



COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE.

DEPARTMENT OF PSYCHOLOGY

RESEARCH TITLE: STUDENTS' NEEDS FOR, AND AWARENESS OF
GUIDANCE AND COUNSELING SERVICES IN CASE OF WOLKITE
UNIVERSITY.

By

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DECLARATION

I declare that this research is my original work and has not been presented in any university/institution for consideration of any certification. This research has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited

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ABSTRACT

The aim of this study was to study the students need for and awareness of guidance and counseling services. Students need for awareness of guidance and counseling in university, The Can understand that all participants in the study were 35(50%) of respondents were 15-18 age group and 15(50%) group. The result of analysis statistical significance descriptive between awareness and students. This study adopts a descriptive survey design. Payne and Payne (2004) noted that descriptive survey design aims at portraying the status quo of the existing situation and gives an understanding of the existing phenomenon under study. The designed is therefore relevant for the study because it involve collecting data from the population in order to answer questions. The study was conducted in Gurage zone Wolkite University. This is to implement here in office of counseling service to operate the place of guidance and counseling service. The total Populations of this study was to be 1665 students. The participants was select by apply the above sampling technique. The study employed descriptive survey design to target 50 students, 50 participants of students need guidance and counseling and 1665 students from the health science college in general. Purposive sampling was used to select 35 female students and 15 male students of counseling offices while simple random sampling method was used to select 50 students. This yielded a total of 50 respondents.

CHAPTER: ONE

1. 0 INTRODUCTION

This chapter gives a general introduction to the chapter which expounds on Students need for awareness of guidance and counseling services incase of wolkite universiy. The chapter outlines statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, limitation of the study. It also the operational of the study.

1.1. BACKGROUND OF STUDY

The awareness of guidance and counselingservices is an important educational tool in shaping the orientation in students from negative ideas that are planned in the students by his/her peers. Hence the need school for the counsellor to assist the students in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respect by students. The counsellors were their training are expected to be friends with the school counseling, listen to the students's Complains, short comings and proffer guidance to the quest of moulding the students in right part to take in their life pursuit (Egbo,2013).

Counselling and guidance can provided a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programmed" for the student who, though not suffering from any particular problem, were assist in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986).

The students need for guidance and counseling is a professional field, which was a broad range of activities and services aim at assisting individuals in institutions of learning to understand themselves, their problems, their school environment and their world submitted that the development of effective study habits in relation to how people can utilize their assets and manage their abilities for optimal development is essential guidance and counseling services.

In relation to this, view guidance and counseling as a process of planned intervention within a school system by which the total development of students is stimulate in areas relating to their personal, social, career, emotional and academic concerns.

Effective counseling services assist, particularly university undergraduate students individually or in groups to develop competencies that help them adjust to different situations and make appropriate decisions in life.

Note that there is growing complexity in education, vocational and social structures in contemporary societies, hence the need for awareness. An effective counselor not only conveys accurate empathy, but also recognizes whether the empathic responses will indeed be experience as accurate by the client.

Researchers was demonstrated that empathy increases when counselors modify their empathic response style to fit the client's definition of helpful, empathic responses the ability to do so corresponds to counselor sensitivity to individual and cultural differences, which is also a determinant of a quality therapeutic relationship and effective counseling .Counseling affords opportunity for significant personal growth and decision making regarding one's values, interpersonal relationships, career and other life goals all within a stressful student academic environment. The problems often encounter by undergraduate students include: academics, interpersonal relationships, sexuality, family problems, financial challenges, self-identify, loneliness, self-esteem and depression or anxiety. In higher education, guidance and counseling is not a new phenomenon as students have always been problems for which they need counseling services.

In most cases students are in need of academic advice and career guidance. These services have always been providing in low profile; however, the advent of higher education and the challenges face by both students and their tutors have generated a-must interest in student counseling. These challenges include student drop out, low passed rate, change of department, low grade point average (GPA), and social problems. According to Education Act Cap 212 of the laws of Kenya, (1968), corporal punishment was use as a corrective measure to instill discipline in wayward students. But the ban on caning in schools in March 13, 2001 by the government and recommendation of guidance and counseling as the best alternative were argued to be a contributing factor to the increased cases of indiscipline in the schools countrywide (John, 2008).

1.3. STATEMENT OF THE PROBLEM

Despite the governments' efforts to enforce awareness in Kenyan schools, unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategies to contain students' indiscipline. This can be realized from the fact that the whole country has been experiencing student's violence and Kandara District is not an exception.The "Report of the Task Forced on Students Disciplined and Unrest"(Republic of Kenya, 2001) recognized the use of Guidance and Counseling in the management of students discipline in schools due to its proactive approach. According to Udom (2010), no meaningful services are cheap. Funds are need for the purchase of counseling materials like psychological test, collection and keeping of information. The location of the counselor's office affects the attitude of students towards counseling. Mkpouto (2012) reveal an account of a school where the counselor was given a room directly opposite the staffroom and students seen going in where question by members of staff in Kenya school of counseling.The students felt disturb. Many schools do not provide a benefitting room for guidance and counseling services.

In many countries students face a lot for awareness of counseling and guidance service, which assists students for awareness to raise the level of self-responsibility, understand and accept him/her as he/she is. Another aim of guidance teachers is not a make school atmosphere a better place for students who have psychological stress, anxiety, emotional and academically problem. It is aim not only to raise the students' academic knowledge.

Therefore, in pursuance of this aim, this study specifically examined the students' awareness of Guidance & Counseling Services, identified the counseling needs of the respondents, and assessed the students' benefits of Guidance and Counseling Services, and the perception of students on the quality and effectiveness of the Guidance and Counseling Services in the Wolkite university.

The only thing is to provide that environment is the general practical counseling system. However, this system was difficult in taking the duty out of service. In order to create connection, expected during counseling between student and teachers, there was a relationship for good enough to make students feeling safe, close, friendly, honest, realistic way. The researcher finding is to explained the students need awareness of guidance and counseling services in Wolkite university the students doesn't improve themselves to change their challenge.

The study was guide by the following research questions (**RQ**):

1. what is the current state of student's awareness of guidance and counseling services in the Wolkite University?
2. What are the benefits students derive from G&CS provide in the institution?
3. What is the students' perception of the quality and effectiveness of G&CS provide in the university?

1.4 Objective of the study

1.4.1 General Objectives

The general objective of the study is to investigated the student needs for, and awareness of counseling and guidance service in Wolkite University.

1.4.2 Specific Objectives

1. To assess the current state of student's awareness of guidance and counseling services in the Wolkite University.
2. To evaluate the benefit students derive from guidance and counseling service provide in the institution.

3. To investigate the student's perception of the quality and effectiveness of guidance and counseling in University.

1.5 Significant of the study

The researcher hope that the finding of this study were used as a based line preliminary information source for organization or person who are interest to work in the area of counseling and for those who conducted for their research in area indicated the strategies for the intervention and sustainable to be productive for awareness of counseling and guidance. It can even help them and others for personal counseling as well as their friends who are studying with them, especially fresh student that does not have a good knowledge about academic study.

The finding of the study will help students understand the knowledge, awareness of counseling and guidance toward those who have severity of stress among students with in Wolkite University. It strongly helps the students that are living with anxiety, stress, depression, and trauma. Therefore, the finding that to be derive and recommendation to be made were only be generalized to target population under consideration.

1.6 Limitation of the study

The limitations of this study were be.

Shortage of given time.

The students were busy that they didn't able to answer some questions properly.

The students were not being aware of counseling and guidance that it was even difficult for them to understand the meaning of counseling and guidance.

1.7. Scope of the study

The researcher conducted to investigate the student needs for, and awareness of counseling and guidance service in Wolkite University. Even if counseling and guidance have many roles in different situations, in different institutions, the researchers focus only on the minor part of counseling. Because it's known that trauma, stress, anxiety and depression are destructive in our day today, student researcher would like to study how this destructive life style can have some solution for it. And the researchers select effective counseling and guidance from other extraneous variables. Because it's only thing that can

restore the normal life of human into the right condition. The reason for counseling and guidance is select from other extraneous variables is that counseling and guidance generalize them all or those extraneous variables that are being use for restoration of normal human life like medical treatment, removing of depression, and cognitive behavioral therapy cannot come up without counseling and guidance.

1.8 Organization of the study

This study is organized into five chapters, the first chapter is talking about the introduction of the study, which including the statements of problems, objectives of study as well as scope of the study. And chapter two is concerning about definition of counseling and guidance, its Importance's, counseling techniques and Roles of counseling in any institution. The third chapter is concerning about the methodology of Study design and to method of data analysis. Chapter four data analysis and interpretation .five chapter summary, conclusion, recommendation.

1.9. Operational Definition of Terms

The following terms have been defined operationally.

Guidance: is a process, developmental in nature by which an individual is assisted to understand, accept and utilize his abilities, aptitudes interest and altitudinal patterns in relation to his aspirations.

Counseling: is an interactional process meant to enhance redefinition of stand for positive adjustment on particular issues of life.

Awareness: It bring about a positive changes in the life of an individual.

CHAPTER: TWO

2.0 REVIEW OF RELATED LITERATURE

This section was organized into six subtopics, which include the concept of discipline, Guidance and Counseling in the institution of discipline among students, teamwork among students need to aware a guidance and counseling, Scope of Guidance and Counseling services in wolkite university, attitude of the counselor towards guidance and counseling and the counselee level of participation.

2.1. Definition of counseling and guidance

Guidance and counseling is a professional field, which have a broad range of activities and services aim at assisting individuals in institutions of learning to understand themselves, their problems, their school environment and their world submit that the development of effective study habits in relation to how people can utilize their assets and manage their abilities for optimal development is essential guidance and counseling services. In relation to this, view guidance and counseling as a process of plan intervention within a school system by which the total development of students is stimulate in areas relating to their personal, social, career, emotional and academic concerns. Effective counseling services assist, particularly university undergraduate students individually or in groups to develop competencies that help them adjust to different situations and make appropriate decisions in life. In higher education, guidance and counseling is not a new phenomenon as students have always having problems for which they need counseling services. In most cases students are in need of academic advice and career guidance. These services have always been provide in low profile; however, the advent of higher education and the challenges face by both students and their tutors have generates a-must interest in student counseling.

2.2 Importance of counseling and guidance

Counseling and guidance is crucial things that need to implement in any institution. It is effectively being use and implement in the educational system of developed nations. When we look at the experience of Ethiopia, though the concept is new, it is getting better attention for the last ten years than before. With the increasing number of higher educational institutions in the country, the field of psychology starts to be open in different universities than before. Besides,

opening of program in counseling psychology at different universities than before is another improvement thought it is too late. Now a days, the emerging issues of personality maladjustment, poor study habit, career choice problem and lack of knowledge of one's aptitudes add skills make it obligatory for our educational planners and administrators to build appropriate guidance and counseling program into our education system at different level for the development of the individual student into an adult personality, intellectual and functional proficiency, discipline and confidence. Consideration of these psychological make-ups was aid the student ratio of natural science and social science placement policy of the government. However, the extent of proper utilization of school guidance and counseling services in aiding government policy and above all student achievement is not well researched so far. For instance, Blind indicated that Ethiopia is one of the countries where no evidence could be found to suggest that counseling's is available or officially valued in state funded schools. Additionally, demand of the Service in Ethiopia, the terms guidance and counseling were introduced in the educational literature in response to the changing needs of the society mainly as a result of the political, economic, and social impact of the revolution.

2.3 Types of counseling

2.3.1 Types of counseling

there are two major types of Counseling, namely: individual counseling and group counseling.

(a) Individual Counseling: This is referring to as one-to-one counseling. It occurs between the professionally trained Counselor Therapist and his client Counselee. The goal of this is to help the client to understand himself, clarify and direct this thought, in order to make a worthwhile decision. Through this, clients' problems are alleviating. Frumboltz and Thoreson (1967) as cited in Ojai (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

(b) Group Counseling: This is a counseling session that takes place between the professionally train counselor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counseling session. Members of the groups are client's counselees whose tasks or problems that

are meant for resolution are similar. During group counseling, a free atmosphere is allowed and freedom of speech is encouraged. The counsees are free to express themselves individually as counseling progresses so that encumbrances surrounding the tasks or problems to be resolved would be open for all to consider and benefit from. All counsees are expected to participate and express their feelings. The responsibility of the counselor during group counseling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and knowledge he possesses. The counselor is not just a member of the group; he is to direct the affairs and situations.

2.4 Function of counseling in school or university.

The functions carried out by the school guidance counselor are made up of the execution of a number of highly specialized services that constitute the pattern of activities within the school guidance program.

These services are the basic elements of guidance and counseling program; they are the formalized actions or steps the school guidance counselor take to make guidance and counseling operational and available to students. These functions in the school setting include appraisal service, counseling service, information service, planning, placement and follow-up service, orientation service, consulting, referral service.

1. Appraisal Service – This could also be termed individual analysis. Okon (1984) remarked that appraisal is a developmental or longitudinal process of collecting, processing, storing and using a variety of objective and subjective personal and social information to help the school staff have a better understanding of the students as well as help individual student to better know and understand self.

2. Counseling Service – This function enables the counselor who is trained to give assistance to have an interactive relationship with the counslee who needs assistance. Through this service, counsees are helped to deal effectively with self and the reality of environment. The service regarded as the nucleus of guidance service helps facilitate self-understanding and self-development which afford individuals or group of people a better understanding of themselves in terms of their confused ideas, hopes, fears, feelings, aspirations.

3. Informative Service: Through this service, the guidance counselor is always able to provide the school counseling and the students with better knowledge of educational, vocational and personal social opportunities in order to have the benefit of making informed decision and choice.

4. Planning Service: Planning is to decide ahead of time what an individual wants to do, and the way he was do it. Part of a guidance counselor's functions includes assisting the students plan their activities.

The guidance counselor helps students plan their educational, vocational and personal social activities realistically in order to assist them in achieving their goals.

5. Placement Service: The guidance counselor carries out placement functions in and outside the school setting. In the school setting, placement can be carried out by placing students in appropriate classes and/or schools, courses, training or vocations.

6. Follow-up Service – This function enables the guidance counselors to see through the services he/she must have offer the counselee. It is an avenue through which the counselor determines the effectiveness of planning and placement activities.

7. Orientation Service – This function serves the purpose of acquainting new students in an academic environment with the facilities, challenges and problems and prospects in their new school. It is a guidance service that allows the guidance counselor to make the new students psychologically stable in the new environment new school because they were meeting with new set of people, administration, rules and regulations and environment which may require adjustment for them to be able to cope perfectly.

8. Evaluation Service – This enables the guidance counselor to assess the effectiveness of his stewardship in the school system. The evaluation can be carried out through the use of interview, observation or questionnaire.

9. Consulting Service – Consultation here refers to interaction between the guidance counselors and other professionals in the school setting. It is an avenue through which technical assistance are offer to other professionals in the school in order to become more effective in the services they offer to the students and staff.

10. Referral Service – This is an act of transferring a client/counselee to another professional or agency where his/her problem can be appropriately handled. The professional or agency may be within, or outside the school setting. remark that personnel or agency outside the school setting are use because they provide specialize services that the guidance counselors cannot claim to have expertise in all sphere of endeavor, he makes referral with the consent of the client / counselee on matters outside his/her competence.

2.10 Counseling techniques

Technique can be defined as methods or ways of doing something or performing an act efficiently. Another word which carries similar meaning with technique is strategy that the Counselor uses in a counseling encounter. Techniques are usefully acquired through training by the professional Counselor to assist their clients understand and solve their daily problems. It is therefore basic that the acquisition and use of techniques in counseling helps to distinguish professional counselors from someone who is not trained but who tries to practice counseling. There are as many examples of counseling technique as there are approaches or theories in counseling. Examples of some of the approaches are psychoanalysis, Behavior modification, Rational Emotive Therapy, Transactional Analysis, Gestalt, Logo therapy, Reality Impressive, Client-centered, Adlerian and Trait and Factor. While each of these approaches is unique and therefore distinguishable from the others, there still exists relationship among them because they are all tended towards helping the clients to understand himself and lead a well-adjusted life. It is therefore the technique in each of the approaches that often shows which of the approaches is being employed in practice. However, there are some techniques that cut across some counseling approaches.

Generally, examples of counseling techniques are listening, responding, emphasizing, questioning, prodding, interpretation, reflection, confronting, restatement, probing, self-disclosure, catharsis, assuring, immediacy, encouraging, clarifying, concretizing, summarizing, homework, silence homework, catharses and exploring some of the major techniques are discuss below:

Listening: Listening is a very crucial technique in the counseling relationship. It involves every part of the body i.e. eyes, voice, ears and hears. Listening is often regarded as the foundation stone upon which other lards of helping service are built. Active listening conveys to chats that they are valued by the counselors. If the counselor does not listen attentively, he may not be able to hear and understand what his client's problems are and observe the exact nature of both the verbal and nonverbal responses by his client. Adedipe (1997) states that listening is far from the passive state which some people think it to be. Active listening is a skill of great sophistication, which is available to all counselors. The use of listening as a technique means being able to communicate understanding of the client's problems, meaning content. Similarly, it

means being able to show to the client that you understand how he feels particularly to show the client that you have an idea of the impact of the existing problems on his psychological well-being.

Responding: This is a technique of counseling that involves the counselor's verbal and non-verbal reactions to the problems present by the client. Responding is very crucial in the helping relationship. It's important to mention that adequate response depends on the counselor's attentive and understanding skills. It is important for the counselor to respond promptly and adequately to the client's verbal and non-verbal communications. With appropriate and useful response, it is likely that the client would be able to get help in understanding his problems and be able to take positive actions towards the solution of his problem. It is essential that counselors should be able to respond to the contents feeling and the meaning of the client's expression if he, the counselor would provide effective assistance to the client.

Questioning: This technique helps the counselors in probing and thereby explores the problem being present by the client. It helps to bring to fore, some important facets that was assist in promoting an effective discussion in the interpersonal relationship between the client and the counselor. Questioning readily helps the client in identifying and having clearer understanding of his problem.

Restatement: This involves a process in which the counselors having heard and understood what the client said, he the counselor repeats what was said for the sake of clarification. Specifically, restatement assists the counselors and the client to reach a level of mutual understanding of true nature of the problem as it represents the mind of the client. It also affords the client the opportunity of explaining furthered what he said was not properly heard or understood by the counsellor. When the counselor restates the client's problem, the client is thereby reassured of the counselor's attentiveness and ability to follow with the client's explanation. According to Adedipe (1997), he opines that, although it is important for the counselor to maintain a listening role, there are certain kinds of responses which communicate not only that, the counselor is listening, but also that the counselor is a person with an active role.

The restatement is one of these responses. An example is the following interaction:

Client: “I don’t know whether to stay in school or to drop out and get a job but if I do, I don’t know what kind of job I can find”

Assuring: Assuring as a counseling technique, demands that a counselor makes a conscious effort to gain the client’s confidence in the process of assisting him to solve his client’s problem. The counselor exhibits a personal quality, which makes the client to trust and rely on the counselor as a worthy provider of assistance that can solve his problem.

Silence: This technique involves sudden cessation or suspension of sound by both the counselor and the client temporarily. It is important for the counselors to know the appropriate time and way of using silence if not it can be mistaken for his inability of knowing what.

2.11 Role of counseling

The aim of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden,2011). The purpose of guidance and counseling therefore provides emphasis and strength to educational programs. Some specific aims of the school guidance and counseling program include the following (Gibson, 2009 cited in Lunenburg, 2010):

A. to Provide for the Realization of Student Potentialities: To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counselor’s role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

B. To Help students with Developing Problems: Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one fifth to one-third of his time with a few pupils who require a great

deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counselors, by helping these youngsters to resolve their difficulties, free the classroom teacher to use his time more efficiently.

C. To contribute to the Development of the School's Curriculum: Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not including in curriculum development efforts.

D. to Provide Teachers with Technical Assistance: Pre-service teacher training institutions typically provide very limit experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counseling functions essential to the educational program. Specifically, the guidance counselor is qualify to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

E. to Contribute to the Mutual Adjustment of Students and the School: Guidance was a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments.

CHAPTE: THREE

3.0 Methodology

This chapter described the research methodology that was used to carry out the study. It focused on the research design, location of the study , target population, sample size, sampling techniques, research instruments, data collection techniques, data analysis, and ethical considerations.

3.1. Study design

This study adopted a descriptive survey design. Payne and Payne (2004) noted that descriptive survey design aims at portraying the status quo of the existing situation and gives an understanding of the existing phenomenon under study. The designed is therefore relevant for the study because it involve collecting data from the population in order to answer questions.

3.2. Study area

The study was conducted in Gurage zone in Wolkite University office of counseling near to clinic. This is to implement here in office of counseling service to operate the place of guidance and counseling service. The staff counselors office explained that, the number of students is variable due to covid_19, the students does not participated to follow up counseling ,in a month only 9 students arrive here in office depended upon their problem.

3.3. Study Population

The population of this study was target college of health science in general, department of midwifery, public health, medical laboratory and nursing both female students and male students, the total number wereto be 1665 students as well as undergraduate and postgraduate candidates students in Wolkite University. The researcher taken the population among the health science because the students need psychological support due to the psychological stress managements, anxiety and depression from health science college students in Wolkite University.

3.4. Sample size and Sampling technique

The sampling techniques for this study were probability sampling technique. Specifically multi stage random sampling and availability sampling technique could be used. The total Populations of this study were 1665 students. The participants was select by apply the above sampling technique. The reason to determine to sampling size *according to Danielle (1995) formula of sample size* determination that is:- $n = N * p / 100$ where $n =$ sample size 50 respondents.

$N =$ Total population of the study

P= percentage taken

The researcher taken 3 percent by recognizes his energy, resource, and potential. Therefore the sample size calculate as $n = N * p / 100 = 1665 * 3 / 100 = 49.95 / 100 = 49.95$ to select totally 50 students

3.5.Data collection tools

The study was undertaken using quantitative designed. In order to get the desired information about the Guidance and counseling services as a researcher was used questionnaire as primary instrument/tool. This questionnaire is prepare in the close ended items to measure the objective of the study

3.6. Method of data collect ion

The data was collected directly from the participants' the researcher were used question and observational data gathering instruments included pen, paper and binder, the participants will answer the question freely without fear between students and counselors, because effective counselor use their skill and competence to help their fellow human being to understand and resolve their problem in a more realistic way. The two items close ended and open ended questions. The students questionnaire consist 9 close ended and 3 open ended questions.

3.7. Method of data Analysis

The method of data analysis for this study was descriptive statistics and expressive words, base on observational and more appropriate to assessing the contribution factor for students having stress, in the classroom presentation. Particularly, percentage, frequency personal accessible, both quantitative and qualitative method of data analysis these are stratify and purposeful sampling technique.

3.8.Ethical Consideration

This study was conducted to assess the Guidance and counseling to aware astudent's their academic achievement. Participation of respondent was strictly on voluntary basis. The researcher was highly respected different, psychology, ethical issue include considering human dignity, right and favor information that gain from respondents keep confidentiality and secret to third person. All information collects from the research participant's use only for the purpose of the present study.

Chapter: four

4.0 Data Analysis and Interpretation

4.1 Background Information of the Study Respondents

This section gives background information of the students, respondents.

4.2 Data Analysis

The major objective of this study was to assess the students need for and awareness of guidance and counseling services in Wolkite University. In order to meet the above objective the collected data were presented based on the specific objectives raised in chapter one:

4.3 Table 1 Socio-demographic characteristics of the respondents

No	variation	Items	Frequency	Percentage %
1	Sex	Female	35	48
		Male	15	52
		Total	50	100
2	Age	15-20	3	6%
		25-30	10	20%
		35-40	21	42%
		45-50	6	12%
		Above – 50	10	20%
		Total	50	100
3	Religions	Orthodox	35	37%
		Muslim	42	45%
		Protestant	10	11%

		Catholic	7	7%
		Total	94	100
4	Level of education	Diploma	35	70%
		–	–	
		Degree	15	30%
		–	–	–
		–	–	–
		–	–	–
		Total	50	100

5	Marital status	Single	31	62%
		Married	12	24%
		Divorce	5	10%
		Widowed	2	4%
		Total	50	100
6	The time interval will get income and sources of income	Daily	8	18%
		Weekly	16	32%
		Monthly	4	8%
		Gifts by relatives	5	10%

		in holiday time specially in "wolkite"		
		support from the neighborhoods in hard ship time	17	34%
		Total	50	100

Source: survey data 2021

As indicated in the table 1 above, in terms of respondents sex, 15(52%) of respondents were male and 35(48%) of respondents were females. The study shows that there was different participation of females and males in the study relatively. Therefore, perceive high consideration of gender respondents is important of identifies the socioeconomic factors that affect guidance and counseling services.

And also in terms of respondents age above table 1 shown that, 3(6%) of the respondents were found between 15-20 years old, 10(20%) of respondents were found between 25-30 years old, 21(42%) of respondents were found between the age of 41-50 years old, 6(12%) of the respondents were found between 35-40 years old and 10(20%) of respondents age were above 60 years old. Therefore the majority of respondents were found the age between 45-50 years old then followed by those who are found above 50. So in this study many students were participated and minimum numbers of young and adult peoples also participated. In general the study age demographic of respondents shown almost all age group populations were involved but students taken the majority numbers.

The above table 1 in terms of religions background of the respondents shown that, 35(37%) of the respondents have orthodox religious back ground, 42(45%) of respondents have Muslim religious back ground, 10(11%) of respondents were follow protestant religion and 7(7%) of respondents were follow catholic religion. So, the majority of the respondents have Muslim religion back ground and followed by orthodox religious back ground. Societal believes and ideologies have great impact in utilization of guidance service. Due to their religious ideology

and believes students have no any interest to visit counseling services because they believes “Allah or God” have answer for every illness. So religious back ground has its own impacts for.

The above table 1 also in terms of educational level of the respondents indicates, 14(15%) of respondents have diploma status and 8(9%) of respondents have Bachelor degree levels. Therefore the educational level of respondents shown that the majority of respondents only can be diploma. Education was an important factor for effectiveness and quality counseling services. Guidance and counseling were an only important for students to change their attitudes. So the educational status of students perceive highly determines their attitudes and perceptions. Guidance service worker respondents were having diploma and degree status, but the majority of students in study area have no awareness at this university.

The above table 1 in terms of the marital status of the respondents shown as the following 31(62%) of the respondents were single, 12(24%) of the respondents were married. 5(10%) of respondents were divorced and 2(4%) of respondents were widowed. Thought, the majority of the respondents were married followed divorced. So, the married students and members have great contribution increasing the awareness change the negative attitude of the society towards the Youngers people. Marital status has also its own contribution on the student’s needs. Divorced and widowed perceive faced more economic and other challenges than married, because the married students can support emotionally and economically each other’s. Single respondents were counseling service workers who give further information.

The above table 1 in terms of respondents time interval does gets income and its sources shown that 8(18%) of respondents were gets income daily the source of daily income of students and other respondents were engaging of in minimum and small scale of awareness activity in institution, 16(32%) of respondents were gets income weekly also 4(8%) of respondents were gets income monthly the source of monthly incomes were may be monthly salaries and who support by government provid guidance services and in this background data involves the counseling service workers who gets their incomes in one month interval, 5(10%) of respondents were get the income in holiday time. It gets in the form of gift from relatives who live in urban. Especially in “wolkite town and” holiday many students have visit their family for holiday, so students gets some sort of money in holiday, 17(34%) of respondents were get support from their neighborhood and community. Therefor the majority of respondents were face economic

hardship it made the health status of students were poorer. So the majority of respondents were has not saved assets or wealth as well as money which invested for an awareness a guidance services.

4.2 Question related to awareness.

4.2.1 Table 2. The awareness of counseling services and guidance at Wolkite University from students aware or not aware?

	Students within campus	Frequency	Percentage %
1	The students aware of counseling services in Wolkite university	35	70%
2	The students not aware counseling services in Wolkite university	12	24%
3	Low counseling perceive awareness in wolkite university	3	6%
	Total	50	100

Source survey 2021

The above table 2 shows that students whom to live in regarded to this 35(70%) of respondents were live from their entire counseling services dependently may live with their awareness of guidance, students and other counselors members, 12(24%) of respondents not aware were live alone. They live in difficult situation they need support and special attention with concerned such as students in the campus, government and other organizations and 3(6%) of low awareness perceive counseling live with in different situation such as within their relatives and in religious institution. As a result of this the majority of students were live with their self-efficacy and some of students live alone, different religious institution and with relatives. So the living situations of students were determining the counseling service.

4.2.2 Table 3 what are the student’s perception of the quality and effectiveness of guidance and counseling services in the Wolkite University?

	Students his perception	Frequency	Percentage %
	The students is perception Perceived helpful for effectiveness of guidance and counseling services	20	40
	Somewhat help students to carrying service from institution	15	30
	It help students to learn academic issues program	4	8
	The students were raising the quality of counseling	11	22
	Total	50	100

Source survey data 2021

The above table 3 shown that 20(40%) of respondents were perceived helpful for effectiveness of guidance and counseling services, 15(30%) of respondents were somewhat help students to carrying services from institution, 4(8%) of respondents were help students to learn academic issues, 11(22%) of respondents were raising the quality of counseling. As result of this students need awareness which hinder their counselor’s service. The majority students of income and followed aware of guidance.

4.2.3 Table 4. What is the benefit of students drive from guidance and counseling services in the every institution?

	Students his benefit from guidance	Frequency	Percentage %
1	The guidance help students to benefit in university	21	42
2	As students have benefit from school of counseling	5	10
3	Counselors make good rapport with clients for effective ways	12	24
4	The orientated a students in school of counseling	12	24
	Total	50	100

Source survey data 2021

The above table 4 shown 21(42%) of respondents were guidance help students to learned to benefit in university, 5(10%) of respondents were response as students have benefit 12(24%)of respondents were response counselors with clients for effective waysas and 12(24%) of respondents were response of students from guidance and counseling services. So the majority of respondents were perceived guidance and counseling as infective.Was the main social the orientated were in benefit service are followed.

4.2.4.DISCUSSION OF THE STUDY

This researcher finding areas at wolkite university campus in offices of counseling, the total number of population sample size were to be 1665 students as well as undergraduate and postgraduate candidates students in Wolkite University college of health science. The researchers selected randomly due to shortage of time when we comparison it with other researchers finding that had done before it not the same sample sizepurposive sampling was used to select 35 female students and 15 male students of counseling offices while simple random sampling method was used to select 50 students.LikeMugendaittoodifferent because his time enough to collection of many population and Mugenda (1999) define population as an entire group of individuals, events or objects having a common observable characteristic. For the purpose of this 27 study, the target group population consisted of 50 secondary schools, 50 principals, 50 heads of guidance and

counseling department and 12,500 students from the public secondary schools in Kandara District and the District Education Officer, Kandara

CHAPTER: FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section presents summary of the study, conclusions and recommendations based on the study findings. The chapter also gives suggestions for further research.

5.1 Summary of the Study Findings

The main objective of the study was to investigate the effectiveness of awareness of Guidance and Counseling services to managing students' discipline in Wolkite University campus, Gurage zone. The study was guided by social learning theory of Albert Bandura (1986) who viewed learning by observing others as the role model. The study employed descriptive survey design to target 50 students, 50 participants of students need guidance and counseling and 1665 students from the health science college in general. Purposive sampling was used to select 35 female students and 15 male students of counseling offices while simple random sampling method was used to select 50 students. This yielded a total of 50 respondents. Three questionnaires were used as the main tools for data collection. Given below is the summary of the study findings.

5.2 Conclusion of the Study

Based on the study findings as summarized above, it was concluded in Wolkite University campus Gurage zone was practiced awareness, a significant proportion of respondents indicated that discipline matters were rarely discussed in school of counseling office and staff meetings.

The researcher clearly shows that was not fully implemented in schools of counseling in Wolkite University campus and hence this could be one of the major factors hindering effectiveness of the guidance and counseling in managing discipline in schools of counseling offices.

Regarding the scope of the program in Wolkite University campus, the study concluded that group and peer counseling were offered in schools counselors. The study also established that class students, dorm students, and principals were regularly involved in guidance and counseling

With the positive attitude of the students' towards awareness of guidance and counseling, it is expected that the counseling should be successful in managing students' discipline. However, the study established that principals and counselors had not done much to make this very effective and as such, schools of counseling were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking.

Most of the students were not willing to seek guidance and counseling when faced with problems. This as a result could be another major factor hindering the usage of guidance and counseling services in managing students' discipline in schools of counseling.

5.3 Recommendations of the Study

Arising from the study findings, the following recommendations were made:-

The researcher It was recommended that the quality and awareness of Guidance & counseling services should be evaluated for tertiary institutions in order to help the counselors bridge the gap between students' perceived need for their services and counseling services provided. It was recommended that the authorities in higher institutions should establish clear policies that would improve and strengthen Guidance & Counseling Services to make them effective for the attainment of students' academic competence. The researchers suggested for further studies: optimal counselor-to-student ratio for effective G&CS in higher institutions; role of belief system on students' perception of quality and effectiveness of G&CS; and the scope of the present study be expanded to include conventional and private in wolkite university. The current study therefore suggests assessing the current state of student's awareness of guidance and counseling services in the Wolkite University. What are the benefit students derive from guidance and counseling service provide in the institution. What is the student's perception of the quality and effectiveness of guidance and counseling in University. That the Ministry of Education through university principals should sensitized students, members and sponsors on their roles in relation to students discipline management especially during school holidays. The university administrators should solicit active co-operation from their students, counselors and other staff members interested in practicing guidance and counseling. Effective guidance and counseling services should be put in place as essential part of university by the school administrators to promote students need for awareness. The study established that some heads of counseling services had not received any training on guidance and counseling. The current study therefore suggests that leadership in guidance and counseling should be provided by trained counselors in every university. This is because leaders co-ordinate efforts of the counselors and students in university who assist in group and individual counseling.

5.4 Areas for Further of study

- i. A study should be conducted to find in wolkite university campus' and students factors influencing their attitude towards awareness of guidance and counseling services.
- ii. Another study should be conducted to find out support offered by the university administrators towards guidance and counseling services.

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APPENDIX

Wolkite University

College of educational and behavioral science.

DEPARTMENT OF PSYCHOLOGY

Questionnaire

Dear respondents you are being invited to participate in research study conduct for a requirement of the aims of this research is to explore the awareness, perception, benefit among wolkite university students. The information you provide is important for its successful accomplishment you honesty. Please provide genuine and valuable response

Fill the box for the following question

Part One: **Social demographic and Economic status.**

1. Sex: a) Male____ b)Female_____
2. Age group: _____
3. Marital status a) single____ b) married____ c) divour__ d) widowed_____
4. Religion: a) Muslim____ b) orthodox____ c) Protestant____ d) If others please specify_____
5. Economic level: a) poor____ b) medium____ c) rich____ d) unrich
6. Ethnicity a) Oromo____ b) Amharic____ c) gurage____ d) if others please specific_____

Part Two: Question related to awareness.

1. Awareness of the counseling service in Wolkite University, Aware/ not aware? Yes____
No____
2. Knowledge of the location of counseling in Wolkite University? Yes____ No____
3. Use of guidance and counseling service in university? Yes__ No__
4. Perceived helpfulness for awareness from institution? Yes__ No__

Part three: Question relate to students is perception.

1. What are the students perception of the quality and effectiveness of G&CS provide in the university?
 - a) High effective b) Low effective c) moderate effective d) not effective
2. How about the interrelation and cooperation between students will carrying guidance and counseling extension worker?
 - a) High effective b) moderate effective C) low effective d) ineffective
3. The fresh and senior students are orientation to services from school of counseling?
 - a) Through first training b) through experimental make it open
 - c) Through selecting first model farmer d) deliver at one time
4. What are they respect or empathy to the client are delivery a services for effective and quality of G&CS?
 - a) High effective b) moderate effective c) not effective
5. Counselors conduct delivery appropriate for students need awareness of guidance to modeling them? A) Yes____ b) No

6. Counselors make good rapport with clients for effective way from beneficiary?

A) High effective b) moderate effective c) low effective.

Part four: question relate to the benefit.

1. What are the benefit students derive from guidance and counseling service in the institution?

A) Orientation to service b) provide information b) vocational d) referral service

2. Do you think service delivery system is appropriate? A) Yes___ b) No___

3. Do you think that modern guidance and counseling service delivery for you is beneficial?

a) Yes___ b) no___

4. As students have benefit from school of counseling service?

a) Academic counseling b) family c) mass media d) professional

5. Held students better to solve their own problem in university?

a. Increasing b) decreasing c) I do not now

6. Somewhat helpful to carrying counseling service from institution?

a) As a necessary b) as unnecessary c) as a negative thing

7. It helps students to learn from institutions academic issues program?

a) Very good b) good c) medium d) low