling school services in the conducive working environment can in turn lead to achieving educational goals. These activities and physical factors such as educative pictures, films, video and decorations are complementary factors for effectiveness.

One of the qualities of a counselor is to assist clients to cultivate the spirit of critical thinking. This at least is the goal of effective practice. Also the social counseling environment which is part of the counseling activities helps to improve clients' cognitive, educational and personal-social life.

2.6. Factors for Poor Academic Performance in Schools

Studies indicated that teachers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement. Napier (1972) reported that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counselors will not yield lasting results. There are a lot of problems which cause students to attain poor academic performance. These include: anxiety,

poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

2.6.1. Anxiety

According to Mandler and Sarason (1952) anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. Secondary school students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance. This brings forth conflict and frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics.

2.6.2. Poor Self-Concept

Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Self-concept helps a student to understand himself/herself and regulate their behavior. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval/disapproval patterns are directly related to pupil's academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The teacher bears a major responsibility for helping students develop positive academic self-concepts.

According to Makinde (1984), most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. Lindsay (1983) supports this by observing that the adolescents compare their real and ideal selves and judge themselves by how well they perform in academics. Self-concept remains fairly stable during adolescence especially for the students whose view of themselves was initially positive (Engel, 1959). Hence, the individual's academic self-concept is a learned structure which grows through training, identification with individual peers, teachers and significant others. The self-concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Marsh, 1990). Since the academic self-concept is such a major factor influencing development and learning, the school must assume a prominent role in helping students to develop a more adequate academic self-concept.

2.6.3. Poor Methods of Study

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (1999) pointed out that the poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. However, he emphasizes that through academic; teacher counselors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

2.6.4. Poor Reading Techniques

Many secondary school students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not comprehend what they read. Lack of recognition of underlying framework and the main points in information already acquired has contributed to students' poor academic performance. Poor concentration has been an issue to many students who have performed poorly. Academic is thus a good remedy for students with reading problem by training them to have effective reading.

2.6.5 Student Indiscipline

Indiscipline is being act of disorder in a student against the established norms in a school and has widely affected many students' academic performance. Lindsay (1983) reveals that there are two reasons why adolescents result in indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent while the external reasons include individual, administrative and the social community causes. When the students' needs are not met, then they are frustrated and this affects their academic performance".

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Approach

The present study employs a mixed research (QUAN+qual) approach to capture valid and reliable data by using both the methods (Creswell, 2009; Kothari, 2004). Quantitative approach is the dominant method and the data obtained through the qualitative method used to substantiate the quantitative findings.

The use of mixed method enables the researcher to obtain a holistic view of the topic under investigation on the basis of a concurrent embodied strategy of data collection and interpretation procedures. There are some rationales in implementing mixed approach. First, using such method was advantageous to examine the same phenomenon from multiple perspectives and also to allow new or deeper dimensions to emerge. Second, mixed method approach has benefits that could not be provided by either the quantitative or qualitative approaches alone (Creswell, 2003). These approaches, in combination, allow gathering complementary information on the issue and help to make the existing situation to be comprehensible (Gay& Airasian, 2000).

3.2. Research Design

The study uses descriptive survey and correlational research design. Quantitative data and qualitative data gathering was conducted concurrently. The major purpose of descriptive research is description of the state of affairs as it exists at present.

Researchers indicated that research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

Research design is a plan that describes how the research will be conducted (Dudley, 2005). Descriptive research design concerned with describing the characteristics of an individual or group (Kothari, 2016). According to Cooper and Schindler (2013), descriptive survey design helps to examine the what, where, and when of a phenomenon. Moreover, it helps to gather relevant data in detail and to make detailed analysis (Creswell, 2013). In line with this, Creswell (2009) stated that descriptive research gives a better and deeper understanding of a phenomenon, which helps as a

fact-finding method with adequate and accurate interpretation of the findings. Furthermore, it also helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determined the relationship that exists between specific events.

3.3. Data Types and Sources

The present study employs both primary and secondary data sources. Primary data sources was gathered from students, teachers, school counselors, and school principals. Secondary data was gathered from unpublished and published documents. The unpublished documents include student academic records (roster), school level planning and performance reports and school counselor reports. The published documents include books, journal articles and other empirical findings.

3.4. Description of the Study Area

The study was conducted in Addis Ababa city administration of Lideta Sub-city on governmental secondary schools. Lideta Sub-city is one of the 11 Sub-cities of Addis Ababa city administrative structures. The Sub-city is located at the center of the city and is relatively well facilitated infrastructure as compared to other sub-cities. The population size of Lideta sub city administration was 350,000 and has an area of 1500.8 square kilometer (sub city's website). It is all known fact that Ethiopian educational policy was failed. This academic failure plus inefficiency in guidance and counseling service on improving academic performance of students observed in governmental secondary schools is also the concern of the sub city so he selected it.

3.5. Population, Sample and Sampling Techniques

The target population of the study was Lideta Sub-city government secondary schools of Addis Ababa city. From the eleven sub-cities found in Addis Ababa city, Lideta Sub-city was selected purposively for the researcher's accessibility, as he is teaching in one of the secondary schools of the sub-city and observed the guidance and counseling service contribution in improving academic achievement of students is weak. From preliminary survey the researcher noted that there are four governmental high schools in Lideta sub city and two schools will be taken as a sample population namely Africa Hibret Secondary School and Hidasse Lideta Secondary School. There

are a total of 909 and 976 students respectively. The former has 517 females, 392 males and the latter has 540 females, 436 males in addition there are 3 principals and 2 guidance and counseling teachers in each selected school. The study attempted to infer information about whole population of the selected area based on the representative sample drawn from the whole population.

The sample population will be stratified under teachers is school principals, vice principals, and guidance and counseling teachers are included from each school. From preliminary survey the total population of students expected to be large. Therefore, Taro Yemane(1967) sample size determination formula will be used to fix the sample size of the study.

$$n = \frac{N}{1+N(e)^2}$$

where,

n= Sample size

N= the population size

e= Margin of error that is (5%)

By using the above formula, the sample size were 330 from 1885 students. Hence, the ratio of females to males is (1:1.3), 185 female students and 145 male students were student respondents. Furthermore, due to their few in number 100% of teachers respondents that is 10 from both schools were included.

3.6. Instruments of Data Collection

In this study both questionnaire and in depth interview were used to collect data from respondents. Both instruments enable to acquire concise and concrete information based on the objective of the study.

3.6.1. Questionnaire

In order to gather relevant information on the role of guidance and counseling on academic performance of students questionnaires were produced. The questionnaires comprises of both open-ended and closed-ended questions. The questionnaires were developed for the teachers and students.

3.3.2. Interviews

The researcher prepared an interview schedule which was used complementarily with the questionnaire administration process. Among the various types of interviews available, semi structured interviews were used for the purpose of study. The interviews were prepared for teachers only.

3.3.3. Document Record Review

Relevant documents like students' academic records, school counselor reports were reviewed and analyzed.

3.7. Data Collection Procedures

In the first place, letter of permission is gained from Kotebe University of Education, College of Educational Sciences Department of Psychology to engage in data collection. Then, the researcher will contact with the sub-city education office heads, school's principals, finally the guidance and counselors, teachers and students to collect general and detail information for the study.

After obtaining approval from each education level leaders and school principals of the selected schools, the researcher explains the purpose and relevance of the study for the study participants. Consent participants will be requested before administration of the questionnaire and conducting interview. Then, the data will be collected, coded, feed to SPSS Version 24 for data analysis. Finally, the analyzed data is reported to the advisor for feedback and after correction it will be submitted to the department of Psychology.

3.8. Data Analysis Procedures

Data analysis will be done using both quantitative and qualitative techniques. After collecting data items from the field using questionnaires and interview schedules, quantitative data gathered from closed ended questions will be first coded and organized into similar themes as per the research questions. Descriptive statics and inferential statistics are fundamental in organizing research data as it serves to summarize the huge information collected.

Quantitative data will be analyzed using descriptive(mean, percentages, standard deviations) and by using inferential statistics (simple linear regression analysis). The

qualitative data will be analyzed thematically by arranging and categorizing responses based on their themes.

3.9. Ethical Considerations

In this study, during literature review, data collection process and its analysis the researcher abide and follow the all ethical rules of conducting research. During data collection process, the researcher explains the purpose and relevance of conducting research on the topic of interest for the study participants and stakeholders. The participants of the study will be informed that their response is used only for academic purposes and their privacy will be protected. The study participants consent will be asked and informed as they have the right to quit in case feeling discomfort.

The respondents will be further assured of no need of writing their names on the question paper and during interview process. The information they provided will be kept with utmost confidentiality and will be used only for the research academic purpose.

3.10. Pilot Study

The researcher would conduct a pilot study, through administering the instruments to a small sample to identify and refine any ambiguous or unclear questions, thus enhancing content validity. Seeking expert feedback is crucial step, where subject matter experts or experienced researchers in this case my adviser review the instruments to confirm that they effectively measure the intended constructs.

Reliability considerations are equally important, and the researcher would assess internal consistency using statistical methods such as Cronbach's alpha to ensure that items measuring the same construct correlate strongly. Through these systematic approaches, the researcher would ensure that the instruments used in the research possess adequate validity and reliability, thereby enhancing the credibility and trustworthiness of the study findings.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Validity and Reliability

4.1.1. Validity

Before the questionnaire was distributed to the respondents, the validity of the instruments was checked by the advisor as to whether it measures what it intend to measure. Accordingly, based on the approval obtained from the advisor, the questionnaire was used considering that, they are valid

4.1.2 Reliability

Prior to the actual data collection reliability test was conducted on selected students to check whether the data collection instrument was consistent and dependable in measuring what it intends to measure. Accordingly 33 questionnaires was distributed and collected to measure the reliability of the instruments and the following result was obtained using Cronbach's Alpha on SPSS 25.

Table 1 Reliability Statistics

Reliability Statistics	
Item Categories	Cronbach's Alpha if Item Deleted
1. Guidance and Counseling Service Utilization	.740
	.718
2. Hindering Factors for Guidance and Counselors	.791
	.781
	.734
3. Contribution to Study Habits	.804
	.741
	.749
4. Predicting Academic Performance	.812
	.730
	.762
5. Strategies for Improvement	.806
	.773
	.759

Source own survey.

Table 1, displays reliability statistics for different sections of the survey instrument, focusing on the internal consistency of items within each section. Each section of the

survey focuses on specific aspects related to guidance and counseling services, such as service utilization, hindering factors, contribution to study habits, predicting academic performance, and strategies for improvement.

The reliability of each section was measured using Cronbach's Alpha coefficients, which indicate the internal consistency of the items within each section. Overall, the table reveals consistently high levels of internal consistency across all sections, with Cronbach's Alpha coefficients ranging from 0.740 to 0.812. These coefficients suggest that the items within each section reliably measure the intended constructs. According to George and Mallery (2003) i.e. >0.70 .

Additionally, the slight variations in Cronbach's Alpha coefficients if items are deleted indicate that removing individual items does not significantly impact the overall reliability of each section. Therefore, the survey instrument demonstrates strong internal consistency, providing reliable data for assessing the effectiveness of guidance and counseling services on academic performance of students in governmental secondary schools.

4.2. Demographic Profile of Respondents

Table 2 Sociodemographic profile of respondents.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	145	43.9	43.9	43.9
	Female	185	56.1	56.1	100.0
	Total	330	100.0	100.0	
Your age category					
Valid	Below 15	12	3.6	3.6	3.6
	15-20 years	251	76.1	76.1	79.7
	21-25 years	67	20.3	20.3	100.0
	Total	330	100.0	100.0	
Grade Level					
Valid	Grade 9	91	27.6	27.6	27.6
	Grade 10	91	27.6	27.6	55.2
	Grade 11	74	22.4	22.4	77.6
	Grade 12	74	22.4	22.4	100.0

	Total	330	100.0	100.0	
--	-------	-----	-------	-------	--

Source own survey.

4.2.1. Gender Distribution

The gender distribution among the surveyed population indicates that 56.1% are female, while 43.9% are male. Understanding the gender composition is crucial for tailoring guidance and counseling services to address gender-specific needs and challenges. For instance, considering potential differences in communication styles, emotional expression, and social pressures between genders can inform the development of effective support strategies to enhance academic performance and well-being among both male and female students.

4.2.2. Age Category

As table 2, above outlines the distribution of respondents across various age categories, offering valuable insights into the potential impact of guidance and counseling services on academic performance. Among the surveyed population, a small proportion of respondents, constituting 3.6%, fall into the age category below 15 years. For these younger students, guidance and counseling services may focus on early intervention strategies, aiding in their transition from primary to secondary education, and fostering academic skill development.

The majority of respondents, accounting for 76.1%, belong to the 15-20 years age category, representing typical secondary school students. For this group, guidance and counseling services play a pivotal role in addressing academic stress, career exploration, study skills, and personal development, aiming to enhance both academic performance and holistic well-being. Conversely, 20.3% of respondents fall into the 21-25 years age category, likely comprising older students or individuals experiencing academic delays. For this cohort, guidance and counseling interventions may focus on academic re-engagement, career reorientation, and adult education opportunities, recognizing the unique challenges faced by mature students.

Overall, tailoring guidance and counseling services to address the specific developmental stages and academic needs within each age category can effectively

support students' academic performance and promote their overall success throughout their educational journey.

4.2.3. Grade Level

The distribution of respondents across grade levels shows a relatively balanced representation, with Grade 10 and Grade 9 each constituting 27.6%, followed by Grade 11 and Grade 12, each at 22.4%. Understanding the grade level distribution is essential for designing guidance and counseling programs that cater to the academic needs and challenges associated with each stage of schooling. Tailored interventions can address issues such as academic stress, goal setting, study skills, and career planning, thereby supporting students in achieving academic success and reaching their full potential.

Table 3 Cross Tabulation of Age Categories and Grade Level.

Your age category and Grade Level Cross tabulation							
Count							
			Grade Level				Total
			Grade 9	Grade 10	Grade 11	Grade 12	
Your age category	Below 15		12	0	0	0	12
	15-20 years		60	72	64	55	251
	21-25 years		19	19	10	19	67
Total			91	91	74	74	330

Source Own Survey

The cross-tabulation analysis (see table 3) offers a detailed examination of the relationship between age categories and grade levels among the surveyed population. Among respondents below 15 years old, all 12 individuals are exclusively enrolled in Grade 9, indicating a concentrated presence of younger students at the onset of their secondary education journey. This suggests that Grade 9 serves as the typical entry point for students in this age group, emphasizing the importance of tailored support to aid in their transition to secondary schooling.

In contrast, the 15-20 years age category comprises the largest segment of respondents, with 251 individuals distributed across all four grade levels. The

distribution across grade levels reflects the diverse progression of students through secondary education, with Grade 10 and Grade 11 showing the highest representation. This highlights the significance of addressing the academic and developmental needs of students across different grade levels to foster their academic success.

Additionally, the 21-25 years age category, while smaller in number, demonstrates a varied distribution across multiple grade levels, underscoring the diverse academic pathways and experiences among older students. Understanding these dynamics is crucial for tailoring guidance and counseling interventions to meet the unique needs of students at different stages of their secondary education journey, thereby promoting their academic achievement.

4.3. Presentation, Interpretation and Analysis of Survey Data

4.3.1. Guidance and Counseling Service Utilization.

Table 4 Frequency Distribution of Respondents on Service Utilization.

1. How often do you utilize the guidance and counseling services provided by your school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	19	5.8	5.8	5.8
	Sometimes	199	60.3	60.3	66.1
	Often	93	28.2	28.2	94.2
	Always	19	5.8	5.8	100.0
	Total	330	100.0	100.0	
2- How satisfied are you with the guidance and counseling services provided by your school?					
	Very dissatisfied	19	5.8	5.8	5.8
	Dissatisfied	36	10.9	10.9	16.7
	Neutral	55	16.7	16.7	33.3
	Satisfied	201	60.9	60.9	94.2
	Very satisfied	19	5.8	5.8	100.0
	Total	330	100.0	100.0	

Source own survey.

Regarding their utilization of guidance and counseling services provided by their school a small proportion (5.8%) (see table 4) of students reported never utilizing guidance and counseling services. This indicates a potential gap in access or

awareness of available support resources. Students in this category may face barriers to seeking assistance, such as stigma or lack of knowledge about available services. Addressing these barriers through outreach efforts, awareness campaigns, and destigmatization initiatives could encourage more students to access support resources, ultimately improving academic performance.

The majority of students (60.3%) (see table 4) reported utilizing guidance and counseling services sometimes. While this demonstrates a significant level of engagement, there may be missed opportunities for consistent support. Students in this category may benefit from interventions aimed at promoting more regular utilization of services, such as targeted outreach programs or integration of counseling services into academic curriculum. By increasing the frequency of engagement, students could receive more comprehensive support to address academic challenges and enhance their performance.

A substantial portion of students (34%) (see table 4) reported often or always utilizing guidance and counseling services. These students demonstrate a proactive approach to seeking support, indicating a strong recognition of the value of guidance and counseling in academic success. Strategies to further enhanced support for these students could include expanding counseling resources, offering specialized programs or workshops, and fostering a supportive school environment that encourages open communication about academic and personal challenges. By catering to the needs of these students, schools can maximize the impact of guidance and counseling services on academic performance and overall student well-being.

Overall, the analysis highlights the varying levels of utilization of guidance and counseling services among students and underscores the importance of addressing barriers to access and promoting consistent engagement. By implementing targeted interventions and fostering a supportive environment, schools can ensure that all students have equitable access to support resources, ultimately contributing to improved academic performance and student success.

Regarding their satisfaction of GCS provided a combined total of 55 students (16.7%) reported being either very dissatisfied or dissatisfied with the guidance and counseling services (see table 4). While this proportion is relatively small, it indicates that there is

room for improvement in the delivery or quality of services. Students in this category may feel that the support provided does not adequately address their needs or concerns. Addressing the issues raised by these students is critical to enhancing the effectiveness and accessibility of guidance and counseling services and improving overall student satisfaction.

Fifty-five students (16.7%) (see table 4) reported feeling neutral about the guidance and counseling services. This suggests that they neither strongly agree nor disagree with the effectiveness or quality of the services provided. Students in this category may have had limited experiences with the services or may not have formed strong opinions about them. Engaging with these students to gather feedback and better understand their needs and preferences can inform efforts to enhance satisfaction levels and ensure that services are meeting student expectations.

The majority of students, comprising 220 individuals (66.7%), (see table 4) reported being either satisfied or very satisfied with the guidance and counseling services. This indicates that a significant portion of the student body finds the support provided to be helpful and effective. These students likely perceive the services as valuable resources for addressing academic, personal, and emotional challenges. Leveraging the feedback and experiences of these students can help identify best practices and areas of excellence within the counseling department, which can be replicated and expanded upon to further enhance satisfaction levels among students.

Overall, while a minority of students expressed low satisfaction levels with the guidance and counseling services, the majority reported being satisfied or very satisfied. Addressing the concerns raised by dissatisfied students and continuing to engage with all students to gather feedback and improve services can help ensure that guidance and counseling services meet the diverse needs of the student population and contribute to overall student well-being and academic success.

Table 5 Cross Tabulation on Guidance and Counseling Service Utilization.

1. How often do you utilize the guidance and counseling services provided by your school? * 2- How satisfied are you with the guidance and counseling services provided by your school?		
Count		
	2- How satisfied are you with the guidance and	Tota

		counseling services provided by your school?					Total
		Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	
1. How often do you utilize the guidance and counseling services provided by your school?	Never	19	0	0	0	0	19
	Sometimes	0	36	55	108	0	199
	Often	0	0	0	93	0	93
	Always	0	0	0	0	19	19
Total		19	36	55	201	19	330

Source own survey.

The above cross-tabulation table 5, illustrates the relationship between the frequency of utilizing guidance and counseling services and the level of satisfaction with these services:

Among the 19 respondents who reported never utilizing the guidance and counseling services, none expressed satisfaction (neutral, satisfied, or very satisfied) with the services. Instead, all 19 respondents fell into the categories of very dissatisfied. This indicates a stark (complete) dissatisfaction among students who do not utilize these services, suggesting potential missed opportunities for support and intervention.

For the 199 respondents who sometimes utilize the services, satisfaction levels vary. While 108 students (54.3%) expressed satisfaction (satisfied or very satisfied), 55 students (27.6%) reported feeling neutral, and 36 students (18.1%) were dissatisfied. This suggests a mixed response among students who utilize the services occasionally, with a notable portion expressing satisfaction but also a significant proportion indicating neutrality or dissatisfaction.

Among the 93 respondents who often utilize the services, all expressed satisfaction. Specifically, 93 students (100%) reported feeling satisfied with the services provided. This indicates a high level of satisfaction among students who utilize the services frequently, suggesting that consistent engagement with guidance and counseling services may lead to positive perceptions and experiences.

Similarly, among the 19 respondents who always utilize the services, all expressed satisfaction. All 19 students (100%) reported feeling satisfied or very satisfied with the services provided. This further reinforces the association between consistent utilization of guidance and counseling services and high levels of satisfaction among students.

The analysis highlights a clear pattern: as the frequency of utilizing guidance and counseling services increases, so does the level of satisfaction with these services. Students who never utilize the services tend to express dissatisfaction, while those who sometimes, often, or always utilize the services are more likely to report satisfaction.

These findings underscore the importance of encouraging consistent engagement with guidance and counseling services to promote positive student experiences and satisfaction. Addressing barriers to utilization and providing tailored support to meet the diverse needs of students can help ensure that all students have equitable access to effective guidance and counseling services, ultimately contributing to their overall well-being and academic success.

The findings imply that consistent engagement with guidance and counseling services may contribute to improved academic performance by providing students with valuable support, resources, and interventions tailored to their needs. Students who regularly utilize these services may benefit from enhanced study skills, better stress management techniques, and improved emotional well-being, all of which are conducive to academic success.

On the other hand, students who do not utilize or utilize the services occasionally may miss out on these benefits, potentially hindering their academic performance. Addressing barriers to utilization, promoting awareness about the services, and ensuring that support is accessible and tailored to students' diverse needs are essential steps to maximize the role of guidance and counseling services in supporting students' academic success.

In conclusion, the analysis of table 6, underscores the importance of consistent utilization of guidance and counseling services in promoting student satisfaction and well-being, which in turn can positively impact academic performance. Ensuring

equitable access to these services and addressing students' diverse needs are key components of fostering a supportive environment conducive to student success.

Table 6 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
1. How often do you utilize the guidance and counseling services provided by your school?	330	1	5	3.28	.815
2- How satisfied are you with the guidance and counseling services provided by your school?	330	1	5	3.50	.965
Valid N (listwise)	330				

Source own survey.

The descriptive statistics table 6, presents a comprehensive overview of respondents' utilization frequency and satisfaction levels regarding the guidance and counseling services provided by their school. For the variable "How often do you utilize the guidance and counseling services provided by your school?" with a total of 330 respondents, the analysis reveals a range of responses from 1 to 5, with 1 indicating "Never" utilizing the services and 5 indicating "Always." The mean utilization frequency is calculated at 3.28, suggesting that, on average, respondents utilize the services somewhat regularly. Additionally, the standard deviation of 0.815 indicates a moderate degree of variability in responses around the mean, reflecting differing utilization patterns among respondents.

Regarding satisfaction levels with the guidance and counseling services, the variable "How satisfied are you with the guidance and counseling services provided by your school?" also gathered responses from the same 330 respondents. The satisfaction ratings range from 1 to 5, with 1 representing "Very Dissatisfied" and 5 representing "Very Satisfied." The mean satisfaction rating is calculated at 3.50, indicating that, on average, respondents are moderately satisfied with the services provided. The standard deviation of 0.965 suggests a considerable degree of variability in satisfaction ratings around the mean, highlighting diverse perceptions and experiences among respondents.

Overall, the descriptive statistics offer valuable insights into the distribution and central tendency of responses for both variables. They provide a significant understanding of respondents' utilization patterns and satisfaction levels regarding guidance and counseling services, which are essential components of assessing the effectiveness and impact of these services on students' academic success.

Through interview school principals and GC teachers were asked their perspective, about the current status of guidance and counseling services offered to students was as follows.

School Principal replied, "I believe that our guidance and counseling services are quite comprehensive and accessible to students. We have dedicated counselors who actively engage with students to address their academic, social, and emotional needs." As well as Guidance and Counseling Teachers were reported, "In my opinion, our guidance and counseling services are effective in providing support to students. We offer a range of programs and resources to help students navigate various challenges they may encounter."

According to the above replies both the school principals and guidance and counseling teachers acknowledge that the guidance and counseling services offered in Lideta Sub City Governmental Secondary Schools are comprehensive and accessible to students. This suggests that the schools have established a framework for providing support to students in various areas, including academics.

Furthermore, the acknowledgment of comprehensive and accessible guidance and counseling services suggests that the schools have established a foundation for supporting students in various aspects of their academic journey. This is a positive indication of the commitment to student well-being and success.

4.3.2. Hindering Factors for Guidance and Counselors

Table 7 Frequency Distribution of Respondents on Hindering Factors for Guidance and Counselors

3. Do you believe there are sufficient resources allocated to support guidance and

counseling services in your school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	38	11.5	11.5	11.5
	Disagree	237	71.8	71.8	83.3
	Neutral	55	16.7	16.7	100.0
	Total	330	100.0	100.0	
4. Have you encountered any barriers or challenges when seeking guidance and counseling support at your school?					
	Yes	127	38.5	38.5	38.5
	No	203	61.5	61.5	100.0
	Total	330	100.0	100.0	
5. Do you think the workload of guidance and counseling staff affects their ability to provide adequate support to students?					
	Strongly disagree	55	16.7	16.7	16.7
	Disagree	55	16.7	16.7	33.3
	Neutral	19	5.8	5.8	39.1
	Agree	182	55.2	55.2	94.2
	Strongly agree	19	5.8	5.8	100.0
	Total	330	100.0	100.0	

Source own survey.

The presented table 7, provides insights into respondents' perceptions **regarding the sufficiency of resources allocated to support guidance and counseling services in their school**. 11.5% of respondents (38 individuals) strongly disagree that there are sufficient resources allocated to support guidance and counseling services in their school. This suggests a significant portion of respondents feel that the current resources are inadequate to meet the needs of students seeking guidance and counseling support.

The majority of respondents, comprising 71.8% (237 individuals), disagree with the sufficiency of resources allocated to support guidance and counseling services. This indicates a widespread sentiment among respondents that the existing resources are insufficient to adequately support students' counseling needs.

As you see from table 7, 16.7% of respondents (55 individuals) express a neutral stance regarding the sufficiency of resources allocated to guidance and counseling services. These respondents neither agree nor disagree with the statement, suggesting a level of uncertainty or ambivalence about the adequacy of resources.

Overall, the analysis highlights a prevailing sentiment of dissatisfaction or uncertainty among respondents regarding the sufficiency of resources allocated to support guidance and counseling services in their school. Addressing these concerns may involve assessing current resource allocations, identifying areas for improvement, and implementing strategies to enhance the availability and quality of guidance and counseling services to better meet the needs of students.

The presented table 7, also offers insights into respondents' experiences regarding **barriers or challenges encountered when seeking guidance and counseling support at their school**. Among the 330 respondents, 38.5% (127 individuals) reported facing obstacles or difficulties in accessing the necessary support, indicating a significant portion of students who encountered challenges. These barriers could include issues such as long wait times, limited availability of counselors, or inadequate resources.

On the other hand, the majority of respondents, comprising 61.5% (203 individuals), reported not encountering any barriers or challenges when seeking guidance and counseling support. This suggests that for a substantial portion of students, accessing guidance and counseling services was relatively smooth and without significant obstacles. Understanding the specific challenges reported by those who encountered difficulties is essential for schools to address systemic issues and improve the accessibility and effectiveness of guidance and counseling services. By addressing these barriers, schools can ensure that all students have equitable access to the support they need for their academic success.

In addition the presented table 7, provides valuable insights into respondents' perceptions **regarding the impact of workload on the ability of guidance and counseling staff to provide adequate support to students**.

A notable majority of respondents, comprising 60.1% who either agree or strongly agree, believe that the workload significantly affects the staff's capacity to offer effective support. This suggests a prevalent concern among respondents that heavy workloads may hinder the staff's ability to address the diverse needs of students effectively.

Additionally, a combined 33.4% of respondents either strongly disagree or disagree with this notion, indicating that a minority do not view workload as a significant barrier to support provision. However, it's important to note that a small percentage of respondents (5.8%) express a neutral stance, suggesting uncertainty or ambivalence about the relationship between workload and support provision.

Overall, these findings highlight the importance of addressing workload concerns and ensuring adequate staffing levels to enhance the effectiveness and accessibility of guidance and counseling services, ultimately supporting the well-being and academic success of students.

Table 8 Cross Tabulation on Hindering Factors for Guidance and Counselors

Q3 * Q4 * Q5.					
5. Do you think the workload of guidance and counseling staff affects their ability to provide adequate support to students?			4. Have you encountered any barriers or challenges when seeking guidance and counseling support at your school?		Total
			Yes	No	
Strongly disagree	3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?	Strongly disagree	0	19	19
		Disagree	36	0	36
	Total		36	19	55
Disagree	3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?	Neutral	55		55
	Total		55		55
Neutral	3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?	Disagree		19	19
	Total			19	19
Agree	3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?	Strongly disagree	0	19	19
		Disagree	36	127	163
	Total		36	146	182
Strongly	3. Do you believe there	Disagree		19	19

agree	are sufficient resources allocated to support guidance and counseling services in your school?				
	Total			19	19
Total	3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?	Strongly disagree	0	38	38
		Disagree	72	165	237
		Neutral	55	0	55
	Total		127	203	330

Source own survey.

The cross tabulation table 8, presents a nuanced view of respondents' perceptions concerning the allocation of resources for guidance and counseling services, encountered barriers or challenges when seeking support, and the impact of staff workload on support provision in their school.

Notably, respondents who strongly disagree with the sufficiency of resources tend to report encountering barriers or challenges when seeking support, suggesting a link between perceived resource inadequacy and difficulties accessing services. Conversely, respondents who express a neutral stance regarding resource sufficiency do not report encountering barriers or challenges, indicating a divergence in experiences despite neutral perceptions about resource allocation.

Moreover, respondents who disagree with resource sufficiency and perceive workload as affecting support provision are more likely to report encountering barriers or challenges, highlighting the intertwined nature of perceived resource availability and the ability to access support. On the other hand, respondents who believe that resources are sufficient exhibit a mixed experience regarding encountered barriers or challenges, suggesting variability in experiences despite perceived resource adequacy.

Overall, this table 8, emphasize the importance of considering multiple factors, including resource allocation and workload, when assessing the effectiveness of guidance and counseling services and underscore potential areas for improvement in support provision processes within schools.

Through interview school principals and GC teachers were asked their opinion, about the primary obstacles that prevent the provision of optimal guidance and counseling services to their students.

School Principal replied, "One of the primary obstacles is limited resources, including staffing and funding. Additionally, stigma surrounding mental health issues can sometimes deter students from seeking counseling services. And "Guidance and Counseling Teacher relied, "I believe that time constraints and competing priorities can be obstacles in delivering optimal guidance and counseling services. Addressing student needs comprehensively requires adequate time and resources."

The identified obstacles such as limited resources (including staffing and funding), stigma surrounding mental health issues, and time constraints highlight challenges that may hinder the delivery of optimal guidance and counseling services. These obstacles need to be addressed to ensure that students receive the support they need to succeed academically.

4.3.3. Contribution to Study Habits

Table 9 Frequency Distribution of Respondents on Contribution to Study Habits

6. Have you received guidance or support from the counseling staff regarding study skills or time management?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	311	94.2	94.2	94.2
	No	19	5.8	5.8	100.0
	Total	330	100.0	100.0	
7- To what extent do you believe the guidance and counseling services offered at your school have positively impacted your study habits?					
	Not at all	19	5.8	5.8	5.8
	A little	36	10.9	10.9	16.7
	Somewhat	19	5.8	5.8	22.4
	Significantly	256	77.6	77.6	100.0
	Total	330	100.0	100.0	
8- How effective do you find study habit-related programs or workshops conducted by the guidance and counseling department?					
Not effective		55	16.7	16.7	16.7
Somewhat effective		72	21.8	21.8	38.5
Effective		55	16.7	16.7	55.2

Very effective	129	39.1	39.1	94.2
Extremely effective	19	5.8	5.8	100.0
Total	330	100.0	100.0	

Source own survey.

The analysis of the presented table 9, data indicates **a high level of engagement with counseling services regarding study skills and time management among the surveyed respondents**. With 94.2% of respondents indicating that they have received guidance or support in this area, it suggests a widespread utilization of counseling resources for academic assistance. This high level of engagement could signify a recognition among students of the importance of effective study skills and time management in academic success, as well as the value of counseling staff in providing such support.

Conversely, the 5.8% of respondents who reported not receiving guidance or support in study skills or time management may represent a minority of students who either haven't sought out such assistance or may not be aware of the services available to them. This highlights a potential area for improvement in terms of outreach and accessibility of counseling services, ensuring that all students are aware of and have access to the support they need for academic success.

Overall, the analysis suggests that counseling services play a significant role in supporting students' academic endeavors, particularly in areas such as study skills and time management. Efforts to further promote and enhance these services could contribute positively to students' academic outcomes and overall well-being.

In addition table 9, illustrates respondents' **perceptions regarding the extent to which the guidance and counseling services offered at their school have positively impacted their study habits**. The majority of respondents, constituting 77.6%, reported that these services have significantly influenced their study habits. This indicates a widespread belief among students that counseling services have played a substantial role in improving their study habits.

Additionally, a notable portion of respondents, 10.9%, reported experiencing a minor positive impact ("A little"), while 5.8% reported a moderate positive impact ("Somewhat"). Only a small proportion, 5.8%, indicated that the counseling services

had not positively impacted their study habits at all. Overall, the overwhelmingly positive perception of the impact of counseling services on study habits suggests that these services are viewed as effective and valuable resources for academic improvement among the surveyed students.

Furthermore, the analysis of the data in table 9, above reveals a generally positive perception among respondents **regarding the effectiveness of study habit-related programs or workshops conducted by the guidance and counseling department.** A significant portion of respondents, comprising 39.1%, rated these programs as "Very effective", indicating a strong belief in their impact on improving study habits. Additionally, 16.7% of respondents considered the programs "Effective", further emphasizing the perceived value of these initiatives.

Moreover, a considerable proportion of respondents (21.8%) rated the programs as "Somewhat effective", indicating a moderate level of perceived effectiveness. This suggests that while not all respondents view the programs as highly effective, they still recognize their positive impact to some degree.

However, it's worth noting that some respondents expressed less favorable views, with 16.7% considering the programs "Not effective". Nevertheless, only a small percentage of respondents (5.8%) rated the programs as "Extremely effective".

Overall, the analysis suggests that the majority of respondents perceive study habit-related programs or workshops conducted by the guidance and counseling department as effective or very effective. This underscores the importance of such initiatives in supporting students' academic development and underscores the need for continued investment in and improvement of these programs to meet students' needs effectively.

Table 10 Descriptive Statistics on Contribution to Study Habits

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
6. Have you received guidance or support from the counseling staff regarding study skills or time management?	330	1	2	1.06	.233
7- To what extent do you believe the guidance and counseling	330	1	4	3.55	.902

services offered at your school have positively impacted your study habits?					
8- How effective do you find study habit-related programs or workshops conducted by the guidance and counseling department?	330	1	5	2.95	1.228
Valid N (listwise)	330				

Source own survey.

The analysis of the descriptive statistics table 10, reveals several insights into the perceptions of respondents regarding guidance and counseling services and their impact on study habits.

The mean value of 1.06 suggests that, on average, respondents reported receiving such guidance or support occasionally. The low standard deviation of 0.233 indicates that responses were relatively consistent, with most respondents indicating occasional receipt of guidance or support. This suggests that there may be room for improvement in the availability or accessibility of guidance and support services related to study skills and time management.

The mean value of 3.55 indicates that respondents perceive a relatively high level of positive impact from guidance and counseling services on their study habits. The standard deviation of 0.902 suggests some variability in responses, but overall, the majority of respondents reported a significant positive impact. This highlights the perceived value of guidance and counseling services in enhancing students' study habits.

The mean value of 2.95 suggests that respondents perceive these programs or workshops as moderately effective, on average. However, the relatively high standard deviation of 1.228 indicates greater variability in responses compared to the other variables. This suggests that perceptions of effectiveness vary widely among respondents, with some viewing the programs as highly effective and others as less so. This variability may indicate the need for further assessment and improvement of these programs to better meet the diverse needs of students.

Overall, the analysis highlights both positive perceptions of the impact of guidance and counseling services on study habits and areas where improvements could be made to enhance the effectiveness and accessibility of support services and programs.

In addition of the above sentiment school principals and GC teachers provides their perspectives from their experience, about the extent of guidance and counseling services' influence upon their students' study habits.

School Principal replied, "I have observed that effective guidance and counseling services positively impact students' study habits. When students receive support in managing stress, setting goals, and developing study skills, they tend to perform better academically. In addition, Guidance and Counseling Teachers replied, "In my experience, guidance and counseling services play a significant role in shaping students' study habits. By providing guidance on time management, organization, and study strategies, we help students become more successful learners."

Both groups acknowledge the positive influence of guidance and counseling services on students' study habits. This indicates that the services provided are effective in helping students develop essential skills such as time management, organization, and study strategies, which are crucial for academic success. Furthermore, the recognition of the positive influence of guidance and counseling services on students' study habits underscores the importance of these services in fostering essential skills for academic success. Effective time management, organizational skills, and study strategies are crucial for students to excel academically.

4.3.4. Predicting Academic Performance

Table 11 Students Respondents on Predicting Academic Performance

9. Have you ever received academic guidance or support from the counseling staff?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	239	72.4	72.4	72.4
	No	91	27.6	27.6	100.0

	Total	330	100.0	100.0	
10- To what extent do you believe the guidance and counseling services offered at your school have positively impacted your academic performance?					
Not at all	19	5.8	5.8	5.8	
A little	55	16.7	16.7	22.4	
Somewhat	163	49.4	49.4	71.8	
Significantly	93	28.2	28.2	100.0	
Total	330	100.0	100.0		
11. How would you rate the availability of academic resources and support provided by the counseling department?					
	Poor	220	66.7	66.7	
	Fair	110	33.3	33.3	
	Total	330	100.0	100.0	

Source own survey.

The analysis of the data from table 11, above indicates **a substantial utilization of academic guidance or support services provided by the counseling staff among the respondents.** With 72.4% of respondents reporting that they have received such support, it suggests that these services are actively utilized within the educational setting. This high level of utilization underscores the importance of counseling staff in addressing academic needs and providing support to students.

Additionally, the 27.6% of respondents who have not received academic guidance or support may represent a segment of the student population that either has not sought out such services or may not be aware of their availability. This highlights a potential area for improvement in outreach and communication regarding the availability and benefits of counseling services.

Overall, the analysis suggests that counseling staff play a significant role in providing academic support to students, but efforts may be needed to ensure that all students are aware of and able to access these services effectively.

In addition table 11, displays respondents' **perceptions of how the guidance and counseling services offered at their school have positively impacted their academic performance.**

Out of the total 330 respondents, the majority (49.4%) believe that the services have had a somewhat positive impact on their academic performance. Additionally, 28.2% of respondents feel that the impact has been significant. A smaller proportion of

respondents feel that the impact has been minimal, with 16.7% indicating a little positive impact, and only 5.8% stating that the services have not positively impacted their academic performance at all. Overall, the data suggests that a significant portion of respondents attribute at least some level of positive impact on their academic performance to the guidance and counseling services provided by their school.

Furthermore, the analysis of the data from table 11, above highlights a concerning trend **regarding the perceived availability of academic resources and support provided by the counseling department at the respondents' school.** The majority of respondents, constituting 66.7%, rated the availability of these resources as "Poor." This indicates a widespread dissatisfaction among students regarding the level of academic assistance provided by the counseling department. Conversely, 33.3% of respondents rated the availability as "Fair." This suggests that there may be significant gaps or deficiencies in the resources and support offered by the counseling department to aid students in their academic endeavors.

The high percentage of respondents expressing dissatisfaction underscores the importance of addressing these shortcomings to better meet the academic needs of students. Improving the availability of academic resources and support from the counseling department could potentially enhance the overall educational experience and academic performance of students. Further investigation into the specific areas of deficiency and implementing targeted interventions may be necessary to address the concerns raised by the respondents effectively.

Table 12 Descriptive Statistics on Predicting Academic Performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
9. Have you ever received academic guidance or support from the counseling staff?	330	1	2	1.28	.448
10- To what extent do you believe the guidance and counseling services offered at your school have positively impacted your academic performance?	330	1	4	3.00	.825
11. How would you rate the availability of academic resources and support provided by the	330	1	2	1.33	.472

counseling department?					
Valid N (listwise)	330				

Source own survey.

The mean score of 1.28 (see table 12 above) indicates that most respondents have received academic guidance or support from the counseling staff, as the mean is closer to 1. This suggests that the majority of students have utilized the counseling services for academic assistance.

On the other hand the mean score of 3.00 suggests that, on average, respondents perceive the guidance and counseling services to have a moderately positive impact on their academic performance. The relatively high mean indicates that most respondents view these services favorably in terms of their academic development.

Regarding the availability of academic resources and support provided by the counseling department of their school the mean score of 1.33 indicates that respondents generally rate the availability of academic resources and support from the counseling department quite low. With a mean close to 1, it suggests that the majority of respondents perceive the availability of resources and support as poor or below average. This highlights a potential area for improvement in the provision of academic resources and support by the counseling department.

Overall, while students appear to have utilized the counseling services for academic guidance and perceive a positive impact on their academic performance, there seems to be dissatisfaction with the availability of academic resources and support provided by the counseling department. Addressing this issue could lead to better overall support for students' academic needs.

Both school principals and GC teachers asked, "From your perspective, do you think the guidance and counseling services provided predict students' academic performance? And replied respectively as follows.

"While guidance and counseling services can contribute to improved academic performance, they are one of many factors that influence student outcomes. It's important to consider the holistic support system in place, including teacher-student relationships,

parental involvement, and access to resources." "we believe that guidance and counseling services can have a positive impact on students' academic performance. By addressing academic challenges, providing study support, and fostering a positive mindset, we contribute to students' success."

While recognizing the impact of guidance and counseling services on academic performance, both parties also emphasize that these services are just one component among many factors that influence student outcomes. This significant perspective suggests an understanding of the multifaceted nature of academic success, including the roles of teachers, parents, and overall school environment. In addition the understanding that guidance and counseling services are part of a broader system of factors influencing academic performance is essential. While these services play a significant role, collaboration with teachers, parents, and creating a supportive school environment are also crucial for student success.

4.3.5. Strategies for Improvement

Table 13 Students Response on Strategies for Improvement.

12. Would you like to see an expansion of guidance and counseling services offered at your school?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	19	5.8	5.8	5.8
	Agree	55	16.7	16.7	22.4
	Strongly agree	256	77.6	77.6	100.0
	Total	330	100.0	100.0	
13. Do you believe additional training or professional development opportunities would benefit the counseling staff?					
Neutral		36	10.9	10.9	10.9
Agree		148	44.8	44.8	55.8
Strongly agree		146	44.2	44.2	100.0
Total		330	100.0	100.0	
14. How important do you think it is to involve students in the planning and implementation of guidance and counseling programs?					
Not important		72	21.8	21.8	21.8
Somewhat important		36	10.9	10.9	32.7
Important		93	28.2	28.2	60.9
Very important		55	16.7	16.7	77.6
Extremely important		74	22.4	22.4	100.0
Total		330	100.0	100.0	

Source own survey.

The analysis of the responses **regarding the expansion of guidance and counseling services** (see table 13, above) reveals a strong inclination among the students. A vast majority, comprising 77.6% of the respondents, expressed a "strongly agree" stance, indicating a clear desire for an increase in the availability of these services. Additionally, 16.7% of the students agreed with this proposition. This overwhelming support suggests a recognition of the value of guidance and counseling resources in supporting students' academic and personal development.

On the other hand the relatively small proportion of students who expressed a neutral stance (5.8%) may indicate a lack of strong opinion rather than outright opposition. This analysis underscores the importance of meeting students' needs for mental health and academic support through enhanced counseling services.

The data presented in the table 13, above indicates a strong inclination among respondents **towards the belief that additional training or professional development opportunities would benefit the counseling staff**. The majority of respondents, comprising 88.8%, either agree or strongly agree with this proposition, demonstrating a consensus on the importance of ongoing training and development for counseling professionals.

Only a small proportion of respondents (10.9%) expressed a neutral stance on the matter, suggesting a lack of strong opinion rather than outright opposition. This indicates a general acknowledgment of the value of continuous learning and improvement in enhancing the effectiveness of counseling services provided in schools. Overall, the data reflects a positive attitude towards investing in the professional growth and development of counseling staff to better support students' needs.

The analysis of the above table 13, indicates a strong consensus among respondents **regarding the importance of involving students in the planning and implementation of guidance and counseling programs**. The majority of respondents, totaling 88.8%, expressed agreement or strong agreement with the significance of student involvement. This suggests a widespread recognition of the

benefits associated with engaging students in the decision-making processes related to counseling services.

Furthermore, the distribution of responses across the various categories highlights a consistent emphasis on the importance of student participation, with only a minority expressing neutral or lesser degrees of importance. This indicates a general consensus within the surveyed population regarding the value of student involvement in shaping counseling programs, emphasizing the need for strategies to incorporate student perspectives effectively.

Overall, the analysis suggests a strong endorsement of student engagement as a fundamental aspect of designing and implementing successful guidance and counseling initiatives in schools.

Furthermore, school principals and GC teachers were interviewed to reply their view on, what strategies could be implemented to enhance the quality and effectiveness of guidance and counseling services to support students' academic achievement and replied respectively as follows.

School Principal replied, "We can enhance the quality of services by investing in professional development for counselors, expanding mental health resources, and promoting a culture of openness and acceptance regarding seeking help." In addition Guidance and Counseling Teacher replied, "Implementing proactive outreach programs, incorporating technology for virtual counseling sessions, and collaborating with teachers and parents to provide comprehensive support are strategies that can enhance the effectiveness of guidance and counseling services."

The proposed strategies, such as investing in professional development, expanding mental health resources, implementing outreach programs, and leveraging technology, reflect proactive measures to enhance the quality and effectiveness of guidance and counseling services. These strategies can contribute to address existing challenges and meeting the diverse needs of students.

Table 14 Descriptive Statistics on Strategies for Improvement.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
12. Would you like to see an expansion of guidance and counseling services offered at your school?	330	3	5	4.72	.564
13. Do you believe additional training or professional development opportunities would benefit the counseling staff?	330	3	5	4.33	.665
14. How important do you think it is to involve students in the planning and implementation of guidance and counseling programs?	330	1	5	3.07	1.431
Valid N (listwise)	330				

Source own survey.

The descriptive statistics in table 14, above provide valuable insights into the respondents' attitudes towards different aspects of guidance and counseling services. Firstly, the high mean score of 4.72 for the question about the expansion of counseling services suggests a strong consensus among respondents regarding the need for more extensive support in this area. This indicates a perceived gap between the current provision of services and the desired level of support.

Similarly, the mean score of 4.33 for the question about additional training or professional development opportunities for counseling staff reflects a recognition of the importance of continuous improvement in the quality of counseling services.

On the other hand, the question regarding the importance of involving students in program planning shows more variability in responses, with a mean score of 3.07 and a relatively high standard deviation of 1.431. This suggests a diversity of opinions among respondents regarding the extent to which student involvement is valued in the planning and implementation of guidance and counseling programs. Further analysis could explore the underlying reasons for this variability and assess the potential impact on the effectiveness of counseling services.

Overall, these findings from table 14, emphasize the importance of considering student perspectives and feedback in the design and delivery of guidance and counseling services. They also highlight the need for ongoing professional development for counseling staff to ensure that services meet the evolving needs of students effectively.

4.4. Correlation Analysis of Dependent Variable to that of Independents.

Table 15 Correlation Analysis of Dependent Variable to that of Independents.

Correlations		Predicting _Academi c_Perfor mance	Guidance_an d_Counseling _Service_Util ization	Hindering_Fac tors_for_Guid ance_and_Cou nselors	Contribu tion_to_ Study_H abits	Strategi es_for_I mprove ment
Predicting_Academic_Performance	PC	1				
	N	330				
Guidance_and_Counseling_Service_Utilization	PC	.614**	1			
	N	.000				
Hindering_Factors_for_Guidance_and_Counselors	PC	.348**	.426**	1		
	N	.000	.000			
Contribution_to_Study_Habits	PC	.406**	.616**	.746**	1	
	N	.000	.000	.000		
Strategies_for_Improvement	PC	.600**	.341**	.195**	.128*	1
	N	.000	.000	.000	.020	
		330	330	330	330	330
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source own survey.

The above table 15, presents correlations between different variables related to guidance and counseling services and academic performance among students in Lideta Sub City Governmental Secondary Schools, Addis Ababa. Interpreting the correlations with respect to predicting academic performance as the dependent

variable and the other four variables as independent variables, we can infer the following:

4.4.1. Guidance and Counseling Service Utilization

The strong positive correlation ($r = 0.614$, $p < 0.01$) suggests that higher utilization of guidance and counseling services is associated with better academic performance. This implies that students who frequently utilize counseling services tend to perform better academically compared to those who utilize them less frequently.

4.4.2. Hindering Factors for Guidance and Counselors

The moderate positive correlation ($r = 0.348$, $p < 0.01$) indicates that the presence of hindering factors for guidance and counselors may slightly hinder academic performance. This suggests that obstacles or challenges faced by counselors could have a negative impact on students' academic outcomes.

4.4.3. Contribution to Study Habits

The strong positive correlation ($r = 0.406$, $p < 0.01$) suggests that positive contributions to study habits resulting from guidance and counseling services are associated with better academic performance. This implies that students who receive effective guidance on study habits are more likely to perform well academically.

4.4.4. Strategies for Improvement

The strong positive correlation ($r = 0.600$, $p < 0.01$) indicates that effective strategies aimed at improving guidance and counseling services are associated with better academic performance. This suggests that schools implementing effective improvement strategies in their guidance and counseling programs may see improvements in students' academic outcomes.

In summary, these interpretations suggest that guidance and counseling services play a crucial role in shaping students' academic performance. Higher utilization of these services, positive contributions to study habits, and effective strategies for improvement are associated with better academic outcomes, while hindering factors for counselors may have a slight adverse effect. Therefore, addressing hindering factors and implementing effective strategies to enhance guidance and counseling

services can contribute to improved academic performance among students in Lideta Sub City Governmental Secondary Schools, Addis Ababa.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION.

5.1. Conclusion.

The analysis of various tables and findings related to the role of guidance and counseling services on academic performance in Lideta Sub City Governmental Secondary Schools, Addis Ababa, highlights several key insights and implications.

- **Utilization and Satisfaction:-** There is a varying level of utilization and satisfaction with guidance and counseling services among students. While the majority of students use these services sometimes or frequently and express satisfaction, there are also students who never utilize them or express dissatisfaction. This indicates potential access or awareness gaps and the need to promote regular utilization and address barriers to access to enhance overall satisfaction levels.
- **Resource Allocation:-** A significant portion of respondents perceive resource inadequacy in guidance and counseling services, citing insufficient staffing, funding, and mental health resources. Addressing these resource allocation challenges is crucial to meeting students' counseling needs effectively and enhancing the overall quality of services.
- **Impact on Study Habits:-** The majority of respondents believe that counseling services have positively influenced their study habits and academic performance. This underscores the importance of counseling services in supporting students' academic endeavors and enhancing their overall well-being.
- **Student Involvement and Professional Development:-** There is strong support for student involvement in planning and implementing counseling programs, as well as providing additional training and professional development opportunities for counseling staff. Engaging students in decision-making processes and continuous learning for counselors can contribute to more effective and tailored support services.

- **Challenges and Strategies:-** Challenges such as workload, stigma, and resource limitations need to be addressed through proactive strategies. These include investing in professional development, expanding mental health resources, implementing outreach programs, leveraging technology, and collaborating with stakeholders like teachers and parents to provide comprehensive support.

In conclusion, the findings suggest that guidance and counseling services play a significant role in supporting students' academic performance. To maximize their impact, addressing resource challenges, promoting student involvement, providing continuous professional development, and implementing proactive strategies are essential steps. By doing so, Lideta Sub City Governmental Secondary Schools can enhance the effectiveness and accessibility of guidance and counseling services, ultimately contributing to improved academic outcomes and student success.

5.2. Recommendations

Based on the findings regarding guidance and counseling services in Lideta Sub City Governmental Secondary Schools, Addis Ababa, the following recommendations are suggested to enhance the effectiveness and accessibility of these services:

- **Resource Allocation:-** Address resource inadequacy by allocating sufficient staffing, funding, and mental health resources to support guidance and counseling services. Conduct regular assessments to identify resource gaps and prioritize investments accordingly.
- **Promote Utilization:-** Increase awareness and promote the utilization of guidance and counseling services among students through targeted outreach programs, awareness campaigns, and collaboration with teachers, parents, and community stakeholders.
- **Student Involvement:-** Involve students in the planning and implementation of counseling programs to ensure services are tailored to meet their needs effectively. Create platforms for student feedback and participation in decision-making processes related to counseling services.

- **Professional Development:-** Provide continuous training, workshops, and professional development opportunities for counseling staff to enhance their skills, knowledge, and effectiveness in supporting students' academic and personal development.
- **Address Workload and Stigma:-** Implement strategies to manage workload pressures on counseling staff, such as workload distribution, time management training, and support systems. Destigmatize mental health issues and promote a culture of openness and acceptance regarding seeking help.
- **Enhance Outreach and Technology:-** Leverage technology for virtual counseling sessions, online resources, and communication platforms to reach a wider student population and provide accessible support services. Implement proactive outreach programs to identify and assist students who may not proactively seek counseling services.
- **Collaborative Approach:-** Foster collaboration and partnerships with teachers, parents, community organizations, and mental health professionals to provide comprehensive support to students. Develop referral networks and support systems to address complex student needs effectively.
- **Continuous Evaluation and Improvement:-** Conduct regular evaluations, surveys, and assessments to monitor the effectiveness of guidance and counseling services. Use feedback from students, staff, and stakeholders to identify areas for improvement and implement evidence-based interventions.

By implementing these recommendations, Lideta Sub City Governmental Secondary Schools can enhance the quality, accessibility, and impact of guidance and counseling services, ultimately supporting students' academic achievement, well-being, and overall success.

REFERENCES

- Aluede, I. &. ((2006).). Academic Career and Personal Needs of NigerianNigerian Learners: Issues and Implications for National Development. Department of . 16.
- Angaha, O. (1987). *The condition of Guidance and in Kenyan Schools : A Case Study of*. Kabras Sub County; Western province-Kenyatta University research project.
- Aremu, A. I. ((2000).). Academic Performance, 5 Factor Inventory.
- Aremu, O. &. (2003).). A Multi-Causal Evaluation of Academic Performance of.
- Bennars, G. A. ((1994).). Theory and practice of education.
- Bor, R. L. ((1983).). in schools.Career Guidance for new age. (B. H. Company., Ed.)
- Braddock, L. ((2011)., March, 2023 from Retrieved on 27th). .Guidance Program.
<http://www.fcps.com>.
- Davidson, H. H. ((1960).). School Achievement and Behavior.Experimental education,.
Journal of Children's Perception of their Teachers Feeling Towardsthem Related to Self-perception., pp 29.
- Denga, D. I. ((2011).). Guidance and Counseling in Schools and Non-School Settings.
- Dweck, C. S. ((1978)). Sex Differences in Learnt in Helplessness. *The Contingencies of Evaluative Feedback in the Classroom; and anExperimental Analysis. Developmental psychology*, , pp 14, 268-76.
- Egbo, A. C. (. (2013).). The Role of Guidance and Counseling in Effective Teaching and Learning In Schools: The Nigerian Perspective. The European Conference on Education.
- Egbule, J. ((2006).). Guidance Services. (B. City:, Ed.)
- Eremie, M. D. ((2019).). Influence of Guidance and Counseling Services onAcademic Performance of Secondary School Students in Rivers State. *International Journal of Innovative Human Ecology & Nature Studies*., 7(1):14-21.
- Feltham, C. a. ((2006).). *Handbook of Counseling and Psychotherapy*. London: SAGE Publication.
- Herman, K. B. ((2009).). *Career Guidance and Counseling Through the Lifespan*. Berg Publishers.
- Kapur, R. ((2018).). Factors Influencing the Students' Academic Performance in Secondary. Retrieved from researchgate.neton September 4, 2019.
- Lidetasubcity.com. (January,2024.).
- Okebia, O. C. ((2006).). Concepts of Guidance and Counseling.
- Okita, D. O. ((2012).). Influence of Guidance and Counseling on Academic Performance

- of Students in Selected Public Secondary Schools. *Kenya International Journal of Science and Research*, pp. 3(1):9-15.
- Robert, E. &. ((1983).). *Developmental psychology*. New York: Random House Inc.
- Scott, D. ((2012).). Meaning of Academic Performance.
- Shetzer, A. &. ((1966).). Fundamentals of guidance.
- Sindabi, A. M. ((2001).). *General psychology*. Njoro: Egerton University Press.
- Stone, A. L. (1994).). *Foundations of school* . . New York: Longman.
- Students, M. T. ((2000).). Factors Affecting Academic Achievement of Students at Bole Senior Secondary School. . *Ethiopian Journal of Education*, XX(1),, pp. 25-43.
- Tambuwal, M. (. (n.d.). Organizing and Administering Guidance and Counseling Program at Elementary Schools Level for Effective Performance. *A Paper Delivered At A 4-Day Workshop for Para-Counselling Officers by the SUBEB in Collaboration with SSCOE*,.
- Teferra., F. A. ((December 2017)). Student Support Services in the Ethiopian School System: Grades Four, Eight, Ten and Twelve in Focus. *The Ethiopian Journal of Education* , Vol. XXXVII No. 2.
- Umoh, S. H. (n.d.). *The Need for Guidance and Counseling. Guidance and Counseling in Education*. . Ilorin: Indemac Publishers Ltd.
- Vandergoot, E. a. ((1982).). Introduction to counseling. 16.
- Warren, F. a. ((2008).). *How to Design Research in Education*. Boston McGraw Hill.
- Zeran, F. R. ((1962)). *Organization and Administration of Guidance Services*;. Chicago. Rand Mac Nally and Co.

APPENDIXES 1 QUESTIONNAIRES

Dear Participant,

You are invited to participate in a research study aimed at exploring the status of guidance and counseling services in secondary schools within Lideta Sub-City of Addis Ababa. Your valuable input will help me gain insights into the current state of guidance and counseling, identify challenges faced by school guidance counselors, assess the impact of guidance and counseling services on students' study habits and academic performance, and explore strategies to enhance the quality of these services to support students' academic achievement.

Purpose of the Study:

The main objective of this study is to address key questions regarding the status, effectiveness, and potential improvements of guidance and counseling services in secondary schools within Lideta Sub-City. By understanding the challenges and opportunities in providing guidance and counseling support, the researcher aim to enhance the holistic development and academic success of students.

Confidentiality

Please be assured that your responses will be treated with the utmost confidentiality. Your anonymity is a priority, and no individual participant's information will be disclosed in any publications or reports resulting from this study.

Instructions

Please read each question carefully and provide your honest and accurate responses. Your feedback is essential for informing efforts to improve guidance and counseling services for the benefit of students within our community.

Thank you for your valuable participation in this study.

Sincerely,

Tomas Mekonnen

Kotebe University of Education, Department of Behavioral Studies Student.

A. Personal Information

1. Your age category.

Below 15 ☐ 15-20 years ☐
21-25 years ☐ above 26 years ☐

2. Gender.

Male ☐ Female ☐

3. Grade Level

9th ☐ 10th ☐ 11th ☐ 12th ☐

B. SPECIFIC INFORMATION ON RESEARCH QUESTIONS.

Status of Guidance and Counseling Service

1. How often do you utilize the guidance and counseling services provided by your school?

- [] Never
- [] Rarely
- [] Sometimes
- [] Often
- [] Always

2- How satisfied are you with the guidance and counseling services provided by your school?

- [] Very dissatisfied
- [] Dissatisfied

- ☐ Neutral
- ☐ Satisfied
- ☐ Very satisfied

Hindering Factors for not Providing the Expected Level of Service

3. Do you believe there are sufficient resources allocated to support guidance and counseling services in your school?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

4. Have you encountered any barriers or challenges when seeking guidance and counseling support at your school?

- ☐ Yes
- ☐ No

5. Do you think the workload of guidance and counseling staff affects their ability to provide adequate support to students?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

Guidance and Counseling Services Contribution for Enhancing Study Habit

6. Have you received guidance or support from the counseling staff regarding study skills or time management?

- ☐ Yes

- ☐ No

7- To what extent do you believe the guidance and counseling services offered at your school have positively impacted your study habits?

- ☐ Not at all

- ☐ A little

- ☐ Somewhat

- ☐ Significantly

- ☐ Very significantly

8- How effective do you find study habit-related programs or workshops conducted by the guidance and counseling department?

- ☐ Not effective

- ☐ Somewhat effective

- ☐ Effective

- ☐ Very effective

- ☐ Extremely effective

Guidance and Counseling Service Provided and Academic Performance of the Students

9. Have you ever received academic guidance or support from the counseling staff?

- ☐ Yes

- ☐ No

10- To what extent do you believe the guidance and counseling services offered at your school have positively impacted your academic performance?

- ☐ Not at all

- ☐ A little

- ☐ Somewhat

- ☐ Significantly

- ☐ Very significantly

11. How would you rate the availability of academic resources and support provided by the counseling department?

- ☐ Poor

- ☐ Fair

- ☐ Good

- ☐ Very good

- ☐ Excellent

Strategies to Improve Guidance and Counseling Services

12. Would you like to see an expansion of guidance and counseling services offered at your school?

- ☐ Strongly disagree

- ☐ Disagree

- ☐ Neutral

- ☐ Agree

- ☐ Strongly agree

13. Do you believe additional training or professional development opportunities would benefit the counseling staff?

- ☐ Strongly disagree

- ☐ Disagree

- ☐ Neutral

- ☐ Agree

- ☐ Strongly agree

14. How important do you think it is to involve students in the planning and implementation of guidance and counseling programs?

- ☐ Not important

- ☐ Somewhat important

- ☐ Important

- ☐ Very important

- ☐ Extremely important

Interview

1. From your perspective, what is the current status of guidance and counseling services offered to students?

2. In your opinion, what are the primary obstacles preventing the provision of optimal guidance and counseling services to students?

3. From your experience, to what extent do guidance and counseling services influence students' study habits?

4. From your perspective, do you think the guidance and counseling services provided predict students' academic performance?

5. In your view, what strategies could be implemented to enhance the quality and effectiveness of guidance and counseling services to support students' academic achievement?

ውድ ተሳታፊ፤

በአዲስ አበባ ልደታ ክፍለ ከተማ በሚገኙ የመንግስት 2ኛ ደረጃ ትምህርት ቤቶች ውስጥ የስነልቦና እና የማማከር አገልግሎት ያለበትን ደረጃ ለመቃኘት በሚደረገው ጥናት ላይ እንዲሳተፉ ተጋብዘዋል። የእርስዎን ምላሽ እንደ ግብአት በመጠቀም አሁን ስላለው የስነልቦና እና የምክር አገልግሎት ሁኔታ ግንዛቤን እንዳገኝ፤ የትምህርት ቤቱ አመራሮች እና አማካሪዎች የሚያጋጥሟቸውን ተግዳሮቶች ለመለየት፤ የምክር አገልግሎቱ በተማሪዎች የጥናት ልምድ እና ውጤታማ የት/ት አፈጻጸማቸው ላይ ያለውን ተፅእኖ ለመገምገም፤ እና የስነልቦና እና የማማከር አገልግሎቱን የጥራት ደረጃ ከፍ ለማድረግ የሚያስችሉ ስልቶችን በመጠቀም እነዚህም ስልቶች የተማሪዎችን ውጤት ከፍ ለማድረግ ያላቸውን አስተዋፅኦ ለመዳሰስ ይረዳኛል።

የጥናቱ ዓላማ፡-

የዚህ ጥናት ዋና አላማ በልደታ ክፍለ ከተማ በሚገኙ 2ኛ ደረጃ ት/ቤቶች የስነልቦና እና የምክር አገልግሎት ደረጃ፤ ውጤታማነት እና ሊሻሻሉ የሚችሉ ቁልፍ ጥያቄዎችን መመለስ ነው። የስነልቦና እና የምክር አገልግሎት ድጋፍን በመስጠት ሂደት ውስጥ የሉ ተግዳሮቶችን እና እድሎችን በመረዳት የተማሪዎችን ሁለንተናዊ እድገት እና የት/ት ውጤታቸውን ማሳደግ ነው።

ምስጢራዊነት

ምላሾችዎ በከፍተኛ ሚስጥራዊነት እንደሚጠበቅ አረጋግጥሎታለሁ። የእርስዎ የማንነት ሚስጥር ቅድሚያ የሚሰጠው ጉዳይ ነው፤ እናም በዚህ ጥናት ውስጥ በሚገኙ ጽሑፎች ወይም ዘገባዎች ውስጥ የማንኛውም ግለሰብ ተሳታፊ መረጃ አይገለጽም።

መመሪያዎች

እባክዎ እያንዳንዱን ጥያቄ በጥንቃቄ ያንብቡ እና ትክክለኛ እና እውነተኛ ምላሾዎን ይስጡ። የእርስዎ አስተያየት በማህበረሰባችን ውስጥ ለሚገኙ ተማሪዎች ጥቅም ሲባል የስነልቦና እና የምክር አገልግሎቶችን ለማሻሻል የሚጠቅሙ መረጃዎችን ለመሰብሰብ አስፈላጊ ነው።

በዚህ ጥናት ላይ ስላደረጉት ጠቃሚ ተሳትፎ አመሰግናለሁ።

ከሰላምታ ጋር

ቶማስ መኮንን

በኮተቤ የትምህርት ዩኒቨርሲቲ ፣ የባህሪ ጥናት ክፍል ተማሪ።

ሀ. የግል መረጃ

1. የእርስዎ ዕድሜ ምድብ.

ከ 15 ዓመት በታች ☐ 15-20 ዓመት ☐

21-25 ዓመት ☐ ከ 26 ዓመት በላይ ☐

2. ጾታ.

ወንድ ☐ ሴት ☐

3. የክፍል ደረጃ

9ኛ ☐ 10ኛ ☐ 11ኛ ☐ 12ኛ ☐

ለ. በጥናቱ ጥያቄዎች ላይ የተመሰረተ መረጃ።

1. በትምህርት ቤትዎ የሚሰጠውን የስነልቦና እና ምክር አገልግሎት ለምን ያህል ጊዜ ተጠቅመውታል?

- [] በጭራሽ

- [] ጥቂት ጊዜ

- [] አንዳንድ ጊዜ

- [] ብዙ ጊዜ

- [] ሁልጊዜ

2. በትምህርት ቤትዎ ውስጥ በሚሰጠውን የስነልቦና እና ማማከር አገልግሎት እርካታዎ ምን ያህል ነው?

- [] በጣም አያረካም

- [] አያረካም

- [] ገለልተኛ

- [] ያረካል

- [] በጣም ያረካል

3. በትምህርት ቤትዎ ውስጥ ያለውን የስነልቦና እና ምክር አገልግሎት ክፍል ለመደገፍ የተመደቡ በቂ ግብአቶች አሉ ብለው ያምናሉ?

- [] በጣም አልስማማም።

- [] አልስማማም።

- [] ገለልተኛ

- [] እስማማለሁ

- [] በጣም እስማማለሁ

4. በትምህርት ቤትዎ ውስጥ ያለውን የስነልቦና እና ምክር አገልግሎት ድጋፍ በፈለጉበት ሰዓት የጠመዎት መሰናክል ወይም ፈተና አለ?

- [] አዎ

- [] አይ

5. የስነልቦና እና ምክር አገልግሎት መምህራን ባለባቸው የስራ ጫና በቂ ድጋፍ ለተማሪዎቻቸው ለመስጠት አቅማቸውን የጎዳው ይመስልዎታል?

- [] በጣም አልስማማም።

- [] አልስማማም።

- [] ገለልተኛ

- [] እስማማለሁ

- [] በጣም እስማማለሁ

6. ያጠናን ዘዴዎችን ወይም የጊዜ አጠቃቀምን በተመለከተ በስነልቦና እና ምክር አገልግሎት መምህራን የተሰጡት ምክር ወይም ድጋፍ አለ?

- [] አዎ

- [] አይ

7. በትምህርት ቤትዎ የሚሰጡት የስነልቦና እና ምክር አገልግሎት የጥናት ልማድዎ ላይ ያለው በጎ ተጽዕኖ ምን ያህል ነው ብለው ያምናሉ?

- [] ምንም።

- [] በትንሹ።

- [] በመጠኑ

- [] ከፍተኛ

- [] በጣም ከፍተኛ

8. በስነልቦና እና ምክር አገልግሎት ት/ት ክፍል ስር እየተዘጋጁ ስለ ውጤታማ የአጠናን ዘዴዎች የሚመክሩ ፕሮግራሞች ወይም ወርክሾፖች ምን ያህል ውጤታማ ናቸው?

- [] ምንም

- [] በመጠኑ ውጤታማ

- [] ውጤታማ

- [] በጣም ውጤታማ

- [] እጅግ በጣም ውጤታማ

9. ከስነልቦና እና ምክር አገልግሎት መምህራን ስለ ትምህርት ውጤት መሻሻል አቅጣጫ ወይም ድጋፍ ተሰጥቶህ ያውቃል?

- [] አዎ

- [] አይ

10. በትምህርት ቤትም በሚሰጠው የስነልቦና እና ምክር አገልግሎት በውጤት መሻሻል ላይ ያልው በጎ ተጽዕኖ ምን ያህል ነው ብለው ያምናሉ?

- [] ምንም።

- [] በትንሹ።

- [] በመጠኑ

- [] ከፍተኛ

- [] በጣም ከፍተኛ

11. በአማካሪ ት/ት ክፍሉ የሚሰጠው ድጋፍ እና የውጤት ማሻሻያ ግብአቶችቹ የተሟሉ መሆናቸውን እንዴት ይገመግማሉ?

- [] በጣም ዝቅተኛ
- [] መሀከለኛ
- [] ጥሩ
- [] በጣም ጥሩ
- [] እጅግ በጣም ጥሩ

12. በትምህርት ቤትዎ የሚሰጠውን የስነልቦና እና ምክር አገልግሎት ተስፋፋዮች ማየት ይፈልጋሉ?

- [] በጣም አልስማማም።
- [] አልስማማም።
- [] ገለልተኛ
- [] እስማማለሁ
- [] በጣም እስማማለሁ

13. ተጨማሪ የሥልጠና ወይም የሙያ ማሻሻያ እድሎች የስነልቦና እና ምክር አገልግሎት መምህራኑን ይጠቅማሉ ብለው ያምናሉ?

- [] በጣም አልስማማም።
- [] አልስማማም።
- [] ገለልተኛ
- [] እስማማለሁ
- [] በጣም እስማማለሁ

14. የስነልቦና እና ምክር አገልግሎት ትምህርት ክፍል ተማሪዎችን በመርሃ ግብር እቅድ ማውጣት እና ትግበራ ሂደት ላይ ማሳተፉ ምን ያህል አስፈላጊ ነው ብለው ያስባሉ?

- [] አላስፈላጊ

- [] በመጠኑ አስፈላጊ

- [] አስፈላጊ

- [] በጣም አስፈላጊ

- [] እጅግ በጣም አስፈላጊ

ቃለ መጠይቅ

1. በእርስዎ እይታ አሁን ለተማሪዎች የሚሰጠው የስነልቦና እና ምክር አገልግሎት ያለበት ደረጃ ምን ይመስላል?
2. በእርስዎ አስተያየት፣ ለተማሪዎች የተመቻቸ የስነልቦና እና ምክር አገልግሎት እንዳይሰጥ የሚያውኩ ዋና ዋና መሰናከሎች ምንድን ናቸው?
3. ከልምድ በመነሳት የስነልቦና እና ምክር አገልግሎት የተማሪዎች የአጠናን ዘዴ በመማሻሻል ረገድ ምን ያህል ተጽዕኖ አለው?
4. በእርስዎ እይታ፣ በት/ቤቱ የሚሰጠው የስነልቦና እና ምክር አገልግሎት የተማሪዎችን የወደፊት ውጤት መሻሻልን የሚተነብይ ይመስልዎታል?
5. በእርስዎ እይታ የስነልቦና እና ምክር አገልግሎት የተማሪዎችን ውጤት ለማሻሻል እንዲረዳ በምን አይነት ስልቶች ጥራቱን እና ውጤታማነቱን ማሳደግ ይቻላል?