CHAPTER 9

SUMMARY AND CONCLUSIONS
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The ultimate purpose of education is to prepare students for the future, a future in which they will actively participate in society both for their benefit and the benefit of others. Well-designed Guidance and Counselling Programme assures this outcome. Guidance Programme includes a group of guidance services such as Appraisal Service, Information Service, Counselling Service, Placement Service, Follow-up Service and Research and Evaluation Services.

Evaluation of Guidance Programme is an essential component of school guidance and counselling activities. Through systematic evaluation the effectiveness of the guidance and counselling programme can be judged. Evaluation is important not only to locate the weakness or limitations of the programme but also discover effective measures to improve it.

Though some evaluative studies of guidance programme have been undertaken, yet there is a need for more evaluative studies in the area. Many investigators indicated the scarcity of research studies to evaluate guidance services and urged guidance & counsellors to undertake evaluative studies in the field (e.g. Loesch, 1988; Conger & Hierber, 1995; & Sheri, et.al., 2001).

Lack of research in the evaluation of guidance and counselling programme in Institutions of Higher Learning in Ethiopia initiated the investigator to undertake the present study.

STATEMENT OF THE PROBLEM

The problem under study reads as follows:

'EVALUATION OF GUIDANCE SERVICES AT INSTITUTIONS OF HIGHER LEARNING IN ETHIOPIA'.
OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To evaluate the ‘Guidance Programme in General’ available at Institutions of Higher Learning in Ethiopia using judgments of different groups of evaluators namely: Students (Beneficiaries), Guidance Workers, Administrators & Teachers (Benefactors) and Ministry of Education officials (Policy makers).

2. To evaluate the current ‘Specific Guidance Services’ such as appraisal, information, counselling, placement, follow-up and research and evaluation services at Institutions of Higher Learning in Ethiopia based on the judgments of different groups of evaluators.

3. To compare the effectiveness of ‘Guidance Programme in General’ as well as ‘Specific Guidance Services’ in Federal and Regional Institutions of Higher Learning as evaluated by different groups of evaluators.

4. To compare the effectiveness of ‘Guidance Programme in General’ as well as ‘Specific Guidance Services’ in ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by different groups of evaluators.

5. To explore barriers to effective implementation of guidance services at Institutions of Higher Learning in Ethiopia.

6. Based on the findings of the study to propose ways and means in which ‘Guidance Programme in General’ and ‘Specific Guidance Services’ could be strengthened at Institutions of Higher Learning in Ethiopia.
DESIGN OF THE STUDY

The present study was intended to evaluate the effectiveness of guidance services as provided in Institutions of Higher Learning in Ethiopia in light of criteria formulated for evaluation purposes as well as the objectives of organizing guidance programme in Institutions of Higher Learning in Ethiopia. The purpose was to find out the nature of guidance programmes and services provided and their strengths and weaknesses with a view to improve upon the current programmes. Evaluation of the 'Guidance Programme in General' and of 'Specific Guidance Services' i.e., appraisal, information, counselling, placement, follow-up and, research and evaluation services were taken up separately.

Descriptive survey method was followed to conduct the study which involved collection of data through administering various tools and techniques such as (i) questionnaires (ii) interview schedules and (iii) checklist.

The study was designed to collect data from the policymakers, benefactors and beneficiaries. Data were collected from both Federal and Regional as well as 'Ranked Good' and 'Ranked Average' Institutions of Higher Learning in Ethiopia.

HYPOTHESES

To achieve the objectives of the present study and to evaluate the guidance programme in light of criteria formulated in the present study as well as the objectives of organizing guidance programme in Institutions of Higher Learning in Ethiopia following hypotheses were formulated:

I. ‘Guidance Programme in General’ is not being carried out effectively in Institutions of Higher Learning in Ethiopia as
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evaluated by students (Beneficiaries), guidance workers, administrators & teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

II. ‘Specific Guidance Services’ such as appraisal, information, counselling, placement, follow-up, and research and evaluation services are not being carried out effectively in Institutions of Higher Learning in Ethiopia as evaluated by students (Beneficiaries), guidance workers, administrators & teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

III. No significant differentials would be there in the Implementation of ‘Guidance Programme in General’ in Federal and Regional Institutions of Higher Learning as evaluated by students (Beneficiaries).

IV. No significant differentials would be there in the Implementation of ‘Guidance Programme in General’ in Federal and Regional Institutions of Higher Learning as evaluated by guidance workers, administrators & teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

V. No significant differentials would be there in the Implementation of ‘Guidance Programme in General’ in ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students (Beneficiaries).

VI. No significant differentials would be there in the Implementation of ‘Guidance Programme in General’ in ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by guidance workers, administrators &
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teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

VII. No significant differentials would be there in the Implementation of ‘Specific Guidance Services’ such as appraisal, information, counselling, placement, follow-up, and research and evaluation services in Federal and Regional Institutions of Higher Learning as evaluated by students (Beneficiaries), guidance workers, administrators & teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

VIII. No significant differentials would be there in the Implementation of ‘Specific Guidance Services’ such as appraisal, information, counselling, placement, follow-up, and research and evaluation services in ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students (Beneficiaries), guidance workers, administrators & teachers (Benefactors) and Ministry of Education Officials (Policy Makers).

SAMPLE

Ten state owned Federal Institutions of Higher Learning (five ‘Ranked Good’ and five ‘Ranked Average’ by the Ministry of Education) having guidance programme were purposefully selected. Similarly, ten government owned Regional Institutions of Higher Learning (five ‘Ranked Good’ and five ‘Ranked Average’ by the Ministry of Education) having guidance programme were deliberately selected. Thus, a total of twenty Institutions of Higher Learning were participated in the study.
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Furthermore, twenty students from each Institutions of Higher Learning included in the study were selected randomly.

Administrators and guidance workers of all Institutions of Higher Learning covered in the study were purposefully selected as respondents. In case of teachers, only two senior teachers were selected deliberately from each Institutions of Higher Learning included in the study. Ministry of Education Officials were also selected purposefully.

TOOLS AND TECHNIQUES USED

Tools used for the collection of data were mainly questionnaires, interview schedules and checklist. Questionnaires and interview schedules were administered to students, guidance workers, administrators, teachers and Ministry of Education Officials. Interview schedules were prepared for students, guidance workers, administrators, teachers and Ministry of Education Officials. Checklist was used to record the observations of the Investigator. All of the instruments employed in the present study were adopted from Kohli & Kaur(1991) with minor modifications. All were constructed in English.

METHOD AND PROCEDURE

Survey method was followed in conducting the study. The data were collected by administering questionnaires and interview scheduled to the students, guidance workers, administrators, teachers, and Ministry of Education Officials. The investigator employed Checklist to record his observations.
Statistical Analysis

Data were analysed using statistical techniques like counting of frequencies, calculating of percentages and significance of difference between the percentages.

Results

The results obtained from the present study can be categorized as follows:

Evaluation of 'Guidance Programme in General'

- Guidance and counselling programme at Institutions of Higher Learning in Ethiopia is not integrated in the total educational system of the institutions.
- Insufficient financial support was provided for guidance and counselling programme.
- Most of the administrators and teachers didn’t support the guidance and counselling programme. Only few teachers collaborate and participate in the delivery of the guidance programme.
- Student- guidance worker ratio is very high.
- Most of the students lack information regarding the guidance and counselling programmes and activities of their institutions.
- Guidance workers are the least preferred source of help for all types of problems and concerns of students. Thus, only a few students seek the help of the guidance workers and benefited from the guidance and counselling services of their institutions. The aforementioned result shows that the
students at higher learning institutions are not fully aware of the values of guidance and counselling programme.

- Educational and occupational information is almost absent.
- Guidance workers/teachers perform their guidance activities with no relief from their non-counselling and teaching duties and with no additional pay.
- Guidance and counselling programme was not included within the higher education curriculum. Period is not allocated for guidance and counselling purpose.
- Most of the guidance workers/teachers at Institutions of Higher Learning are inadequately prepared for the services they have to offer.
- In-service training for guidance workers, administrators and teachers is absent.
- No provision of guidance and counselling service for evening extension students.
- Cumulative record of students was not maintained.
- Guidance committees and Parent-Teacher Associations were not established in all of the higher learning institutions under study.

- Some significant differentials were found to exist in the Implementation of "Guidance Programme in General" in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students. It is carried out in slightly better way in Federal and ‘Ranked Good’ Institutions of Higher Learning as compared to Regional and “Ranked Average” Institutions of Higher Learning. However, no marked differentials were found in the Implementation of 'Guidance Programme in General' in
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Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by guidance workers, administrators and teachers. ‘Guidance Programme in General’, though carried out in slightly better way in Federal and ‘Ranked Good’ Institutions of Higher Learning, yet it needs lot of improvement. Overall results indicate that, ‘Guidance Programme in General‘ is not being carried out satisfactorily in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning in Ethiopia.

Evaluation of ‘Specific Guidance Services’

- The major weaknesses of the ‘Appraisal Service’ include the non-availability of psychological tests to guidance workers/teachers. As a result, such tests are being administered only to a negligible number of students and they are not being informed about the test results. Cumulative records of students were not maintained in all of the institutions under study.

- No significant differentials were found to exist in the evaluation of ‘Appraisal Service’ among Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students, guidance workers, administrators and teachers. On the whole, ‘Appraisal Service’ is not being carried out satisfactorily in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning in Ethiopia.

- The strong points of ‘Information Service’ as provided in Institutions of Higher Learning in Ethiopia include: organizing and
implementing activities like ‘orientation talks’ and ‘educational talks’ and dissemination of information about curricular and co-curricular activities of the institutions. The weakest points are: — the non-availability of information and educational materials; as well as lack of provision for organizing career exhibitions, career conferences, field trips and career clubs.

- Some significant differentials were found to exist in the implementation of **Information Service** in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students. It is carried out in slightly better way in Federal and ‘Ranked Good’ Institutions of Higher Learning as compared to Regional and “Ranked Average” Institutions of Higher Learning. However, no significant differentials were found to exist in the Implementation of **Information Service** in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by guidance workers, administrators and teachers. **Information Service**, though carried out in slightly better way in Federal and ‘Ranked Good’ Institutions of Higher Learning, yet it needs lot of improvement. Overall results show that **Information Service** is not being carried out effectively in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning in Ethiopia.

- With regard to **Counselling Service** the weak points are: guidance works/teachers lack proper training in guidance and counselling and were not accessible to students and no separate office was assigned to them in most of the institutions under study. Majority of the guidance workers/teachers devoted most of their time on ‘educational counselling’ and ignored problems of
students in the personal and vocational planning areas. However, some strong points with regard to the functioning of 'Counselling Service' are that: i) a considerable number of students were helped to solve their educational problems; and ii) some students with serious cases were referred to ‘Psychologists’ and ‘Medical Doctor’.

- Some significant differentials were found to exist in the Implementation of 'Counselling Service' in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by students. It is carried out in slightly better manner in Federal and ‘Ranked Good’ Institutions of Higher Learning as compared to Regional and “Ranked Average” Institutions of Higher Learning. However, no significant differentials were found to exist in the Implementation of ‘Counselling Service’ in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning as evaluated by guidance workers, administrators and teachers. ‘Counselling Service’, though carried out in slightly better way in Federal and ‘Ranked Good’ Institutions of Higher Learning, yet it needs lot of improvement. Overall results show that ‘Counselling Service’ is not being carried out effectively in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked Average’ Institutions of Higher Learning in Ethiopia.

- The weakest points in the implementation of ‘Placement Service’ are insignificant assistance rendered for students in making educational and vocational/career planning and lack of provision for part-time jobs for students. Overall results show that ‘Placement Service’ is not being Implemented effectively in Federal and Regional as well as ‘Ranked Good’ and ‘Ranked
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Average' Institutions of Higher Learning in Ethiopia and need lot of improvement.

- **Follow-up Service** is almost absent in all the Institutions under study. The provision of Alumni Association has been a neglected aspect of 'Follow-up Service'. Very few follow-up studies were conducted regarding students 'who are in college', 'college leavers', and 'those who have received intensive remedial help'. Implementation of findings of follow-up to improve upon the guidance services was also a much-neglected aspect. Overall results show that 'Follow-up Service' is not being Implemented effectively in Federal and Regional as well as 'Ranked Good' and 'Ranked Average’ Institutions of Higher Learning in Ethiopia and need lot of improvement.

- **Research and Evaluation Service** is almost absent in all of the Institutions under study. Research in different areas of guidance and evaluation of guidance and counselling services were almost neglected aspect of guidance and counselling services. Overall results show that ‘Research & Evaluation Service' is not being Implemented effectively in Federal and Regional as well as 'Ranked Good' and 'Ranked Average’ Institutions of Higher Learning in Ethiopia and need lot of improvement.

**Difficulties Faced by Evaluators in the Effective Implementation of the Guidance Programme**

- The low priority given to guidance & counselling by higher education officials, lack of sufficient financial support, very high student- guidance worker/counsellor ratio and lack of integration
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of guidance & counselling into higher education curriculum were pointed out as major obstacles in the effective implementation guidance and counselling programme.

- Lack of clear definition of the roles & functions of the guidance worker and lack of properly organized guidance & counselling programme were the other major hurdles in the proper functioning of the guidance and counselling programme.

- Inadequate training in guidance and counselling on the part of guidance workers, the non-availability of in-service training programme in guidance and counselling, lack of familiarity in research & evaluation procedures and the non availability of guidance and counselling courses at teacher training institutions were cited as major obstacles in the effective implementation of guidance and counselling programme.

- Lack of sufficient time to deliver various components of guidance and counselling programme on the part of guidance workers due to the assignment of numerous non-counselling and heavy teaching duties and absence of additional payment were the other major hindrances in the effective delivery of guidance and counselling services.

- The non-availability of common basic facilities needed for guidance and counselling (individual office, a resource centre of occupational and career information, etc.) as well as common basic materials such as printed, audio, and video materials, lack of assessment materials & psychological instruments and lack of textbooks & sufficient literature in guidance & counselling were pointed out as major impediments in the effective implementation of the guidance programme.
• Public misunderstanding regarding the role & functions of guidance & counselling, lack of full support & collaboration from administrators and teachers, lack of involvement of others (peers, student advisers, subject teachers, boarding masters/mistress etc.) in the guidance programme and the absence of networking in & outside the campuses were cited as major hindrances in the effective functioning of the guidance and counselling programme.

Effectiveness of Guidance Programme in Light of Objectives set forth For Organizing it

As regards objectives of organizing guidance programme in Institutions of Higher Learning in Ethiopia, the objectives of assisting students to make adjustment to the life in Institutions of Higher Learning and helping them in solving their personal and educational problems had not been fully achieved. Negligible effort was made to help students make educational and vocational plans. The objectives of assisting students in their personal, social, educational, career and life planning development and helping them in understanding their strengths, weakness, interests, values, potentialities and limitations had not been achieved. The objectives of assisting students reach their full personal and academic potentials, assisting them make realistic choice and helping them to acquire a better understanding of the world of work had not yet been archived.
CONCLUSIONS

In light of the results of the present study the following major conclusions can be drawn:

Guidance and counselling is not an integral part of the overall educational system of the Institutions of Higher Learning. The services are available in most of the Institutions of Higher learning only to students of regular programme. The programme lack sufficient financial support. There is shortage of adequately trained personnel and very high guidance worker- student ratio.

Guidance workers are not easily accessible and they are least preferred by students to discuss with them their problems. Guidance workers extend help to students mainly in educational area to the neglect of personal and vocational problem areas.

As regard provision of 'Specific Guidance Services' only 'Counselling Service' and 'Information Service' are being provided in a slightly better way and other guidance services are almost neglected. However, all the existing services need improvement.

Some significant differentials were found in the Implementation of 'Guidance Programme in General' and the 'Specific Guidance Services' in Federal and Regional as well as 'Ranked Good' and 'Ranked Average' Institutions of Higher Learning as evaluated by students (beneficiaries). However, no such differentials were found in case of guidance workers, administrators and teachers (benefactors) and Ministry of Education Officials (Policy makers).
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The major obstacles in the effective implementation of the guidance programme include:

• Lack of sufficient financial support, very high student-guidance worker/counsellor ratio and lack of integration of guidance & counselling into higher education curriculum.

• Lack of clear definition of the roles & functions of the guidance worker and lack of properly organized guidance & counselling programme.

• Inadequate training in guidance and counselling on the part of guidance workers, the non-availability of in-service training programme in guidance and counselling, lack of familiarity in research & evaluation procedures and the non-availability of guidance and counselling courses at teacher training institutions.

• Lack of sufficient time to deliver various components of guidance and counselling programme on the part of guidance workers due to the assignment of numerous non-counselling and heavy teaching duties and absence of additional payment for guidance workers.

• The non-availability of common basic facilities and materials needed for guidance and counselling.

• Public misunderstanding regarding the roles & functions of guidance & counselling, lack of support & collaboration from administrators and teachers, lack of involvement of others (peers, student advisers, subject teachers, boarding masters/mistress etc.) in the guidance programme and the absence of networking in & outside the campuses.

The existing guidance programme in Institutions of Higher Learning in Ethiopia is not fully achieving the objectives set forth for organizing the programme.
SUGGESTIONS FOR FURTHER RESEARCH

- A similar study covering more samples (respondents and Institutions of Higher Learning) can be conducted.
- A comparative study of the guidance services in boarding and non-boarding Institutions of Higher Learning can be undertaken.
- A similar study of Evaluation of Guidance Services at high schools can be conducted.
- A comparative study of the academic achievement of counselled and non-counselled college students can be undertaken to investigate the impacts of counselling service.