

## Practice and challenges in provision of guidance and counselling services in secondary schools of South Gondar, Ethiopia

**Asrat Dagne Kelkay\***, Associate Professor in the Department of Teacher Education and Curriculum Studies, Head for the Department, College of Education and Behavioral Sciences, Bahir Dar University, Bahir Dar, Ethiopia.

### Suggested Citation:

Kelkay, A. D. (2019). Practice and challenges in provision of guidance and counselling services in secondary schools of South Gondar, Ethiopia. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 9(1), 001–013.

Received from August 10, 2018; revised from January 05, 2019; accepted from April 02, 2019.

Selection and peer review under responsibility of Prof. Dr. Kobus Maree, University of Pretoria South Africa.

©2019. All rights reserved.

---

### Abstract

The main purpose of the study was to assess the provision of guidance and counselling service in South Gondar secondary schools. It was designed to study the types of service provided by service providers in South Gondar secondary schools and to investigate the attitude and awareness of Guidance & Counselling Committee (GCC) members, teachers, principals and students towards the usefulness of guidance and counselling services/programme. The study was conducted using a descriptive survey design from five secondary schools using questionnaires and interview as data gathering instruments. The total number of sampled respondents was 173, of which 100 (students) selected by simple random sampling, five school principals, 49 teachers, 19 GCC members/service providers were selected using comprehensive sampling technique. Statistical data analysis techniques were used to analyse the data and thematic analysis, i.e., qualitative analysis, was used to interpret interview and open-ended questionnaires. The study revealed that most of the secondary school service providers were provided behavioural and academic counselling and educational counselling for their students in their respective schools. The study also indicated that positive attitude and promising awareness towards guidance and counselling service among the four category respondents.

**Keywords:** Challenges, counselling guidance, practice and secondary school.

---

\* ADDRESS FOR CORRESPONDENCE: **Asrat Dagne Kelkay**, Associate Professor in the Department of Teacher Education and Curriculum Studies, Head for the Department, College of Education and Behavioral Sciences, Bahir Dar University, Bahir Dar, Ethiopia. *E-mail address:* [asratboza@yahoo.com](mailto:asratboza@yahoo.com) / Tel.: +25 1918802448

## 1. Introduction

Education continues to undergo considerable changes including socio-political, economical, industrial, occupational and technological changes. These changes are providing substantial development for children and young people. A rapidly changing world and labour force; violence in homes, schools and communities; divorce; substance abuse and sexual experimentation are just a few examples of these challenges. These challenges are not abstract, they are real and having extensive impact on the personal/social career and academic development of the children and young people (Gysbers, 1999; Gysbers & Henderson, 2000). Scholars in the field urge that guidance and counselling programmes are effective tools in assisting children and young people, along with their parents, to respond to these and similar challenges. It is believed that when school counsellors have time, resources and the structure of a comprehensive programme to work in, good things happen, that is, guidance counselling interventions improve academic achievement, students take more demanding courses, students develop and use career plans and schools have more positive climates (Day, 2014).

The global concerns related to Guidance and Counselling services in schools have resulted in a number of studies being carried out internationally regarding the benefits of Career Guidance and Counselling services. It is observed that Guidance and Counselling services help students to overcome social, psychological, cultural and educational problems that arise from the rapid economic and cultural changes (Harris, 2013).

It can be concluded that the experiences of other countries is paramount important as a comparative study of the practice and challenges of guidance and counselling service in the context of secondary schools in Ethiopia. That is, the challenges observed in other countries and the solution obtained for such problems may contribute to this study.

Although the concept of Guidance and Counselling is relatively new in African educational systems, it has been embraced by different Scholars. Most African countries recognise the essential role of organised Guidance and Counselling Programme. However, there are limited research studies conducted to assess the effectiveness of the programme being implemented to improve the students' decision-making processes that lead to improve future benefits (Biswalo, 1996). In addition to human resources, the provisions of material resources or facilities and support services determine the extent to which the Guidance and Counselling Programme achieve its intended goals.

The purposes of guidance and counselling programmes for school children are many folds. Empirical evidence showed that guidance and counselling programmes had significant influence to improve or strengthening social skills (Verduyn, Lord & Forrest, 1990). Similarly, Whiston, Sexton & Lasoff (198) identified that guidance and counselling help students to make wise decision on career development. To alleviate discipline problems Baker & Gerler, 2001; Braddock, 2001 states that the purpose of guidance and counselling in schools is helpful to improve academic achievement, foster positive study attitudes and habits and increase acquisitions and application of conflict resolution skills. In addition, Bark (2003) states that guidance and counselling assistance should be made available by qualified and trained teachers. Similarly, Abid (2006) suggested that guidance and counselling service promotes an individual's lifestyle of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry on his own burden and decrease school dropouts and developing positive study habits and study skills.

According to the finding of Muhammad (2010), students and teachers indicated a strong demand for secondary schools guidance and counselling programmes that raised self-awareness, including understanding and appreciation of self, understanding the emotional and physical dangers of HIV/AIDS and self-education, dating and related issues, time management, coping with peers pressure, decision making, handling crisis and managing life events, interpersonal skills, conflict resolution, peer counselling, career exploration, school adjustment, investigating world of work, job seeking and helping skills.

The major educational problems of secondary schools are low access, inequitable educational distribution and poor efficiency. Such problems need services like guidance and counselling which assist students in their personal, academic and socio-economic problems, which later on affects students' all aspects of performance and largely quality of education.

The guidance and counselling service in secondary schools of the study area was irrelevant to the present adolescent's dynamic problems and needs. This is also indicated that educational authorities were not given attention for guidance and counselling services that deserve to the overall improvement of the educational performance in the educational system. These problems can be aggravated if the guidance and counselling service ignored attention and if not lead and managed by professional counsellors. So, the ignorance of the guidance and counselling service increases the likelihood problems and in turn affects the quality of teaching–learning, the overall school performance and more largely affects the quality of education. To this effect, the analysis of these may be used to develop clearly described roles of school administrators, teachers, guidance and counselling providers to enhancing the secondary school guidance and counselling programmes and establish awareness on the necessary supports for those guidance and counselling service providers and users of the programme. In so doing, the researcher is interested to look into the topic entitled practice and challenges in the provision of guidance and counselling in secondary schools of South Gondar, Ethiopia. Along with this, in treating the present topic systematically, the following basic questions were framed and labelled as follows:

1. What are the types of guidance and counselling services provided by the school service providers in South Gondar secondary schools?
2. Are users aware of the usefulness of guidance counselling services in South Gondar secondary schools?
3. What is the attitude of service providers, students, teachers and school principals to ward guidance and counselling services?
4. What are the major challenges facing in guidance and counselling service in South Gondar secondary schools?

The purpose of this research study was to assess the practice and challenges of the provision of guidance and counselling in secondary schools of South Gondar. Specifically, the study is carried out to identify the types of guidance and counselling services provided by the school service providers to investigate users' awareness on the usefulness of guidance counselling services, to examine the attitude of service providers, students, teachers and school principals towards guidance and counselling services and to assess the major challenges facing in guidance and counselling service in South Gondar secondary schools.

### **1.1. Limitations of the study**

It is obvious that any research work cannot be free from limitation. Thus, this study by itself has a limitation in terms of lack of knowledge for the application of complex statistics, lack of recent reference materials, financial and time constraints. In addition, the researcher faced a problem of getting more related studies in the context of guidance and counselling practice in the context of Ethiopian secondary schools.

## **2. Materials and methods**

This study employed a descriptive survey design. The descriptive study determines the current situation and reports the way things are and commonly involves assessing attitude, opinions towards individuals, organisations and procedures. Hence, it was preferable to use this design to assess the type of guidance & counselling services, attitude and awareness and challenges in guidance & counselling services.

### **2.1. Sources of data**

Guidance & Counselling service providers, students, school principals and teachers of south Gondar secondary schools participated in the study.

### **2.2. Sample of the study**

The target populations of the study were five secondary schools which were selected by using simple random sampling technique from 11 secondary school populations. Within the five secondary schools, 5 principals, 49 teachers, all guidance and counselling service providers (19) were selected by using comprehensive sampling technique. From the total of 902 students, 100 students were selected by using a lottery system of simple random sampling technique. Totally, 173 respondents participated in the study.

### **2.3. Data collection**

The major and complementary data gathering instruments were questionnaire and interview. **Questionnaire:** 22 Open- and close-ended questionnaires were prepared in English for teachers, students, service providers and school principals.

Questionnaires in English (22 Likert-scale items) for students and interview items for school principals and school guidance and counselling committee leaders were translated with the help of an expert qualified in English. He translated the item from English to Amharic and from Amharic to English.

Finally, a pilot test was conducted with a group of similar respondents outside the sample schools. The result of the test shows a Cronbach alpha coefficient of 0.78 and 0.85 for students and teachers, principals and guidance and counselling services providers, respectively. Because, the questionnaire items for teachers, principals and guidance and counselling service providers were similar.

**Interview:** structured interview was employed for five school principals and five school service providers. The interview was helpful to counter-check the reliability of the questionnaire.

### **2.4. Methods of data analysis**

Different quantitative and qualitative methods of data analysis were employed to analyse and interpret the obtained data from the sampled respondents. Responses for favourable items were given a scale value ranging from 4 "strongly agree" to 1 indicating "strongly disagree" for 22 Likert scale items for service providers, teachers students and school principals.

Frequency and percentage were used for the proportion of responses on awareness towards the usefulness of guidance and counselling, the type of services provided by the service providers, attitude towards guidance and counselling and challenges hindering guidance and counselling service among the respondents. Personal judgments and summary related opinions to the facts were used in the interview made with respondents. In the discussion section, responses of all subjects were discussed on each questions using the triangulation technique of quantitative method.

### 3. Analysis of results and discussion

**Table 1. Responses on the type of guidance and counselling service provided by service providers among different category respondents. Number of Respondents: (1) service providers (N = 19); (2) Teachers (N = 49); (3) Principals (N = 5); (4) Students (N = 100)**

No	Statements	Respondent's category and their response.																
		Service providers				Teachers				Principal				Students				
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	
7	The school service providers give group counselling and prepare different programmes.	F	5	4	9	1	4	20	17	8	2		1	2	19	21	28	32
		%	26.3	21	47.4	5.3	8	41	34.7	16.3	40	-	20	40	19	21	28	31
11	I feel that our school service providers help in student's personal and academic problems.	F	6	8	5	-	8	27	11	3	2	2	1	-	20	33	22	25
		%	32	42	26	0	16	55	23	6	40	40	20	0	20	33	22	25
13	I feel that G & C service providers are busy in running teaching activities instead of counselling students facing with problems.	F	7	6	4	2	10	20	13	6	1	3	-	1	20	33	25	32
		%	36.5	32	21	10.5	20	41	27	12	20	60	-	20	20	33	25	2

Agreement rate 'strongly agree plus agree to each item suggesting the existence of awareness for positively stated ideas towards guidance and counselling, and strongly disagree plus disagree for items negatively stated suggesting the existence of awareness about guidance and counselling'.

As shown in Table 1, item 7, about 47.3%, 49%, 40% and 40% of the respondents made agreement from service providers, teachers, school principals and students in their respective orders, while 52.7%, 51%, 60% and 60% of respondents expressed that service providers were not provided group counselling and prepare different programmes, respectively, from service providers, teachers, school principals and students. From the above, we can suggest that the service providers were not provided group counselling and prepare different programmes for their students in their schools.

Regarding to item 11, school service providers help student's personal and academic problems, and for this item, respondents about 74% of service providers, 71% of teachers, 80% of school principals and 53% of students responded that made agreement with that service providers help students in personal and academic problems while less than half of respondents did not agree with item 11. One can understand from the table that most of schools service providers help their students in their personal and academic problems.

In Table 1, item 13, the report of the respondents showed that about 68.5% of service providers, 61% of teachers, 80% of school principals and 53% of students were responded that they made agreement with teachers that they are busy in running teaching activities instead of counselling students facing with problems, while 31.5 % of service providers, 39% of teachers, 20% of principals and 47% of students disagree with the idea in item 13.

Among three interview questions which focused on the effectiveness of the guidance and counselling services, for the item stated 'Do you understand that the Guidance & Counselling service is effective in your school?'

Almost all school principals and school guidance and counselling committee leaders claim that the service was not effective in their respective schools while one principal and one guidance and counselling committee leader claimed that the service in our school is effective, our school is a model in giving guidance and counselling to students through participating all teachers to advice their students. Most of the interviewees reported that for question 'why not more effective?', because of in-availability of professionally trained teacher/guidance and counsellors in the school, busyness of service providers and other teachers due to overload in teaching and other school activities, lack of training and poor awareness of guidance and counselling service procedures within the responsible school communities and educational authorities.

Responses of the interview with regard to the question, 'In which time schedule the guidance and counselling committee provide the guidance and counselling service for students in your school?' Most school principals and school guidance and counselling committee leaders claimed that there is no regular and specific time schedule to provide the services. Simply, the guidance and counselling service was rendered occasionally when students and other school communities were faced with problems.

**Table 2. Awareness about the usefulness of guidance and counselling services among service providers, teachers, principals and students. Number of Respondents: (1) service providers (N = 19); (2) Teachers (N = 49); (3) Principals (N = 5); (4) Students (N = 100)**

No	Statements	Respondent's category and their response															
		Service providers				Teachers				Principals				Students			
1	I know that our school has guidance and counselling programme.	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
		F 7	12	-	-	7	28	12	2	2	3	-	-	33	23	28	16
2	I feel that guidance and counselling service does not assist students in their time management.	F 1	7	8	3	9	11	19	10	-	-	2	3	16	24	31	29
		% 5	37	42	16	18	22.5	39	20	-	-	40	60	16	24	31	29
4	I know that our school establishes the school service providers.	F 7	9	3	-	8	24	14	3	3	2	-	-	20	34	31	15
		% 37	47	16	-	16	49	29	6	60	40	-	-	20	34	31	15
5	I know that guidance and counselling service is offered in our school by the committee members.	F 6	12	1	-	8	25	15	1	2	2	1	-	20	29	26	25
		% 32	63	5	-	16	51	31	2	40	40	20		20	29	26	25
16	I feel that students use guidance and counselling services when they face certain problems.	F 7	10	2	-	7	25	15	2	1	3	-	1	24	31	29	16
		% 37	52.5	10.5	-	14	51	31	4	20	60	-	20	24	31	29	16
17	I know that teachers refer students facing personal and academic problems to the service providers.	F 4	9	6	-	11	23	13	2	3	1	1	-	19	28	30	23
		% 21	47	32	-	22	47	27	4	60	20	20	-	19	28	30	23
20	I feel that students might fear to come/go/towards service providers.	F 4	10	5	-	5	30	14	-	-	2	1	2	55	7	29	9
		% 21	53	26	-	10	61	29	-	-	40	20	40	55	7	29	9

Agreement rate 'strongly agree plus agree to each item suggesting the existence of awareness for positively stated ideas about guidance and counselling and strongly disagree plus disagree for items negatively stated sentences about guidance and counselling services'.

As shown in Table 2, item 1 indicates that 100%, 71%, 100% and 56% of respondents responded that they agree, respectively, from service providers, teachers, school principals and students in their respective orders, while 29% and 44% of teachers' and students' response reported that they disagree that the school has guidance and counselling programme, respectively, in their order.

From this, we can observe that 100%, 71%, 100% and 56% of respondents from service providers, teachers, school principals and students were aware of the presence of guidance and counselling service in their schools in their respective orders.

From this, we can deduce that service providers, school principals, teachers and students are aware enough about the presence of guidance and counselling service in their schools. As shown in Table 2, item 2, 58% of service providers, 59% of teachers, 100% principals and 60% students reported that their disagreement on an item that guidance and counselling service does not assist students in their time management. Among these respondents, 42% service providers, 41.5% of teachers and 40.0% student responses made an agreement with the idea that guidance and counselling assist in student's time management.

From Table 2, regarding to the establishment of service providers in item 4, about 84.0%, 65.0%, 100.0 % and 54.0% of respondents reported that made agreement, respectively, were service providers, teachers, school principals and students, while 16.0%, 35.0% and 46.0% of respondents put their disagreement on item 4. This showed that school principals and service providers and teachers had greater awareness on the establishment of service providers in their schools, while students' responses showed that moderate in their awareness compared to the rest of respondents which is 54.0%. With regard to item 5 as indicated in Table 2, majority of respondents reported that they agree with 95.0%, 68.0% and 80.0%, respectively, from service providers, teachers and school principals, while more than half of respondents from students, 20.0% of school principals, 33.0% of teachers and 5.0% of committee members/service providers report showed that they were not aware of the service offered by the members of the school service providers in their schools.

From this one can understand that the committee members, school principals and teachers were well aware that the service was provided by the committee members. While more than half of respondents from students were not aware that the service was rendered by the committee members in their schools.

As shown in Table 3, item 16, (89.5%, 65%, 80%, and 55%), item 17 (68%, 69%, 80% and 47% and item 20, (74%, 71%, 40% and 62% ) of respondents reported that they were agreed while for item 16, (10.5%, 35%, 20% and 45%), item 17, (32%, 31%, 20% and 53%), item 20, (26%, 29%, 80% and 38%) of the same respondents reported that they disagree for item 16 (students use guidance & counselling services when they face certain problems), item 17, teachers refer students facing personal and academic problems to the service providers and item 20, students might fear to go towards service providers, respectively, service providers, teachers, school principals and students.

From the above data, one can suggest that service provider members, school principals and teachers were aware about students use guidance & counselling services when they face certain problems, for item17 (school principals, teachers and service providers are aware that teachers refer students facing personal and academic problems to the service providers) and for an item 20, service providers, teachers and students had awareness but their level of awareness vary among them.

With regards to the overall awareness of guidance and counselling service perceived by respondents, majority of the respondents are aware enough for its actual implementation.

**Table 3. Responses on attitude towards guidance and counselling service among providers, teachers, principals and students. Number of Respondents: (1) service providers (N = 19); (2) Teachers (N = 49); (3) Principals (N = 5); (4) Students (N = 100)**

No. item	Statements	Respondent's category and their response.																
		Guidance & Counselling Service providers				Teachers				School Principal				Students				
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	
6	I know that guidance and counselling service assists in acquiring knowledge of self and others.	F	9	10	-	-	19	21	9	-	1	3	1	-	47	33	14	6
		%	47	53	-	-	39	43	18	-	20	60	20	-	47	33	14	6
8	I feel that guidance and counselling service develops decision-making and problem solving skills.	F	9	8	1	1	20	18	10	1	2	2	1	-	42	27	21	10
		%	47.4	42	5.3	5.3	41	37	20	2	40	40	20	-	42	27	21	10
14	I feel that guidance and counselling programme is designed only for poor academic performances and misbehaving students.	F	2	3	7	7	2	10	24	13		2	1	2	15	14	35	36
		%	11	16	36.5	36.5	4	20	49	27	-	40	20	40	15	14	35	36
21	I feel that guidance and counselling service enable students more responsible for their academic work	F	11	7	1	-	21	23	3	2	4	1	-	-	55	29	7	9
		%	58	37	5	-	43	47	6	4	80	20	-	-	55	29	7	9

Agreement rate 'strongly agree plus agree to each item suggesting the existence of awareness for positively stated ideas about guidance and counselling and strongly disagree plus disagree for items negatively stated sentences about guidance and counselling services'.

As shown in Table 3, item 6, 100% of guidance and counselling services providers, 82% of teachers, 80% of school principals and students showed in their response agreement towards the guidance and counselling service assistance in acquiring of knowledge of self and others. While the remain percents in teachers 18%, principals and students 20% of respondents reported their disagreement with the assistance of guidance and counselling in acquiring knowledge of self and others. From the above data, we can understand that the majority of respondents, guidance and counselling services providers, teachers, school principals and students have a positive attitude towards the contribution of guidance and counselling service. With regard to the usefulness of guidance and counselling service in developing decision-making and problem solving skills, about 89% of committee members, 78% of teachers, 80% of principals and 69% of students were made agreement, while 11%, 22%, 20% and 31% of respondents from committee members, teachers, principals and students, respectively, showed disagreement on item 8. From this, the researcher understands that the majority of respondents, those of service providers, teachers, principals and students have a positive attitude towards guidance and counselling service.



As shown in Table 3, item 14, school service providers 73%, teachers 76%, school principals 60% and students 71% of respondents put their disagreement for the designer of guidance and counselling only for poor academic performers and misbehaving students, while the remaining respondents from each categories which are 40% and less than agree on the idea stated on item 14. From this, the investigator examined that a majority of respondents from service providers, other teachers, school principals and students had a positive attitude towards guidance and counselling services.

As we see from Table 3, majority of respondents from committee members, teachers, school principals and students, 95%, 90%, 100% and 94%, respectively, reported that they made an agreement for the item that the service enables students more responsible for their academic work. While the remaining almost 5% to 10% of respondents revealed disagreement with the service enables students more responsible in their academic work. Here, we can understand that, there are positive attitudes towards guidance and counselling among service providers, teachers, school principals and students. These findings confirmed with Musgrove (1973) in the study of high school students attitude towards guidance and counselling services discovered positive /favourable overall attitude.

**Table 4. Challenges that hindering the progress of an effective guidance and counselling services**

No	Statements	Respondent's category and their response.																
		Service providers				Teachers				Principal				Students				
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	
3	I believe that no professional trained teacher counsellor in our school.	F	12	2	2	3	17	13	9	10	4	-	-	1	29	18	31	22
		%	63	10.5	10.5	16	35	27	18	20	80	-	-	20	29	18	31	22
9	I feel that school principals and other teachers lack their support for the G & C service providers/GCC in the schools.	F	4	8	5	2	13	12	10	14	1	1	1	2	31	26	20	23
		%	21	42	26	11	26	25	20	29	20	20	20	40	31	26	20	23
10	I feel that guidance and counselling services in our school is poor in its services and organisation.	F	4	9	4	2	11	22	13	3	1	1	1	2	28	28	21	23
		%	21	47	21		22	45	27	6	20	20	20	40	28	28	21	23
15	I do not believe that our school service providers have good relationship with director and teachers.	F	1	6	10	2	8	18	17	6	1		2	2	15	30	25	30
		%	5	32	53	10	16	37	35	12	20	-	40	40	15	30	25	30
18	I feel that educational personnel and authorities lack the necessary awareness about guidance and counselling.	F	8	8	2	1	12	24	11	2	2	1		2	28	32	20	20
		%	42	42	11	5	24.5	49	22.5	4	40	20	-	40	28	32	20	20
19	I feel that the guidance and counselling service	F	2	7	8	2	1	16	23	9	-	2	1	2	20	31	24	25
		%	10.5	37	42	10.5	2	33	47	18	-	40	20	40	20	31	24	25

	providers are not respected by school communities.																	
<b>20</b>	I feel that students might fear to come/go/towards service providers.	F	4	10	5	-	5	30	14	-	-	2	1	2	55	7	29	9
		%	21	53	26	-	10	61	29	-	-	40	20	40	55	7	29	9
<b>22</b>	I feel that there are no necessary facilities which can help the strength of G & C service in the schools.	F	9	6	3	1	18	17	10	4	3	1	-	1	42	29	16	13
		%	47	32	16	5	37	35	20	8	60	20		20	42	29	16	13

As shown in Table 4, item3, 73.5% of members of the service providers, 62% of teachers, 80% of school principals and 47% of students were replied that they agree with an item that expresses about no professional trained guidance counsellor in their respective schools. However, 26.5% of service providers, 48% of teachers, 20% of principals and 53% of students responded that they disagree on item 3. An examination of Table 4, item 3 indicates that majority of respondents expressed non availability of trained professional guidance and counsellor in their respective schools was considered as a challenge that reduced the progress of the service in their schools.

From Table 4, item 9, 63% of guidance and counselling committee members 51% of teachers, 40% of school principals and 57% of students responses revealed that they were made agreement on lack of support of school principals and other teachers for guidance and counselling committee/services providers while 37% of service providers, 49% of teachers, 60% of principals, and 43% of students disagree with lack of support of school principals and other teachers for guidance and counselling services providers. Based on Table 5, with regards to item 10, 68%, 67%, 40% and 56% of service providers, teachers, principals and students, respectively, showed their agreement with regard to poor service and organisation of guidance and counselling in most schools but school principals try to covering themselves as compared to other respondents (they were disagree about 60% of their total responses).

As we examined the above-observed information, we can deduce that except school principals more than half of the respondents from service providers and teachers, and students reported that lack of support from school principals and other teachers considered as a problem that challenges and hinders its effective progress in guidance and counselling services in their schools.

With regard to item 10, 68%, 67%, 40% and 56% of service providers, teachers, principals and students, respectively, showed their agreement with regard to poor service and organisation of guidance and counselling in most schools but school principals try to covering themselves as compared to other respondents (they were disagree about 60% of their total responses). From this, the investigator examined that more than 56 % of respondents other than principals reported that the guidance and counselling service is poor in its service and organisation in most sampled schools. It showed that there were problems in their provision of service and its organisation. According to this point of view, most of schools' guidance and counselling service provision was faced with these challenges of poor service and organisation with school communities.

With regard to relationship among service providers and principals and other teachers, 63%, 57%, 80% and 55% of guidance counselling committee members and teachers, principals and students, respectively, responded and showed disagreement that committee members have no good relationship with principals and other teachers, while 37%, 43%, 20% and 45% of service providers and teachers, principals and students put their agreement on that committee members have no good relationship with principals and other teachers. From this one can suggest that all respondents about

55% and above showed that they had a good relationship among service providers and principals and other teachers, but no more cooperatively work each other.

In item 18, 84%, 73.5%, 60% and 60% of respondents, respectively, from service providers, teachers, principals and students were made agreement with that, educational personnel's and authorities lack the necessary awareness about guidance and counselling. While 16% of the committee, 26.5% of teachers, similarly 40% of school principals and students were disagreeing (educational personnel's and authorities were had the necessary awareness about the service). According to the above-observed information, one can understand the majority of respondents in all schools showed that educational personnel's and authorities lack the necessary awareness about guidance and counselling services. Based on this, lack of the necessary awareness from educational personnel's and authorities to guidance and counselling service is one of the major challenges hindering the effective application of guidance and counselling services in most secondary schools.

In Table 5, item 19 (non-respectable of service providers by school community) about 47.5% of members of the committee, 35% of teachers, 40% of principals and 51% of students revealed that their agreement with the service providers were not respected by school communities. While 52.5% of members of the committee, 65% of teachers, 60% of principals and 49% of students responses showed that they disagree with the service providers were not respected by school communities. with regard to the feeling that students might fear to go toward service providers, 74%, 71%, 40% and 62% of respondents from committee members, teachers, principals and students put their agreement, respectively, while 26% of committee members, 29% of teachers, 60% of school principals and 38% of students were responded that disagree with students feeling of fear to go towards service providers.

From this one can understand that the majority of respondents in most schools decided agreement in the presence of feeling of fear that students to go towards service providers. From this point of view, the researcher suggested that students' feeling of fear to go towards service providers is one problem that can challenge the progress of the guidance and counselling service in secondary schools in the study area.

As shown in Table 5, items 22, 79% of service providers, 72% of teachers, 80% of principals and 71% of students' responses were reported that there is an agreement with no necessary facilities which can help the strength of guidance & counselling service in the schools. While the remaining respondents, 21% of service providers, 28% of teachers, 20% of principals and 29% of students disagree for item 22. As the above analysis shown in Table 5, item 22, majority of respondents in all schools are reported that absence of the necessary facilities which can help the strength of guidance and counselling service in schools was one of the major challenges that hindering the progress of guidance and counselling service in secondary schools.

With regard to major challenges which hinder the progress of guidance and counselling service in south Gondar secondary schools, the finding of the study revealed that there are major challenges which hinder the progress of the services.

#### **4. Highlights of the study**

- The service providers were not provided group counselling and prepare different programmes for their students in their schools.
- With regard to the overall awareness of guidance and counselling service perceived by respondents, majority of the respondents are aware enough for its actual implementation.
- With regard to major challenges which hinder the progress of guidance and counselling service in south Gondar secondary schools, the finding of the study revealed that there are major challenges which hinder the progress of the services.

#### **5. Implication**

- The service providers and other teachers could use this study to evaluate the guidance and counselling services having a positive influence on students overall performances in their respective schools.
- Students could promote active learning methods and help to attend their lesson properly which enable them to solve problems.
- The study also assists school administrators and stakeholders in assessing their contribution to guidance and counselling services and its influence on students' overall school performance.
- The finding of the study is used as a spring board for further study. Educational bureau and personnel in the educational sectors might also use this study, so as to assign qualified guidance and counsellors for secondary schools.

##### **5.1. Conclusion**

The purpose of this study was to assess the present guidance and counselling service, to identify types of services provided by service providers, explore and awareness of users on the usefulness of guidance and counselling service, and attitude towards guidance and counselling service among service providers, teachers, school principals and students and to identify challenges hindering the service and the actual practice of school principals and other teachers do for enhancing effective guidance and counselling service. Majority of principal and school guidance and counselling committee leaders claimed that the guidance and counselling services faced with challenges which negatively influenced its services progress are due to lack of constant support from school administrators and other teachers including facilities, lack of enough time and time schedule to work efficiently, the guidance and counselling service due to overload in teaching class and on the work of other school activities, unavailability of professionally trained guidance and counsellor in the school, lack of training for the service providers/school guidance and counselling service providers, poor awareness about guidance and counselling service from educational personnel and authorities including students unwilling to discuss their problems.

##### **5.2. Recommendations**

- Concerning the practice of guidance and counselling services, the school guidance and Counselling committee members should do additional awareness-raising activities to the whole school communities and more for students about the functions of school guidance and counselling.
- Educational authorities and personnel's should strengthen guidance and counselling services in secondary schools by encouraging the service providers in the schools.
- Ministry of education should give necessary consideration to guidance and counselling service and its role as one of the intervention strategy to improve the overall student's performance and the quality of education.
- All concerned bodies should be advocating the role of guidance and counselling in facilitating the teaching-learning process.

## References

- Abid, H. (2006). Effect of guidance services on study attitudes, study habits and academic achievement of secondary school students. *Bulletin of Education & Research*, 28(1), 35–45.
- Bark, G. (2003). *Guidance and counselling: a manual; Sterling*. New Delhi, India: Vikas Publications.
- Baker, B. & Gerler, R. (2001). *Counseling in schools*. In D. C. Locke, J. E. Myers & E. L. Herr (Eds.), *The handbook of counseling*. Thousand Oaks, CA: Sage Publications.
- Braddock, L. (2001). *Guidance program pages*. Retrieved January 19, 2009, from [www.fcps.com](http://www.fcps.com)
- Biswalo, M. (1996). *Introduction to guidance and counseling in African settings*. Dare Salaam, Tanzania: Dares.
- Day, S. (2014). *Theory and design in counseling and psychotherapy*. Boston, NY: Houghton Mifflin Company.
- Gysbers, C. (1999). *Strengthening guidance leadership for the development of education*. Columbia, MO: Department of Educational and Counseling Psychology, University of Missouri-Columbia.
- Gysbers, C. & Henderson, P. (2000). *Developing and managing your school guidance program* (3rd ed.). Alexandria, VA: American Counseling Association.
- Harris, B. (2013). *International school-based counseling: a review of school-based counseling internationally*. London, UK: British Association for Counseling & Psychotherapy & Department of Health.
- Muhammad, S. (2010). School based peace education and guidance and counseling in secondary schools in northern Uganda. Bukoto, Kampala: UMECS Uganda.
- Musgrove, S. (1973). *Guidance and counseling for secondary school and colleges*. Nairobi, Kenya: Oxford University Press.
- Verduyn, M., Lord, W. & Forrest C. (1990). Social skills training in schools: an evaluation study. *Journal of Adolescence*, 13(5), 3–16.
- Whiston, S., Sexton, T. & Lasoff, D. (1998). Career-intervention outcome: a replication and extension of Oliver and Spokane (1998). *Journal of Counseling Psychology*, 45(6), 150–165.