CHAPTER 1

INTRODUCTION
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Modern educational system requires organized programmes of guidance services. Good education and good guidance are interrelated. They support and complement each other to the student’s advantage.

Guidance services are needed as evidenced by conditions within the society. The maximum development of students and the intelligent utilization of all human resources are worthy aims of society. Guidance both as a concept and service assures the attainment of these aims.

The objectives of the guidance service at all educational levels include: wholesome student development, satisfactory achievement, good adjustment, and wise choice on the part of all students.

In today’s ever-changing and complex society, educational institutions should seek not only a student’s total development as a person but also the formation of a competent professional who will be a community leader and an active participant in nation building. Toward this end, educational institutions must offer opportunities to help one grow intellectually, spiritually, socially, emotionally, and physically.

The guidance and counselling programme help achieve educational institutions mission of facilitating the total development of their students toward becoming competent professionals who will be community leaders and active participants in nation building.

Guidance helps students acquire new knowledge, skills and behaviours, encourage positive and realistic self-appraisal, foster personal, academic and career choices, enhance the ability to relate mutually and meaningfully with others, and increase the capacity to engage in a personally satisfying and effective style of living. It helps students to reach full potential and become a productive member of
society. Furthermore, instructional opportunities improve and teacher and students profit from the specialized services provided through the guidance programme.

Guidance helps students make transitions throughout their lives – from family to school, from school to school, from school to work, and from school to lifelong learning.

University and college years are crucial in the adjustment of students as they represent the transition period, which presents students (adolescents) with problems of an educational, vocational, social and personal nature. Guidance programmes can play an important role in helping students to deal effectively with these and similar problems. This is especially so in Ethiopia where the majority of students in higher education are in boarding higher learning institutions and thus do not receive daily guidance and support in their homes.

Guidance and counselling services are more crucial for national survival. The following are some of the relevance of guidance and counselling: (i) the desire to optimise human resources in manpower development activities; (ii) the maximization of production and natural resources; (iii) to minimize if not eliminate educational wastage and in enhancing the correct and effective utilization of the meagre socio-economic resources; (iv) enriching school environment and ultimately enhancing learning –teaching processes; and (v) to enhance the national self-confidence and self-reliance and capacity building of a nation, thus strengthen the capacity of the people to alleviate poverty.

Evaluation is critical in measuring the success of guidance programme as well as in improving it. If guidance workers are to improve their programme they must have at their disposal suitable procedures for studying their programmes and making value judgments about various
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guidance services. Evaluation of guidance services allows the counsellor to determine more rationally the extent to which his programme is moving toward specific goals (Singh, 1994).

Moreover, evaluation activities enable counsellors to: (i) learn if they are accomplishing their goals, (ii) identify what remains to be done, (iii) identify effective components of their programmes, and (iv) discover new areas that need to be addressed.

Thought guidance programme has been in operation for a long period in Institutions of Higher Learning in Ethiopia, no systematic attempt has been made to evaluate it.

Many investigators indicated the lack of research studies related to evaluation of guidance services (e.g., Conger & Hiebert, 1995). However, the available research studies presented below are related either to the evaluation of ‘Guidance Programme in general’ or ‘Specific Guidance Services’ taken up separately.

‘Guidance Programme in general’ at college & university levels were evaluated by Shaw(1969); Bruckner(1972); Gajjar(1974); Cochrane(1974); Charles & Janic (1977); Shylo(1982); Mayes & McContha (1982); Stoney(1985); Prston(1990);Gerry & Nancy (1997); Jane(1998); Kohli(1999); Estyn(1999); Adewale(2000); and Linda(2000).

At school level studies regarding evaluation of ‘Guidance Programme in general’ were reported by Philip(1962); Parikh(1968); Singh(1971); Garg(1971); Murgatroyd(1977); Chamberlain & Delaney (1977); Sunita (1978); Davi(1981); Kaur(1981 & 1991)); Siann, Draper & Cosford(1982); Lang(1983); Best (1983); Cobb & Richard(1983); Connor & Wasman(1984); Wiggings & Moody(1987); Gysber(1988); Dolores(1990); Ko & Wong (1990); Fred(1991); Dolan(1992); NEPI (1992);
Borders & Drury(1992); Gianuzzi(1992); Kevin and Janet(1993); Marrow(1995); Sebastian(1996); Lapan, Gysbers, & Sun(1997); Nelson & Gardner(1998); Eadaion(1998); Dixi(1998); Oyazwo(2000); Doris(2000); Sweet(2001); Baker and Gerler(2001); Lapan, Gysbers & Petroski (2001); Lynn(2001); Lehr, & Sumarah(2002); Taylor(2002); Vuorinen (2003); Swedenburg(2003); and Altia(2004).

Few studies regarding evaluation of ‘Appraisal Service’ at college & university levels were reported by Miller(1967); Thomas(1974); Zytowski & Warman(1982); Abenzi(1995) and Thomas(1998).

At school level few studies about evaluation of ‘Appraisal Service’ were conducted by Hulslander(1954); Hatch & Steffler(1958); Gibson (1962); Chamberlain & Delaney(1977); Zytowski (1982); John(1997); and Cathy(2001).

Some studies about the effectiveness of ‘Information Service’ at college & university levels were reported by Goodson (1982); Sherry & Staly(1984); Garis & JoAnn (1984); Oliver & Spokane(1988); Houa (2002);and Mary(2003).

The different aspects of ‘Information Service’ at college & university levels were assessed by King & Matteson(1959); Reardon, et al. (1979); Boyer & Sedlacek (1984); and Scot(1990).

Some studies about the effectiveness of ‘Information Service’ at school level were reported by Shostek(1955); Peterson, Long & Billups (1999); Student Poll(2000); and Tai-Ho Kim & Young-Hye Kim(2001).

The different aspects of ‘Information Service’ at school level were assessed by Aversa, Manca & Oesau(1987); Dupont, Gingras & Marceau (1992); Antero(1994); Martha(1999); and Oyazwo(2000).
Some survey and experimental studies have been carried out at college & university levels about the effectiveness of ‘Counselling Service’ by Lynch, et.al. (1968); Gross, et.al. (1974); Elterich (1979); Lowe (1980); Essuman & Montford (1996); Jeanne & Patricia (1997); Surtees, et.al.(1998); Ebere(1999); Lenore(1999); and Thomas, Ramona & Jerry (2001).

Some survey and experimental studies at school level regarding the effectiveness of ‘Counselling Service’ were reported by Lieborder(1974); Sunanda(1986); Gerler, Kinney & Anderson(1985); Kohli, et.al.(1985); Hadley (1988); Lee (1993); Diver-Stamnes(1991); Robinson, et.al.(1991); Boutwell & Myrick(1992); Praport(1993); Morey, et.al(1993); Sutton & Fall(1995); Litrell, Malia, & Vanderwood(1995); Marceau & Gingras(1995); Lapan, Gysbers, & Sun (1997); Wasielewski, et.al. (1997); Edmondson & White(1998); Whiston & Sexton, & Lasoff(1998); Kaufman, Klein, & Frase(1999); Hanish, & Guerra(2000)and Carey, et.al. (2003).

Some studies about evaluation of ‘Placement Service’ at college & university levels were reported by Boatwright & Eckstein(1975); Fisher(1976); Wold(1976); Donald(1976); Allen(1978); McClain(1980); Kirby(1980); A Report to the Council of Higher Education and Virginia’s State-Supported Institutions of Higher Education(1987); Hollins & Smith(1986); Conklin (1991); and Gerry & Nancy(1997).

Few studies regarding evaluation of ‘Placement Service’ at school level were undertaken by Andrew & Stoops(1960); Carlin(1960); Allen(1961); Roemmich & Schmidt(1962); Kerr(1962); Noeth, et.al.(1984); Manley(1986); and Sullivan (1991).

Some ‘Follow-up Studies’ at college & university levels were conducted by Rothney(1958); Patricial and Frank(1971); Barrrow(1980);
Few ‘Follow-up Studies’ at school level were undertaken by Schultz(1963); Naik (1985); Nevo (1990); and Kirschner, Hoffman, & Hill(1994).

Several researches on school guidance and counselling services have consistently found that the services school counsellors provide have a positive effect on students (e.g., Borders & Drury, 1992; Gerler, 1985; St. Clair, 1989; Whitson & Sexton, 1998; Baker, et.al., 1984; Prout & Demartino, 1986 and Sprinthall, 1981).

Unfortunately, although there is empirical support for school guidance and counselling effectiveness, the professional literature is replete with evidence of the lack of research being conducted by school counsellors. For example, Cheramie & Sutter (1993) reported that in the schools, a minimal amount of time is spent on research, training, and programme evaluation. Similar results were reported by Conger & Hiebert (1995). According to Conger & Hiebert, guidance and counselling programme was rarely evaluated in Canada. In some sectors, 40% of guidance counsellors reported never formally evaluating their work. Sheri, et.al.(2002)study also indicated the lack of research being conducted by counsellors. Greising (1967) warned that the lack of scientific research presented a threat to the field of guidance & counselling.

Inadequate training, time, support, resources, and perceived role irrelevance have been suggested as reasons for the lack of research by school counsellors. In addition, although most school counsellors have had some research preparation, such preparation typically included
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models (e.g., experimental designs) not easily applied in schools. School counsellors also often encounter formidable barriers to conducting research, such as administrative or parental resistance to students' participation (Perry, 1992).

Counsellors are urged by the ethical standards of their profession to "gather data on counselling effectiveness and be guided by the findings" (American Association for Counselling and Development [AACD] Governing Council, 1988). Recent surveys, however, reveal that many counsellors do not approach accountability responsibilities with enthusiasm (Fairchild & Zins, 1986). According to the results of this study, counsellors who are reluctant to engage in systematic accountability cited lack of familiarity with evaluation procedures and time constraints as major barriers. They also believed that they need additional training, guidelines, and packaged kits with a focus on accountability.

Loesch (1988) emphasized the need for evaluation of guidance and counselling services and recommended (i) legitimising research as part of the school counsellor's role, (ii) giving greater attention to school counsellors' research skill development, (iii) involving practicing school counsellors in research, and (iv) helping school counsellors and trainees learn the full range of research approaches.

Research and evaluation has been described as the backbone of guidance and counselling theory and practice (Cramer, Herr, Morris, & Frantz, 1970). Fall & VanZandt (1997) urged school counsellors and counsellor educators to see research and evaluation as an ally. The information provided by research and evaluation is an essential, foundational component of professional judgment. Research and evaluation that identifies best practices helps professionals a) do more of what is maximally effective, b) do less of what is minimally effective, and
c) avoid that which is harmful (Wilson, 1985). For meaningful research and evaluation to be conducted in educational institutions, counsellors/guidance workers need to be involved in research practice from the beginning of their preparation and throughout their involvement in professional practice.

To the best knowledge of the present investigator, no attempt has been made to evaluate the guidance services at all educational levels in Ethiopia. There is an urgent need for systematic evaluation of the guidance programme at Institutions of Higher Learning in Ethiopia the aim of which include assessing the effectiveness of the programme, determining how well it actually fulfil stated objects and bringing about necessary changes in the programme.

RATIONAL FOR THE PRESENT STUDY

Cognizant of the role and relevance of guidance services in modern educational system and the scarcity of research in the evaluation of such services in Institutions of Higher Learning in Ethiopia, the investigator decided to undertake the present study entitled ‘Evaluation of Guidance Services at Institutions of Higher Learning in Ethiopia.’

The following are the objectives of the present study:

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.

**STATEMENT OF THE PROBLEM**

The present problem is entitled:

“EVALUATION OF GUIDANCE SERVICES AT INSTITUTIONS OF HIGHER LEARNING IN ETHIOPIA”.