

THE NEED FOR GUIDANCE  
AND COUNSELLING FOR  
FEMALE STUDENTS AT  
THE UNIVERSITY OF ZAMBIA

The Need for Guidance and  
Counselling for Female  
Students at the University  
of Zambia

by

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I ..... do solemnly  
declare that this thesis represents  
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this or another University

Signature: .....

This thesis of Minerva Kalwa Tembo  
is approved as fulfilling part of  
the requirements for the award  
of the degree of Master of Education  
by the University of Zambia

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A B S T R A C T

TITLE      The Need For Guidance and Counselling Services for  
Female Students at the University of Zambia

PROBLEM    The purpose of this research was to investigate into the social and academic problems that confront female students during the course of their study at the University. The assumption in this research was that female students experienced problems in:

- (a) course work and study habits,
- (b) the making of friendships and close relationships, and
- (c) matters of health.

It was further assumed that these problems could be resolved through special facilities of guidance and counselling. On the basis of this assumption an investigation into the supposed problems experienced by female students here at the University was conducted. In addition to this, a critical enquiry was made into the existing student personnel services, especially those made available to female students. This was made in order to assess the adequacy of such services for the type of problems that confronted female students. The questions which needed clarification in this research were the following:

- (a) What are the problems that confront female students at all levels of study in the University?
- (b) Are the existing facilities adequate to handle female student problems? If not, what are the inadequacies?
- (c) What should be done to improve these services in order to ensure that female student problems are effectively handled in the University of Zambia?

METHOD    In order to collect the necessary data, the following research instruments were used.

- (1) A questionnaire was distributed to the total population of female students. Out of these, 300 questionnaires (50 percent of the total population) were analysed.



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## CHAPTER 1

### INTRODUCTION

#### Section 1 - Definition of Guidance and Counselling

The definition of guidance and counselling largely depends upon the school of thought and orientation of the individual doing the defining. Many professional workers such as lawyers, social workers, nurses, physicians, teachers etc. claim that they do some degree of guidance and counselling in their respective fields of operation. Inevitably confusion will occur if any one professional group defined guidance and counselling, and tried to impose its definition on other professional groups. A further source of confusion arises in the distinction between the terms 'guidance' and 'counselling'. This confusion is partly due to the fact that counselling may include such activities as are often included in guidance. In general, guidance and counselling have been defined by Jackson as the:

"Act of mediation between the growing child, his needs, powers and interests on the one hand and the needs, responsibilities, opportunities and values of adult life on the other"<sup>1</sup>.

The two terms, guidance and counselling, have been distinguished in the Dictionary of Behavioural Sciences as follows:-

"Guidance is a type of counselling in which an individual is assisted through the use of interviews and tests in choosing educational and vocational careers which will offer him maximum satisfaction"<sup>2</sup>.

In contrast counselling has been defined in the same dictionary as:-

"A form of therapeutic aid, offered to individuals to help them understand and resolve their adjustment problems. A variety of diverse techniques are used including the giving of advice, mutual discussion, administering and interpretation of tests"<sup>3</sup>.

The difference in these two terms lies in their functional goals. Guidance helps an individual to choose, enter and progress in an educational and vocational career which will give him lifelong satisfaction, whereas counselling will assist him to adjust and resolve social and emotional problems. In an educational setting, Kilner defines educational guidance as follows:-

"Educational guidance is the presentation of knowledge, information and/or advice to individuals or groups in a structured way, so as to provide sufficient materials upon which they may base choices or decisions".<sup>4</sup>

She defines educational counselling as:-

"A relationship between a counsellor and a person, in a temporary state of indecision, confusion and distress, which helps that individual to make his decisions and choices to resolve his confusion or cope with his distress in a personally realistic and meaningful way; having consideration for his emotions and practical needs, and for the likely consequences of his behaviour".<sup>5</sup>

This definition seems to imply that educational guidance is a process of directing an individual in making free and wise choices in the field of education based on available information. It is a form of systematic assistance to help a person assess his abilities and aptitudes, and use that given information effectively. The guidance concept is based on the theory of individual differences, which emphasises the uniqueness of individual needs.

Farwell and Peters have pointed out that:

"Guidance as an educational construct involves those experiences which assist each pupil to understand himself and live effectively in society ... This involves the learning of experiences about the world of the past and the world in which he lives ... towards a development of social competence, civic responsibility and economic efficiency".<sup>6</sup>

Educational counselling on the other hand provides a face-to-face direct contact between the counsellor and the person needing help.

This provides a confidential setting in which a person is helped to understand himself and his actions. This self-concept may result in the successful adjustment of the individual's immediate and life-long problems. Durojaiye has pointed out that guidance and counselling are like:

"Two sides of the same coin. Guidance helps the individual to answer the question 'What shall I do?' While counselling helps him to answer the more important question of 'who am I?'"7

## Section 2 - Goals of Guidance and Counselling

The goals of guidance and counselling like their definitions will differ according to who is defining them. However, in countries where schools have been providing educational guidance for some time the general functions of educational guidance are adjustive, distributive and adaptive. The adjustive function concerns the diagnosis and treatment of the individual student. Here the counsellor works in a one to one relationship in an attempt to help the student with difficulties that adversely affect his proper adjustment in school. The distributive function entails the collection and distribution of educational and occupational information which could be used to help the student in making worthwhile educational and vocational decisions. Educational guidance in its adaptive function, helps the counsellor to point out ways and means in which the school can be changed in order for it to meet the needs of the students. Since it is an acceptable fact that ultimate goals for each and every individual student could be difficult if not impossible to attain in that some goals can be highly personal and individualistic, it is therefore the aim of guidance and counselling to ensure that each individual student freely chooses the type of life he wishes for himself, and the means of achieving those desired goals; as long as those means do not go against the legal and ethical limitations imposed by his particular society. It is important therefore that the guidance and counselling services should aim at assisting each and every individual to develop and maintain a clearly defined sense of identity.

The individual should be helped to understand himself as to what he is and what he wants out of life. He should be equipped with the right skills, knowledge and attitudes which will enable him to successfully confront the discrepancies of life and control the course of his life effectively. Apart from assisting the individual in establishing his sense of identity, the guidance and counselling services should provide and expose the individual to important information about himself and his society. It is important for counsellors to ensure that by the time each student leaves school or college he should have examined a variety of alternative ways of life which are available to him, and that he should have considered a variety of values and chosen or developed those which are meaningful to him. In addition to this the student should have developed the ability for communication in the context of those values. The student should also have goals which he intends to achieve and develop a strategy for achieving them.

In other words, guidance and counselling is concerned with the optimum development of the whole individual and the fullest realization of his potentialities for personal and social ends. It is concerned with helping the individual in making wise choices, in planning, interpreting and adjusting to situations of his life. There are three areas of counselling and guidance:

(a) Educational Guidance and Counselling

This area is concerned with assisting students to select the best programme of studies in the light of their capacities, interests and aspirations, considering the present environmental circumstances. Educational guidance and counselling also serves as a channel through which students could be helped solve their academic difficulties such as through remedial work and extra-curricular instructions.



(b) Vocational Guidance and Counselling

This area is concerned with aiding a student in the choice of an occupation. It also serves to help those getting into the world of work, in their vocational or employment adjustment.

(c) Personal Guidance and Counselling

This area is concerned with helping the student solve problems that he encounters throughout his life experiences. As you will read in later chapters, people do differ in their adjustments to given problems. Since people react differently to situation, it is important therefore that they get individual help with personal problems deriving from environmental experiences, emanating from unstable family relationships, of adjustment to love affairs, health problems and the like.

The problems of emotional reactions among university female students will be referred to quite often in this paper, therefore a definition of this concept is necessary.

Definition of Emotional Problems

Emotion is a difficult term which is variously defined. In this paper, the term has been used in the sense in which Lycroft defined it as:-

"A state of both body and mind, consisting of a subjective feeling which is either pleasurable or unpleasant, but never neutral".<sup>8</sup>

Examples of these strong feelings are love, hate, happiness, sadness, anger, or fear, etc. Psychological theory however tends to assume that emotions are affects whose presence indicates a disturbance in psychic equilibrium which, if not properly channelled, leads to mental problems.

## Classification of Emotional Problems

The problems cited here are those believed to be basically due to emotional or psychogenic causes. There are five major classifications in this paper in order of their severity.

### 1. Psychotic Problems

These are caused by severe disorganization of personality and inadequate contact with reality, e.g. paranoid reactions, schizophrenic reactions, etc.

### 2. Psycho-Neurotic Problems

The individual is tense and anxious. Most of his energy is spent on defending himself against various frustrations, threats and conflicts—e.g. cases of phobic reactions, obsessive compulsive reactions, anxiety reactions, feelings of inferiority, insecurity, jealousy, etc.

### 3. Psycho-physiological and Visceral Problems

These are emotional problems which are repressed and refused an emotional outlet. They are channelled into the body thus resulting in physiological symptoms such as:- asthma (psychophysiologic respiratory reaction), headaches, neurodermatitis, obesity, peptic ulcers, etc.

### 4. Personality Problems

These are longstanding patterns of overt behaviour rather than personality deterioration under undue stress. The individual suffering from such problems often acts out of his conflicts, e.g. such examples of personality problems can be seen in drug addictions, alcoholism, delinquency, impotence and frigidity.

### 5. Transient Situational Personality Problems

These are maladjustments which are basically temporary in nature. They may arise under extreme stress or temporarily overwhelming environmental circumstances. The severity and

duration of each individual case will determine whether it is transient or long standing, e.g. anorexia nervosa, severe and prolonged loss of appetite, hostility, guilt, suicidal tendency, etc.

The three areas of counselling and guidance mentioned on pages 4 and 5 form the total programme of student services. They assist all students in assessing and understanding their abilities, aptitudes, interests and educational needs. They help the student to understand the various alternatives available to him in relation to his environment, his culture, his limitations and aspirations which may play an important role in his struggle towards self-actualization.

As a summary to this section of the paper, it is important to note that the individual's expected goals are greatly influenced by his perception of the realities of the immediate operative situations. These goals will probably deviate considerably during the course of his maturation. However, the general goals of guidance and counselling defined can be set out in the following:

- (a) To recognize the dignity and worth of the individual, and his right to personal assistance in time of need.
- (b) To be student centred, being concerned for the optimum development of the student and the fullest realization of his potentialities for individual and social ends.
- (c) To be a continuous, sequential educational process. Hence, it should be an integral part of education, and not a mere peripheral adjunct.
- (d) To be responsible to society as well as to the individual.
- (e) To be oriented towards co-operation, not compulsion.

- (f) To be of assistance to students in making wise choices, plans, interpretations and adjustments in the critical situation of life.
- (g) To demand a comprehensive study of the student in his cultural setting by the use of every scientific technique available. It is important that student comprehension must precede guidance and counselling.
- (h) To help the student realize and actualize his best self rather than concentrating on solving isolated problems, be they of the individual or the school or the university.
- (i) To be a mediating agency between the student and a mass system of education.
- (j) To pay attention to the individualizing, the personalizing and the socializing element in education.
- (k) To be under constant scientific evaluation in terms of its effectiveness.

The criteria of guidance and counselling cited here can lead to a lost of controversy depending upon the school of thought the individual doing the defining belongs to.

### Section 3 - A Brief Historical Outline of the Origins of Guidance and Counselling Services in the United States

The guidance and counselling movement began in response to conditions and demands made by various people in working institutions in the United States. This profession began in the form of vocational guidance by Frank Parsons, in 1908, in North Boston. Parsons, who was an engineering professor, turned reformer due to what he called the 'Problem of the City'. He identified the conditions which led to the development of vocational guidance as:-

- a) The division of labour and the growth of technology related to the rapid industrial development, during the nineteenth and early twentieth century.

- b) Job specialization became necessary, for no longer was it possible for the individual being a 'Jack-of-all-trades'.
- c) With this specialization, individual differences in the ability to perform became apparent. Therefore it became evident that every individual had to fit a particular job.
- d) The fourth condition was the concern for individual rights and self-determination. The economic waste of human potential, the equalization of opportunity for advancement and the worth and well being of the individual became of utmost importance.

Therefore Parsons became deeply concerned with alleviating these basic social problems in order to facilitate the realization of the American democratic ideals. There were other factors which subsequently led to the success of the vocational guidance services. These included developments of psychological tests which could be used in assessing individual differences. Intelligence tests by Binet, the army Alpha and Beta tests etc. provided counsellors with useful and meaningful appraisal tools. The hygiene movement fostered by Clifford Beers and personal researches such as those conducted by the electric corporation, casework on labour and job analysis, and the expanding school curriculum all led to the formation of guidance services. Stephens on this issue pointed out that:-

"Vocational advising and training had been functions adequately performed by the family in Agrarian America, but with the coming of industrialization and urbanization, the family functions were soon to become specialized roles in the burgeoning public schools requiring people with specialized training, and the needs of youth and the problems of the city would become the new bases for determining the curriculum".<sup>9</sup>

During the 1940's and 1950's there was a problem concerning the wastage of manpower and human potential. People were not being adequately prepared educationally to compete in the rapidly advancing technological society. The waste of manpower potential was due to the failure in utilizing the resources available especially of the minority groups in the U.S.A. The solution of acquiring the needed expert manpower lay in the production of better trained manpower and in selecting and allocating the candidates to fit particular jobs. Since each and every individual is unique in his skills and abilities, a way had to be found as to how best he could be utilized in a complex industrial society.

By the end of the 1950's and during the 1960's there was a shift from social reform to social adjustment. Therefore the guidance and counselling services placed its emphasis more on personal satisfaction in a particular job than on selecting an individual for a particular job. Bell, one of the spokesmen for the need of adjustment in guidance, called upon 'Counsellors to facilitate services leading to school adjustment, health adjustment, vocational adjustment, home adjustment, educational adjustment and religious adjustment'. With this shift from job selection to individual adjustment, counsellors initiated this change by redefining the functions of vocational guidance to those of developing and implementing a self concept. This involved the assisting of an individual in making a series of choices as he/she grew

towards maturity rather than help him/her make a choice of deciding on a career.

During the same period of the fifties, there were many more significant developments in the guidance profession as a whole. The American School Counsellor Association was established in 1953, as an extension of the American Personnel and Guidance Association. There was also a drive towards an achievement of a professional identity for school counsellors, and the American School Counsellor Association has presently become the largest division of the American Personnel Guidance Association. In recent years, the idea of guidance and counselling has spread very rapidly not only to Europe but to Asia and Africa. With the rapid growth of urban societies, nations all over the world are being confronted with special needs. These needs can be seen by the numbers of the economically handicapped and dropouts and their general adjustment problems to highly technical urban societies. Specialized counselling services as well as schemes for coordinating them have become increasingly necessary not only in working institutions but more especially in schools. This is important because this is the period when most young people are undergoing the biological, psychological and sociological changes of adolescence. At the same time, they are also experiencing the transition problems between elementary and secondary education, between secondary and college education and between college and the world of work.

With the recognition of the importance of the guidance and counselling services, the need for trained manpower to use these services has become necessary. However there has been a difference of opinions as to what would be termed as appropriate qualification especially for school counsellors. Some people have felt that all teachers are counsellors and therefore no special guidance training is needed, while others have argued that professional licensing is necessary. In spite of these differences, many universities all over the world, but especially in the United States, are offering courses and certification in counselling usually as a second degree or at a doctoral level. However in other countries like Zambia, where there is a lack of professional counsellors, this service is mainly done by teachers as an extension of their teaching duties.

#### Section 4 - Guidance and Counselling in Traditional Zambia

The idea of guidance and counselling is not new to Zambia. Traditionally, the guidance and counselling of the young is incorporated in their daily routine. The task of guiding the young is not only the responsibility of their biological parents, but of all the elderly men and women within their particular society. It is an accepted fact traditionally that every elderly individual is expected to point out and speak about the wrongs and rights to the young. The family ensures in its own way that each child is properly prepared and correctly brought up to lead a fruitful life. As Scanlon has pointed out:-

"A variety of formal observances in addition to the experience of daily living impressed upon the youth of his place in society. This was a society in which religion, politics, economics and social relationships were invariably interwoven."10

Apart from these daily instructions, there are also special organised rituals and ceremonies at which special guidance and counselling is conducted. At these ceremonies the youth is made aware of the importance of discipline and how to apply the acquired knowledge effectively. Guidance and counselling is conducted in traditional rituals such as those performed during Hyu alias Gula Amkulu among the Chewa people, Mukani and Melishi among the Nyanja, as well as during the girl's initiation ceremony known as Chisungu among the Bemba. These rituals provide a special time and place for adults to impart that information which will help, guide and prepare the youth for their respective roles in society as respectable adults.

#### Initiation ceremonies and rituals

The basic idea of initiation ceremonies is to introduce the young into the life they will experience as adult members of their respective societies. During these ceremonies, the youth are given intensive training in the norms of their culture.



As White has pointed out:

"The experience of the rites trains a youth to live with his fellows .....

It is an important part of the process of socializing the individual as he ceases to be a child dependent upon his mother."<sup>11</sup>

### The Nyau

Guidance by means of the Nyau rituals is done through songs, dances and in the dressing of masks. Satirical dances and symbolic actions are embodied with useful messages to the youth. Mtonga who has done research on the Nyau of the Chewa has noted that:

"Songs have a purposive role, such as urging the members of a particular society to try and make use of their natural resources in their environment in order to sustain life. They are warned that if they should not do so, the consequences may be disastrous."<sup>12</sup>

Mtonga further defines the role of music communication as that of achieving social goals. He states that:

"Socializing goals include all the music dealing with rules and values governing proper and improper behaviour in society."<sup>13</sup>

The youth in this respect are being guided in distinguishing the right from the wrong and into developing acceptable behaviour demanded by their society.

At the circumcision camps the young men are instructed in all Music is utilized for guidance and counselling through demonstration of forms of domestic tension and conflicts. For example, if the husband - wife relationship is on the verge of collapse, the Nyau songs carry messages which urge people to renounce the improper behaviour of the couple as well as give messages of advice on how to restructure their future relationships. Another form of communication during these rituals through which guidance is given is in the use of face and body masks. As Mtonga points out these masks have messages embodied in them. For instance:-

"The Themu-Themu mask symbolizes a drunkard, while the Tsembo is supposed to be a person suffering from venereal disease caused by immoral behaviour."<sup>14</sup>

These masks may represent strangers or familiar people of the village whose behaviours may be considered either perfect or undesirable. While wearing these masks, the performers perform dances in which they may ridicule or praise some aspect of a person's life, thus pointing out his wrongs, and good doings publicly. This in some cases may bring awareness to the person in question of his shortcomings which he may not have been aware of. Through this process, a person may be helped to change his behaviour. This is certainly a form of guidance which is not only aimed at giving advice to one particular individual, but also acts as a warning to the general public present at these dances. Masks and dances as a form of guidance are also used as a form of communication in general.

#### Mukanda and Malishi

The Mukanda like the Nyau rituals demand the seclusion of the youth from their normal surroundings into special camps in which instructions and guidance on every aspect of adult life is carried out. Referring to the significance of seclusion, Mwendola says:

"When the children have returned home they would have acquired a complete change of attitude towards certain aspects of their lives, and this desire to change the children's attitude to life was one of the fundamental aims of this system of training."<sup>15</sup>

At the circumcision camps the young men are instructed in all aspects of adult life by lecturers coming from parts of the locality. Any of the lecturers who are found to be good at their particular lessons are asked by the principal of the camp to come again to lecture to other subjects. Instructions were given in dancing, singing, folklore, handicrafts and sexual life. These instructions are a combination of career guidance and social guidance. As stated earlier, masks and dances play an important role in communicating messages of guidance to the youth. For instance,

a person masked and dressed as an old woman known as Incumbunda through her mystic dances, guides the young through the community's codes of conduct and customs of the people. Kwondela has pointed out that the most important function of the Kokanda and Kakishi is the teaching of discipline. This lies in recognition of seniority and respect for those older than oneself. He has further stated that:

"There were basic principles of discipline necessary for the welfare of society. Young men were introduced to the hard facts of discipline in homes and at traditional training institutions. This developed a strong feeling of belonging to a big family and helped to establish and consolidate mutual confidence and understanding between members of the community. Today such traditions are slowly but surely disappearing, and there is very little to fill the vacuum which is left."16

#### Chisungu

This is the girls' initiation ceremony. The Bemba and the Chewa refer to it as Chisungu and the Luvale as Litungu. The Chisungu ritual takes place when the girl has reached puberty. The elders in the family feel obliged to give guidance to the young girls on several important facts of life such as how to look after themselves, their husbands and children. Girls are additionally instructed on whatever aspect of adult life they may not be aware of. In actual fact, the Chisungu is an organized traditional ceremony aimed at preparing girls for the adult role in society. It takes place at a time when the girl shears her childhood links with her parents, especially her father. She is at this time taught to fear men and forbidden to indulge in pre-marital sex.

As pointed out earlier, the girl undergoing initiation is usually well-known in the locality. The elders involved in the teaching of the child are usually those who have observed her grow from a mere child to puberty, and are therefore aware of her character, weaknesses and strengths.

The amount and intensity of their teaching and guidance imparted depends upon the prior knowledge of the girl's character. A girl believed to be rude, stubborn and disrespectful is scolded, ridiculed and in some cases beaten; she may be required to wash in very cold water early in the morning. According to Mtonga, among the Chewa people, sometimes the Nyau are called in to castigate the girl. They may come in a very violent manner to scold and whip the girl. Sometimes they will come in to frighten the girl with witchcraft, telling her that she would never marry and that she would be made lame by old people if she is uncooperative and rude to them. All these acts during Chisungu are aimed at changing girls' behaviour, as well as deterring them from developing unacceptable character traits. Richards quoting Van Gennep on the significance of puberty rituals has this to say:

"Many of the tests of endurance in initiation ceremonies, like the teasing of girls in the Chisungu, are not only ritual submissions to authority and payments made for the receipt of magic protection, but also forms of ordeal or oracle magic. In other words, they reflect the anxiety of parents and relatives as to whether the candidates are really grown up or socially fit for married life". 17

Apart from these rituals and ceremonies, the youth get vocational guidance from places like insaka. From their respective vocational fields, elders come to sit at insaka to make hoes, axes, fishing nets, baskets, etc. While they are engaged in these various trades, young children are allowed to watch, ask questions and help with various simple tasks. Girls will learn how to work beads, make clay pots, bangles, etc. During the evening, families are known to sit together to tell and listen to stories and proverbs. These proverbs and stories carry lessons on the moral code. They deal exclusively with what is right and wrong within the norms of that particular society. Stories and narrations are flavoured with meanings aimed at providing moral and social guidance.

## Section 5 - Summary

1. Guidance has been defined as a process through which an individual is assisted through the use of interviews and tests in choosing educational and vocational careers which will offer him maximum satisfaction.

Counselling has been defined as a form of therapeutic aid to help individuals understand and resolve adjustment problems. This help could be given through advice, mutual discussion and the administering and interpretation of tests.

2. Guidance and counselling is concerned with the optimum development of the whole individual in that he is able to realize his potentialities for personal and social ends. It also seeks to help the individual in making wise choices, planning, interpreting and adjusting to situations of his life.
3. Guidance and counselling originated in the United States. Initially these services were confined to improving working conditions in vocational institutions. These began as a form of vocational guidance by Frank Parsons in 1908. Since then, the Guidance and Counselling Services have extended to various institutions especially in the field of education. Guidance and counselling is seen as specially important in educational institutions because these are the places where most of the young people can easily be reached and given help in adjusting not only to their physical, emotional and educational demands, but also to the other demands of the changing society.
4. Counselling and guidance is not new to Zambia. Traditionally counselling and guidance have been part of an individual's working routine. In a traditional Zambian setting, every elderly person is expected to reprimand as well as give advice to any young person in his society. In addition to this, guidance and counselling is specifically conducted in ceremonies and rituals such as the Nyau, Mukanda and Chisungu. Counselling and guidance is also given through dances, masks and songs.

12. M. Mtonga, The Drama of Gule Mamkulu (unpublished M.A. Thesis, University of Ghana, Legon, 1975), p. 142<sup>1</sup>.
13. M. Mtonga *ibid.*, p. 143.
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## C H A P T E R   I I

### GUIDANCE AND COUNSELLING SERVICES IN ZAMBIA

#### Section 1   -   The Need for a Guidance and Counselling System In Zambian Educational Institutions

In contemporary Zambia, urbanization has emerged due to industrialization. There has been and still is a large influx of villagers from all over the country to towns. Because of this move, many people from different ethnic groups have been thrown together and are living together forming new communities. As a result, different cultures have merged together to form new cultures. In these large towns, life has drastically changed from simple traditional subsistence farming to working in large institutions. Parents under these conditions find themselves spending a great deal of time away from their homes and children. Little time is therefore being spent on guiding and counselling the young. Furthermore, in most Zambian towns today, the young people are spending much of their time in schools. The traditional type of counselling and guidance has almost disappeared. White, observing on urban life in Zambia, has expressed doubt as to:

"How long the ritual considerations will continue to survive since, especially in urban areas, new types of social status today depends increasingly upon wealth, itself determined by participation in a cash economy, upon standards of living and upon occupation."<sup>1</sup>

Due to these new social factors in Zambian life, the school has now become almost the only place in which the youth can be trained in acquiring the necessary skills which will enable them to participate in the administration of their society and also in developing the correct attitudes and characteristics, the correct morals and the total personality development which will make them acceptable citizens in society.

Since the Zambian educational system has taken up the responsibility of socializing its young into the norms of society, it has become

imperative that guidance and counselling services, which are important to the total personality development of our young, should be introduced in educational institutions.

Besides career guidance which has been established by the Psychological Services in the Ministry of Education, there is no organised educational guidance in the country. The Psychological Services in the Ministry of Education and the Educational Occupational Services in the Ministry of Labour carry out activities - in addition to the giving of intelligence and proficiency tests - aimed at informing careers masters in various secondary schools of developments in vocational guidance. So far this necessary and important service is only limited to secondary schools. This state of affairs does not imply that other forms of counselling and guidance are not relevant to Zambia, but only that the problem of establishing an effective professional educational programme in Zambian schools demands the provision of resources in terms of finances and expert personnel which at present Zambia cannot afford. However, the need for expanding and improving the counselling and guidance services has in general been recognised. In the Educational Reform Proposals and Recommendations, the aim of national education listed on page 5, cannot be effectively realised without an effective system of guidance and counselling. In this paragraph it is stated that:-

'Opportunities shall be provided to each person within the limits of his capacity so as to:

- (a) Obtain an education based on his interest, abilities and needs to obtain intellectual excellence and acquire practical skills or experience.
- (b) Contribute to the economic and social development of Zambia.
- (c) Learn how to participate in the national and community problems and to foster national unity.
- (d) Develop emotionally, morally, spiritually, socially and politically so as to be increasingly able to cope with life's problems.



- (e) Develop cultural and aesthetic appreciation;
- (f) Develop the spirit of self reliance and patriotism and the sense of international solidarity".2

Apart from these recommendations, conferences have been held in different parts of Zambia at which various guidance and counselling issues have been discussed; such as the problem of the relevance testing tools based on our culture and the need of Zambian train manpower in this field. Speaking of Nigeria whose cultural problems are almost similar to Zambia, Esen has correctly pointed out the

(No guidance practice can be scientific or meaningful, if it does not have a basis on a sound philosophy; and since the Nigerian child is the intended focus of that practice here, it goes without saying that a sound philosophy will be one based on Nigerian values, and on an interpretation of the Nigerian way of life. It would be a mistake to establish a guidance service in Nigeria with its roots in alien philosophy".3

Similarly, guidance and counselling to be worthwhile in Zambia must be based on the Zambian philosophy, as well as on Zambian values and Zambian way of life.

The University of Zambia is the highest institution of learning in this country. It is therefore inevitable that many students from various ethnic groups will find themselves thrown together here. Furthermore, the University which is an international institution, will attract students of many nationalities. As Macpherson says in his talk about life in this University:-

"The student body comprises students not only from Zambia but from Britain, India, New Zealand, Australia and other parts of the world. It is an international student body".4

Many of these students find themselves living away from home for the first time and becoming responsible for their own behaviour. This merging of students from different cultures gives the Unive

culture of its own. Thus many students are faced with problems of adaptation to university life. Sister Gregory commenting on University life stated that:-

"Universities harbour people of different cultures, ideas and attitudes. Therefore this meeting and exchange of cultures has always had a mysterious dynamism, which results sometimes in a fruitful explosion of ideas, sometimes in a slow obstrusive friction..... the forces at work in creating this exchange are many and different. They may be religious, scientific, academic, political, commercial, etc. Therefore, the students must learn to adjust, live and cope with this explosion and friction of ideas."5

Nisbet and Welsh have done research on another aspect of student problem, that of study habits. They have pointed out that:-

"Students find it difficult to organize their time for studies and therefore suggested that special guidance on study techniques should be given."6

This may be true in the case of the Zambian students directly coming from secondary schools where the method of teaching may have been that of spoon feeding. The students may find it difficult to work independently, and to handle a heavy load of work at the University. They may also find it difficult to utilize their time for effective study since nobody is there to plan for them and guide them. As a result the intellectual and academic demands on university life often leave the students confused and bewildered. Milner quoting from a revealing American student letter has stated that students sometimes find the university not as exciting as they had expected. In this letter the student has stated that:-

"going to the university is considered a good thing, every one is proud of you. I am disillusioned..... when I went to University, I thought I would get an education, but all they do is to teach you how to pass examinations. I feel cheated."7

These feelings of disillusionment and loss of confidence are not alien to Zambian students. Students who lose their confidence need special handling in order to grasp the purpose of the education they are acquiring, and the future implications of their present undertakings. A person who has no confidence in himself and who has no clear conception of his future life will undoubtedly not be able to perform to his best capacity. Many students having left their homes and old friends, are faced with problems of formulating new friendships and relationships. Bloom who has done research on the making of friendships among Zambian university students found out that:-

"A major need to the students is emotional security  
..... Compared with students  
in universities in South Africa and in the United  
Kingdom, students in Zambia are more often lonely  
and more in need of a close confidant."8

If this is the case, then the Zambian students need all the help and encouragement the University could offer to bring them to interact with one another, not only intellectually, but socially.

With regard to cases of married students especially women, Horne and Wagner have identified some common problems as a result of research done by Horne and Graft on American women. They report that married students, especially women, are faced with:-

".....Child rearing problems, personal, vocational concerns, the breakdown of communication and incompatibility with their spouses, financial concerns, in-law conflict, sexual adjustments, housing, social and recreation activities...etc."9

This and many other problems confronting students may cause a lot of stress and may have a demoralizing effect upon them. It is therefore important to note that, if the students are to perform their best in their academic work, the university must try to alleviate problems confronting students within its environment. In fact, as far back as 1963, the Lockwood Report on the development of the University of Zambia (then Northern Rhodesia) noting the importance of counselling,

guidance and remedial work during degree courses, had this to say:-

"We set great store by the provision of diagnostic, counselling and remedial services for students in their first year and for transfer students in the first year of their Part II course. There should be a definite and systematic effort to obtain evidence apart from that given by the schools, of abilities, talents and interests. In this way, a basis can be laid for checking tentative occupational ambitions. The data thus obtained can help the teaching staff in planning their courses. Where weaknesses are disclosed, special remedial work should be provided. Everything should be done to assist the students to carry their studies to a successful conclusion. Wastage of talent cannot be afforded in a developing country."10

It is also important that the University should try to create an intellectual and psycho-social climate conducive not only to the students academic development, but also to their total personality development. The student must be helped to develop a correct perception of reality both of himself and of the world at large. He must be helped to unify his personality, this can be achieved by solving his internal and external conflicts and by positive adjustment to various conditions he may encounter in his life.

Section 2 - Guidance and Counselling at the University of Zambia  
in Historical Perspective

Student affairs since the University opened in 1966 have been controlled from the office of the Dean of Students; but it is difficult to establish accurately the history and functions of this office due to lack of written records. However, Macpherson in his recording on university life has claimed that, since the inception of the University, the office of the Dean of Students has handled matters concerning all problems and issues relating to students welfare: such as the orientation of students to the University, medical examination, registration, allocation of accommodation, arrangement of recreational activities as well as academic counselling. Between 1966 and 1978, there were no formal counselling services set up in the office of the Dean of Students. Apart from the usual year to year orientation of new students, allocation of accommodation and the yearly registration, there has hardly been any record to show the existence of either social or academic counselling. Nonetheless Macpherson claims that there was academic counselling during this time. But since there were no established formal counselling service the academic counselling he talks about must have been conducted on an ad hoc basis. This is not to say however that during this period, there were no attempts at dealing with, and resolving, students problems within the University. House Councils were set up as far back as 1967 in each Hall of Residence, which comprised representative elected by students on each residential floor. The Council's purpose was to ensure that life in the residences was as far as possible orderly, just and fair to every student. It was the Councils which had the responsibility of dealing with any anti-social behaviour within the residences.

In addition to the House Councils, there was the Students' Union. This was a body elected by the whole student community. The function of the Union was and still is to represent students interests and opinions. According to Macpherson, the functions of the Union included the responsibility for arranging and organizing the recreational aspect of student life. Then there was the Board of Senate for Student Affairs which included seven student members from the Executive Committee of the Students' Union. This Senate Board dealt with matters referred to it by the Students' Union, the House Councils and the Office of the Dean of Students. Outside the Dean of Students Office were the University Chaplain and the Students Christian Association which helped the student to deal especially with some of the pressing religious and moral issues and problems. It is difficult due to lack of written records to state and identify the type of problems House Councils and Senior Residents dealt with during that period. It is however clear that some sort of counselling did take place, even though most of it was done informally and in a crude manner.

In 1973, after Macpherson had left, the new Dean, Mr. Kasoma, strove hard to try and establish a formal and comprehensive counselling service for students. In discussing the matter, the Dean pointed out that the office at that time lacked the expertise to handle student problems effectively. He stated that the Dean of Students office had no qualified counsellors, and the only methods he used in dealing with student problems were those based on his social work experience. Even so, there was no follow up of student problems, and there were no written records to show the nature of problems that were looked into during that period.

In 1974, the Dean tried to promote another aspect of guidance and counselling. He brought out an occasional newsletter to inform employers what the University could offer them in terms of expert manpower. He organized and arranged for employers to give talks and career information to students. This was referred to as "University Graduate Placement." Completed application forms by students were

sent to the career's office within the Dean of Students Office which forwarded them to the respective companies.

In 1978, after his studies in U.S.A., the Dean revived his interest in formulating a formal and comprehensive counselling department for students. He wrote and presented a paper to the Senate Ad Hoc Committee in which he called for the establishment of an effective counselling service within the University. In his paper, Kasoma stated that:-

"The idea of a counselling service within the University of Zambia has never existed beyond the provision of an officer within the Dean of Students Department who normally waits for students to present their problems to him/her. The population of students has outgrown this medical consultation type of counselling service."12

In this paper, there was a proposal on the line of communication (between staff and students), and the structure of what he thought was going to be an effective counselling service programme. Since then, the Senate Ad Hoc Committee has continued to sit to discuss the problem of the counselling services within the University. In the minutes of a meeting of the Ad Hoc Committee, it was pointed out that:-

"A typical University of Zambia student entered University between ages 19 and 21, an age when he is balancing on the edge of childhood..... left the paternalistic world of the parents or the secondary school. For the first time he is free and in most cases does not know how to make use of his new found freedom."13

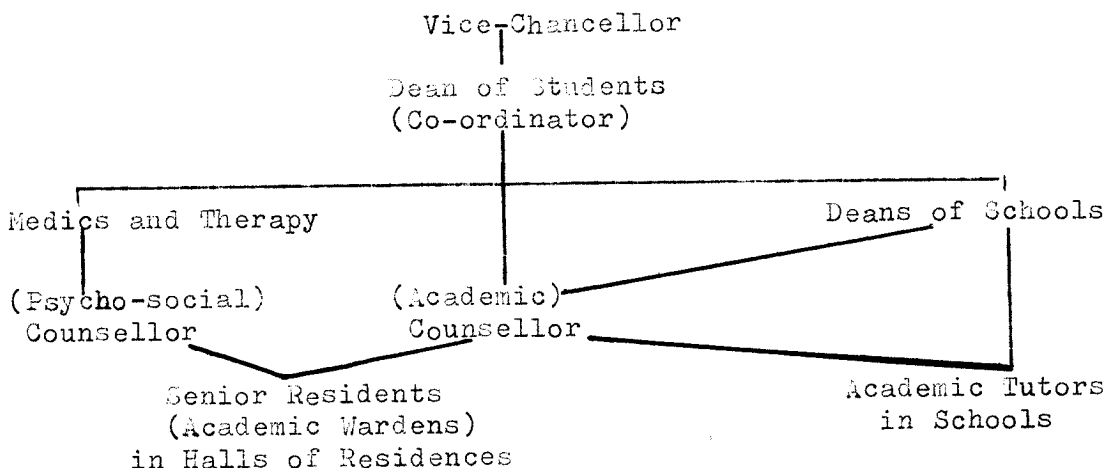
The Committee went on to point out that the degree of maturity with which the typical student entered the institution determined his ability or inability to adjust himself realistically through life. Therefore a good counselling service should be oriented to the total student development rather than have one which only provides a temporary cushioning effect to students' 'psycho-social and academic problems'. It was also proposed that the counselling service in question in its functions should aim at trying to help students achieve the following:

- "(a) achieving competence,
- (b) managing emotions,
- (c) becoming autonomous,
- (d) establishing identity,
- (e) freeing interpersonal relations,
- (f) clarifying purposes, and
- (g) developing identity."14

The Committee went on to recommend a structure which it felt would provide for an effective counselling service to the present population of students. It was recommended that the Dean of Students shall act as supervisor, administrator and co-ordinator of the counselling programme; under him would be a social counsellor and an academic counsellor. The social counsellor assisted by two fully qualified counsellors would deal with the psycho-social problems of students. The academic counsellor would be responsible for counselling students on academic problems such as the choice of appropriate courses. The Academic Warden would become an integral part of the counselling service together with the Deans of Schools. The Academic Tutors would contact the Dean of Students if the student needed the services of either the social or academic counsellor. It was supposed that since both the academic wardens and academic tutors would be involved with counselling students at the grassroots level, it would be useful if there was co-operation between them. These recommendations have since been accepted and partially implemented.

Figure 1

Proposed Structure of an Effective Counselling Service





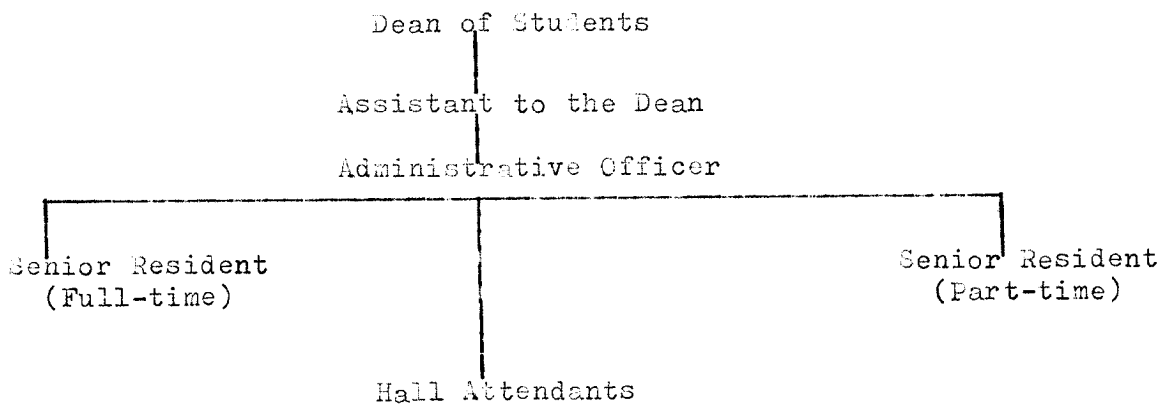
Early 1979, a formal counselling section was established based on the recommended structure of the committee. However, due to lack of funds and expert manpower, only one qualified counsellor has been appointed as Senior Assistant Dean to handle both the psycho-social and academic problems of students. In order to assist him, two Assistant Deans have been appointed to the posts of Assistant Dean (General) and Assistant Dean (Female Students).

Section 3 - The Growth of the Dean of Students Office  
1966 - 1979

As pointed out earlier, the number of members of staff in the office of the Dean of Students has steadily grown over the years. The functions of the office concerning student personal services have also become multifarious. As mentioned earlier, it is very difficult to relate accurately what services were made available to students as far back as 1966. Looking through the books on estimates, one gets an idea as to how the Dean of Students office has grown both in manpower and functions concerning students affairs since the inception of the University. In 1966, the Office of the Dean of Students consisted of the following members of staff directly concerned with student affairs.

Figure 2

Structure of the Dean of Students Office  
(1966)



The functions of the various members of staff as listed in the general information handbook were as follows:-

The Dean of Students was the overall in charge of student affairs. Students were advised to consult the Dean or his Assistants whenever they had problems.

Senior Residents:-

These were members of staff assigned to each Hall of Residence as Student Counsellors. Students were advised to see the Senior Residents whenever they had problems.

Hall Attendants:-

These were assigned to each Hall of Residence. Their duty was to assist students with any immediate residential problem. They were also responsible for showing new students their rooms and issuing beddings to new students on arrival, especially after office hours. These were available 24 hours a day.

By 1968, the staff in the Dean of Students Office was increased by a Sports Officer. The function of the Sports Officer was to co-ordinate and train the students in athletics. This was the introduction of an important aspect of health education.

By 1970, the establishment had expanded even further. The estimates show a post of Deputy Dean of Students which apparently was not filled. However, the number of Assistants to the Dean was increased by a female member of staff, and each Hall of Residence had a Senior Resident.

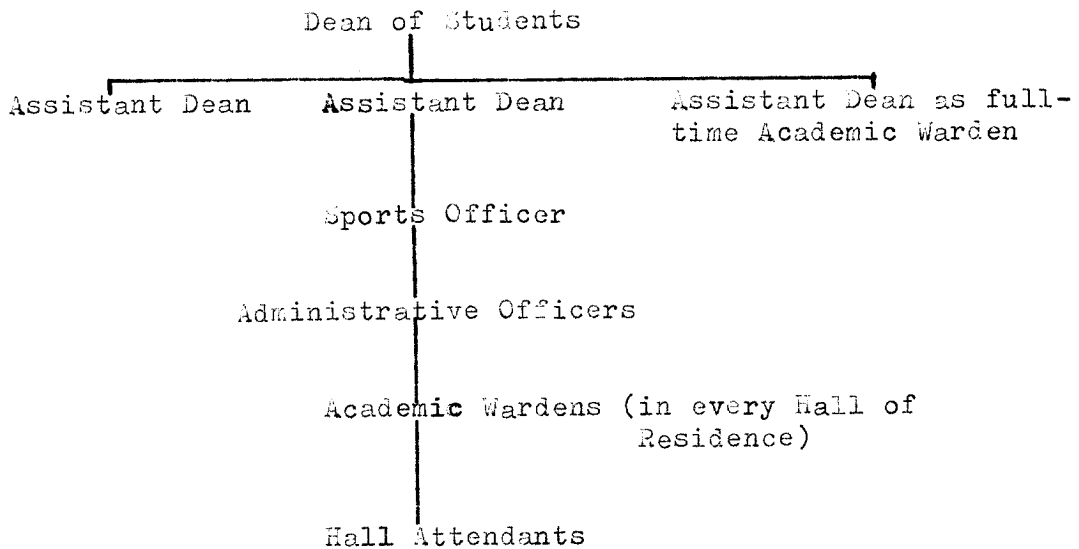
In 1971, another post of Assistant to the Dean of Students was created; at the same time the title of Senior Resident was changed to Academic Warden. Therefore, by the end of 1971, there were three Assistants to the Dean, whereas in 1966 there was only one, plus a Sports Officer to help the Dean of Students in running student affairs effectively.

In 1974, the establishment of the Office of the Dean of Students increased by one full-time Academic Warden, and in 1975, two Assistant Deans were appointed as counsellors to the student community. As the number of students increased from 360 in 1966 to over a thousand by 1973, the members of staff in the Office of the Dean of Students were also increased in order to

cope with various students' problems.

Figure 3

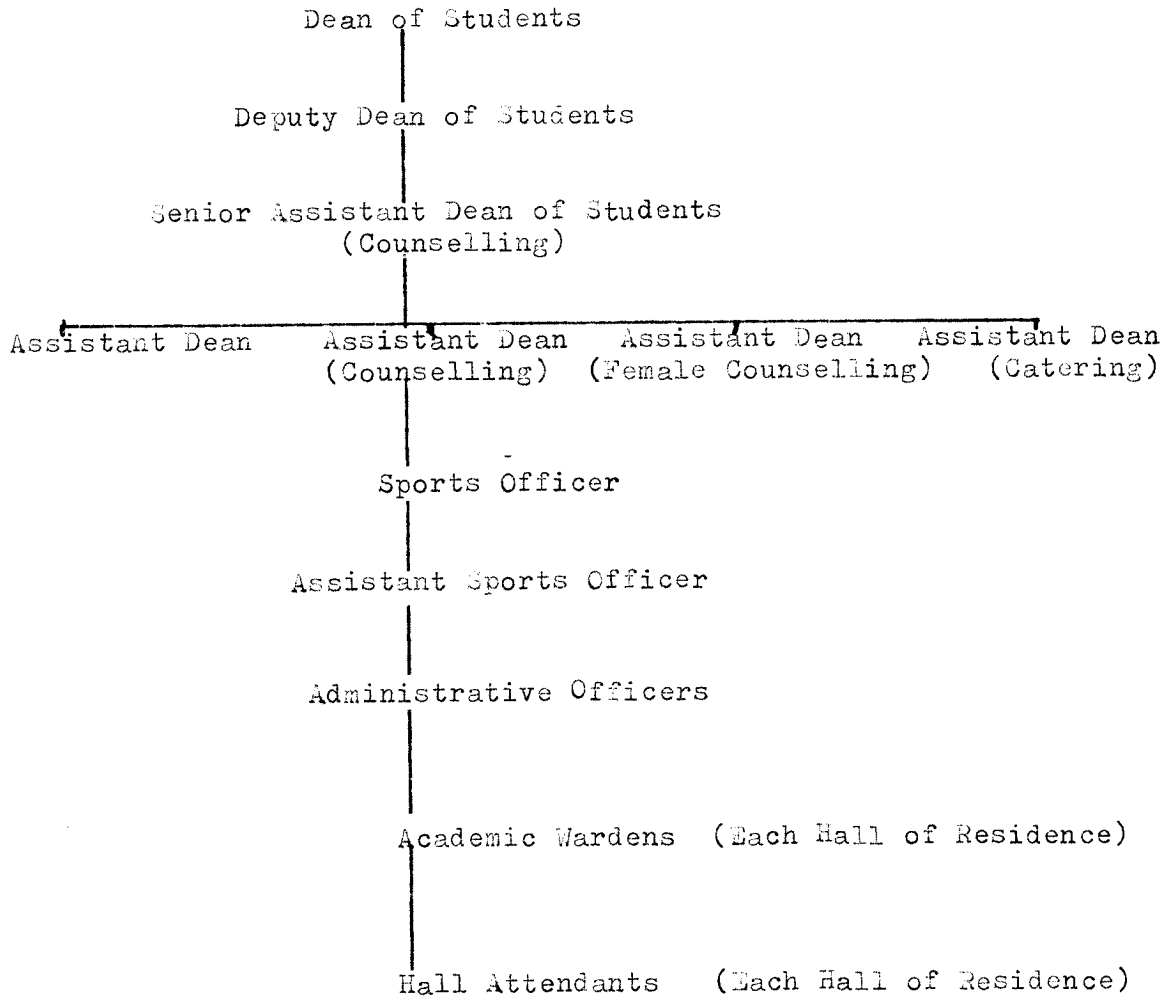
Structure of the Dean of Students Office  
(1975)



In 1976, the post of Deputy Dean was filled, but the main structure remained the same until 1979, when the Office of the Dean was expanded by establishing a counselling section. The post of full time Warden for students was abolished and the posts of Assistant Dean Counselling (Female) and Assistant Dean Counselling (General) were established. The structure of the Dean of Students Office in 1979 stood as follows:

Figure 4

Structure of the Dean of Students Office  
(1979)



Section 4 - The Present System of Dealing with Students Problems

A student in difficulty may himself take the initiative of finding appropriate people to help him resolve his problems. On the other hand, the student with a problem may be identified by those people with whom he is normally in close contact, such as friends, academic tutors, and sometimes Hall Attendants. If the problem occurs in the Hall of Residence, it is reported to the Hall Attendants who are normally on duty 24 hours a day. If the problem is criminal, it is directly reported to the Security Office based within the Campus which in turn will report the problem to the nearest Police Station. If the problem is physical or psychological, the patient is taken to the University Clinic and left in the hands of the Doctor and his staff. If the malady needs immediate action, the patient is referred to the University Teaching Hospital where there are facilities for the necessary medical attention. If the problem of the student is mainly social, the Dean of Students and his staff try to handle and resolve the problem. The Dean of Students Office in certain cases does make referrals of the problems they cannot handle to the University Clinic or Chainama Mental Hospital. It is however important to note that all student problems which occur within the University are recorded and sent to the Office of the Dean of Students. This recording provides members of staff with a general source of information, and also provides the Dean with the chance to followup students' various problems. Apart from minor psycho-social problems the office of the Dean of Students handles cases concerning withdrawals, change of quota, financial help such as the assistance arranged through the Hardship Fund and disciplinary cases which are referred to and dealt by the Vice-Chancellor's Disciplinary Committee. The Dean of Students office also handles many other related problems not requiring the expert attention of psychiatrists, general practitioners and the Police. Working hand in hand with the Dean of Students are the University Chaplain and the Student Christian Association, who have for a long time played a major role in the counselling of students, especially on the moral aspect of student life.

Students with moral problems either consult their colleagues in the association or consult the Chaplains for help. Some of these problems may be of such a confidential nature between the student and the Chaplain that they are never disclosed to members of the Dean of Students Office.

#### The University of Zambia Clinic

The University Clinic which comes directly under the office of the Dean of Students also plays an important role in the counselling of students. The University Clinic, which is based within the grounds of the main campus, has a resident Doctor, a Sister in charge, several registered nurses and medical assistants. Members of staff at the Clinic find themselves confronted not only with the physical, but also psychological ailments of the University population. The office of the Dean in the past had made arrangements for a psychiatrist to visit the clinic once or twice a week, to care for the psychological problems of students. Problems of a serious nature were referred by the psychiatrist to the mental institution at Chainama Hills. However this arrangement of a psychiatrist visiting the clinic has since been phased out. All students having mental problems are referred to the University Teaching Hospital. The University Clinic, apart from dealing with ailments, runs a family planning programme for both male and female students who care to consult it. They give free consultation and advice, as well as free contraceptives where necessary. The office of the Dean of Students and the University Clinic work hand in hand in all matters concerning the health of the students.

As far back as 1967, the books on estimates show a Senior Resident for the female Hall of Residence. Unfortunately there are no records to give a clear picture of the duties the Senior Resident performed during that period, nor are there any records to show the kind of problems she dealt with concerning female students.

Nonetheless, as has been pointed out earlier by Macpherson, each residential Hall including that of female students had floor representatives, who together formed a House Council, which dealt with anti-social behaviour in their hall of residence. The problems which the House Council could not handle were reported to the Senior Resident or the Dean of Students. Medical problems which the students were unable to report personally to the clinic, especially at night, were reported to the Hall Attendant, who in turn would report the case to the Senior Resident. The Senior Resident would in turn take the student to the clinic or the hospital depending upon the nature of the problem. Female students with psycho-social problems were either helped by senior students or floor representative. Serious problems were referred to the Senior Residents who, after assessing the degree of the problems, would refer the student to either the Dean of Students Office, or the University Clinic and eventually to Chainama Mental Hospital, if necessary.

As stated earlier there was a Senior Resident appointed for the female residential Hall in 1967. However, the services of the Senior Resident were not found to be satisfactory; as a result by early 1970, female students decided to hold a meeting in order to discuss the problems which females experienced here at the campus as well as the need for a female member of staff to be appointed to deal specifically with female problems. The students felt that, the nature of their problems would be best understood by a mature female member of staff. They felt that it would be easier to approach, talk and confide in another woman rather than to a male member of staff. As a result of this meeting the first female member of staff was appointed to handle female students problems. In addition to her administrative duties as assistant to the Dean of Students, she became responsible for the welfare of female students residing in October Hall, which was at that time the only female residence.



The female assistant to the Dean dealt with most of the academic and social problems of the female students; she also acted as academic warden for October Hall after her official working hours. In 1972, the female assistant to the the Dean left the Dean of Students Office for further education.

During the period she was away, a post of full-time Academic Warden was created and another female member of staff was appointed to the post. The Academic Warden was responsible for the welfare of all the female students within the University. In 1975, the female Assistant to the Dean returned from her studies, and both she and the Academic Warden looked after the affairs of the female students until 1976 when the Academic Warden left, thus leaving the Assistant Dean to carry on her work with female students.

By 1976, the title of assistant to the Dean had changed to that of Assistant Dean of Students. As the number of female students grew at the University, more residences were built. By the end of 1978, there were eight main Residential Halls, plus several flats for female students.

Table 1

Female Residential Halls by 1978

<u>Name</u>	<u>Number</u>
October Hall	1
Kafue Hall	6
Kalingalinga 2	1
October flats	-
Zambezi flats	-
Kafue flats	-
Tiyende Pamodzi flats	-
Total:-	<u>8</u>

The increase in the number of female residential halls made it difficult to maintain the tight security which had previously been maintained at October Hall. Female students were and still have been left to live and mingle freely with anybody at any odd hour of the day and night. In 1978, the female assistant to the Dean of Students, was transferred from the office of the Dean of Students to another office within the University. This move left the Dean of Students Office with no female member of staff to deal with female problems until mid-1979 when a counselling section was set up within the Dean of Students Office. To assist the Senior Assistant Dean (Counselling) two female members of staff were appointed as Assistant Deans (Female Students) and Assistant Dean (General). In 1979, the post of Assistant Dean (General) was left vacant. This left one Assistant Dean (Female Students) the only female member of staff to deal with female students' problems.

Table 2 - Showing the Approximate Number of Female Students  
who have entered and graduated from the University  
of Zambia between 1966 and 1979

Year of entry	Number of female students	Graduates
1966	56	-
1967	106	-
1968	145	-
1969	209	-
1970	259	49
1971	364	34
1972	349	52
1973	297	53
1974	229	46
1975	318	80
1976	371	73
1977	471	70
1978	488	92
1979	580	75

Section 5:

Summary

1. Due to industrialization, large numbers of Zambian families have moved from their villages to urban areas in search of employment. Because of this many people from various ethnic groups have been thrown together, as a result new cultures have emerged. Most parents are spending time earning their living while, on the other hand, children are spending most of their time at school. Very little time is therefore being spent between parents and children. Because of this, the parents are finding difficulties in making time to sit and give proper guidance to their children. It is therefore important that some form of guidance and counselling be introduced in schools to help young people adjust to a fast changing technical society as well as help them develop acceptable personalities.
2. Besides career guidance in secondary schools, there is no other well organised form of guidance provided for students in schools. This may be due to the fact that Zambia lacks the professional manpower and the economy to run the field of counselling and guidance in schools. However in the new Educational Reform Proposals the importance of these services has been noted and recommendations have been made which might lead to the development of necessary facilities.
3. The counselling and guidance services, to be effective in Zambia, should be based on the Zambian values and Zambian way of life. It is therefore important that counsellors in Zambian schools should have an inside knowledge and understanding of the Zambian people.
4. Since the University is at present the highest institution of learning in the country, students from different nationalities, religious beliefs and cultures inevitably come together in search of knowledge. As a result the University community has developed a culture of its own.

In addition to this, the type of education at the University differs from that of secondary schools. The academic demands are high and only those who are able to cope can succeed. In this case, the counselling services are even more important to help students adjust not only socially but academically as well.

5. Until recently, the University has had no well organized counselling system. Student problems have been handled on an ad hoc basis and this has proved unsatisfactory. Recently a counselling section has been established in the Dean of Students office to deal with student problems. But this section needs a lot of planning and manpower, if it has to help the large number of students with their adjustment problems.

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### CHAPTER III

#### METHODOLOGY

(a) Instruments Used in the Research

This descriptive research was conducted in three parts:

- (i) Completion of questionnaires by female subjects.
- (ii) Interviews with students and members of staff.
- (iii) Discussions with students.

(b) Subjects

- (i) The subjects of this research were female students from the first to the fourth year of study in the University of Zambia. Their ages ranged from 17 to 28 years. 95 percent of the subjects were single and 5 percent married. The sample comprised subjects from different cultures, tribes and nationalities.
- (ii) Additional information was collected from members of staff from various academic faculties of the University, administrative staff as well as the clinical staff of the University.

(c) Design of the Questionnaire

There were 55 questions in this questionnaire which were divided into four sections:

- (i) The first section was on subjects' background.
- (ii) The second section was related to personal problems experienced by female students in course work and study habits.
- (iii) The third section dealt with personal problems arising from the making of friendships and close relationships.
- (iv) The fourth section was on personal problems in matters of health, with subsections on the problems of accommodation and recreation.

The subjects were requested not to write their names on the



questionnaire. This was to ensure that questions were answered frankly and in strict confidence.

(d) The Pilot Study

After the questions were arranged and organized systematically, a pilot study was conducted among 40 students: 15 subjects from the School of Education, 20 from the School of Humanities and Social Sciences and 5 from the School of Law. The pilot study was conducted in order to check the clarity and general organization of the questions. On the basis of the results of the pilot study, some of the questions were revised.

(e) Sampling

- (i) Since the female student population at the time this research was being conducted was around 600, it was decided that the questionnaire should be administered to all the female students and that those returning the completed questionnaire should form the sample.
- (ii) 52 students were sampled for discussions from the lists of names of female students from the three Schools. The number sampled in each School was proportional to the number of female students registered in it: 16 subjects from the School of Education, 4 from each of the four years of the degree programme; 20 from the School of Humanities and Social Sciences, 5 from each of the four years of the degree programme; 6 subjects from the School of Law, 2 each from the second, third and fourth years; 10 from the School of Natural Sciences, 4 from the first year and 2 from the second, third, and fourth years.
- (iii) 40 subjects were randomly selected from the accommodation list of the Dean of Students for interviews.

(f) Distribution of the Questionnaire

The questionnaires were delivered by hand to the subjects. The subjects were requested to leave the completed questionnaires in the reception room of the office of the Dean of Students. Out of the 600 administered questionnaires, 335 were returned. 35 of these questionnaires were spoilt, either they were not fully completed or they had pages missing. 300 questionnaires which constituted 50 percent of the total population were therefore subjected to analysis. Of the 300 questionnaires analysed:

1. None was from the School of Agriculture.
2. 126 were from the School of Education (42 percent).
3. None was from the School of Engineering.
4. 138 were from the School of Humanities and Social Sciences (46 percent).
5. 12 were from the School of Law (4 per cent).
6. 6 were from the School of Medicine (2 percent).
7. None was from the School of Mines.
8. 18 were from the School of Natural Sciences (6 percent).

(g) Discussions with Female Subjects

Discussions were held in groups of ten. The discussions were held at the researcher's home between 16.00 hours and 17.00 hours on Sunday afternoons. The discussions centred on the life of female students at the University of Zambia with special emphasis on problems encountered in their course work, in the making of friendships and on matters of health. The invitation notes were sent to students a week before the scheduled meeting.

(h) Interviews

Interviews with 40 student subjects were conducted in a small office on the academic floor of the administration building. 10 from the School of Education, 15 from the School of Humanities and Social Sciences, 10 from the School of Natural Sciences and 5 from the School of Law.

Students were requested to schedule an appropriate day and time for their interview between Monday and Friday, from 09.00 hours to 17.00 hours. The interviews were spread over a period of 4 weeks. Interviews with members of staff were conducted in their own offices; appointments were made with individual members of staff according to their own convenience.

The following numbers of members of staff were interviewed:-

- (a) 4 Hall Attendants,
- (b) 4 members from the Dean of Students Office,
- (c) 4 members of staff of the University Clinic,
- (d) 16 tutors; 2 from each School,
- (e) 4 Deans of Schools,
- (f) 3 former Academic Wardens,
- (g) 1 Chainama Psychiatrist, and
- (h) 4 former female students.

## C H A P T E R IV

### REPORT OF DISCUSSIONS WITH VARIOUS MEMBERS OF THE UNIVERSITY STAFF ON THE EXISTING SYSTEM OF GUIDANCE AND COUNSELLING

In this chapter, a report has been made of the main points of the discussions carried out with the University members of staff of various levels, especially those believed to have been in very close contact with female students, in the past as well as at present. The persons thus consulted included:

1. Hall Attendants,
2. Academic Wardens,
3. Academic Tutors,
4. Deans of Schools,
5. Dean of Students and Assistant Dean of Students,
6. Members of Staff at Unza Clinic.

The aim of this report is to give an objective view of what people in the University, other than the female students themselves, perceive to be their major problems of female students in the University. A report is also made about student personal services, with special emphasis on those services made available to female students within the Dean of Students Office.

#### Section 1 - Report from Hall Attendants

- (a) The duties of Hall Attendants comprise looking into the immediate accommodation problems of students, such as giving out beddings at the beginning of term and collecting them at the end of each term.
- (b) They keep the general security of residential Halls and premises. They try to prevent thefts from taking place and report to the Security if any occur. They also report to the Security all anti-social behaviour taking place within the residential premises.

- (c) They take food to sick students who are unable to attend the dining room. They inform the medical staff about cases of sickness in the Hall and ensure that the indisposed students receive medical attention.

Commenting on the part they play in ensuring that students have a comfortable life, the Hall Attendants expressed disappointment towards the Academic Wardens and the Central Administration, due to the following reasons:-

- (a) Academic Wardens were not willing to help them look after sick students. They felt that Academic Wardens were not willing to take an active part in student problems especially those occurring at night time.
- (b) The Hall Attendants felt that there were so many changes of Academic Wardens that they did not even know who was supposed to be an Academic Warden at what time.
- (c) Some of the Hall Attendants accused the office of the Dean of Students for poor co-ordination of its members of staff. They pointed out that a lot of necessary time was wasted especially at night because they found it difficult at times to get hold of medical attendants to give immediate help to sick students.

Commenting on the University Clinic, the Hall Attendants pointed out that:-

- (a) The Clinic functioned properly during the day by regular working hours.
- (b) However, the system of waking up sleeping medical assistants on call from their house beds often resulted in unnecessary delays during emergencies.

Commenting on the security measures against undesirable characters entering the female residential halls, the Hall Attendants state that since the University permits non residents to visit the female halls, it was difficult for them to control and maintain security. It was pointed out

that in the past when there was only one hall of residence for female students (October Hall), visiting hours were regulated. In addition to this, visitors were requested to sign their names in the visitors register when entering or leaving the Hall.

(a) Commenting on the role Hall Attendants played in ensuring that female students are not harassed by undesirable characters, the Hall Attendants expressed apathy towards helping female students involved in squabbles and physical fights with other people. This, they said, derived from their past experiences with the Central Administration which refused to pay compensation to Hall Attendants who got injured in the performance of their duties. They mentioned the case of a Hall Attendant who had lost several teeth while trying to protect a female student who was being beaten by a male friend.

. Asked to identify the common problems they have observed among female students, they listed them as follows:-

- (a) Abortions,
- (b) Fights among girls,
- (c) Fights between boy-friends and girl-friends,
- (d) Attempted suicides,
- (e) Thefts, and
- (f) Mental disturbances.



Section 2 - Report from Academic Wardens

The duties of Academic Wardens, apart from regular lectures, are as follows:-

- (a) To deal with student problems at grassroots level, concerning their academic subjects, psycho-social problems as well as physical ailments, and
- (b) To make themselves available every day during specified hours and at a specific place where they could be reached for consultations. Academic Wardens are not available for full-time duties in halls of residence because they have other work such as teaching and research to be done in their respective fields of study.

Commenting on their role as Academic Wardens, they pointed out that:-

- (a) Academic Wardens live just behind the halls of student residences, in order that they can easily be approached at anytime of the day for emergency help.
- (b) They try to deal with all the problems concerning students reported to them by Hall Attendants.
- (c) They help with sick students especially at night. Senior Academic Wardens claimed to have been responsible for taking patients to the main hospital during the night especially when the ambulance was not available.

Commenting on the effectiveness of their counselling system, they pointed out that:-

- (a) Their effectiveness in solving student problems largely depended on the nature of a particular problem. They admitted that most of them lacked the expertise to deal with some complex problems. However, they thought that they have been quite effective in solving some of the simple problems which needed practical and easy solutions.

Difficult cases were either referred to the Clinic or the Dean of Students Office for appropriate action.

- (b) Most of the academic problems were referred to academic tutors in various schools. However, since academic wardens are lecturers, they tried to help with problems relevant to their own subjects or those in which they were adequately proficient.

. Asked to identify problems they felt were common to female students, they listed these as mostly being of sexual origin such as:-

- (a) Pregnancies
- (b) Abortions
- (c) Fights
- (d) Depression especially after the break up of a love affair
- (e) Attempted suicides.

### Section 3 - Report from Academic Tutors

Academic Tutors are lecturers in various Schools of the University. Each of these is assigned to a small group of students to tutor. The general aim of these tutorials is to clarify and elaborate on issues raised during lectures. The advantage of these small group tutorials is that each student is given individual attention and help in issues which he may find difficult to understand during mass lectures. This also gives an opportunity to students to get close to at least one academic member of staff of their school.

During the discussions with various academic tutors, it was pointed out that:-

- (a) Their duties were mostly limited to the academic problems of students.



- (b) They found it difficult to take on and deal with students' social and personal problems not directly related to course work, even though some of these did appear to affect the student's academic performance. This they pointed out was due to lack of time since, in addition to their teaching load, they had their personal research to do. Some of them pointed out that they had neither the interest nor the means to help students with their social problems. Social problems, they pointed out, were supposed to be handled by the Dean of Students as is the case in other universities.

Asked to identify problems common to female students, Academic Tutors pointed out that:-

- (a) Students in general find it hard to adapt to university academic demands. This they stated was due to the poor preparation of students in secondary schools. They said that students were not adequately prepared for the high standard of academic work required for satisfactory performance in the University. Some tutors stated that some students were so poor in the English language that they failed to understand the required technical books necessary for them to perform well.
- (b) Students, especially those in the first year, find problems with their course work because they do not know how to look for information from relevant books or articles. The blame was once again placed on the lack of adequate preparation in secondary schools in which students are not taught to work independently, but are, most of the time, spoon-fed. This, they pointed out, brought about a lot of problems especially when students were required to carry out personal research.

- (c) Students do not know how to utilize their time on studies. Most of the students waste time on other things instead of trying to grasp difficult subjects. This, they said, led to a lot of panic, depression and failure during the examination period. Most students tend to approach Academic Tutors just before examination when there is little or no time to help with academic problems.

Commenting on whether the students social and personal problems are adequately handled within the University, Academic Tutors pointed out that:-

- (a) The present system of handling student problems is neither adequate nor effective. They pointed out that for a counselling and guidance service to be effective, it must be able to identify student problems in their early stages. This could only be achieved if the students and those concerned with their affairs are made to come together frequently so that they are able to know the students individually and win their confidence. It is a well known fact among counsellors that mutual respect between client and counsellors has to be established before any fruitful relationship can be started, and the only way to achieve this rapport is by ensuring that the people concerned with student problems know their students not in a general manner, but individually. This, they said, could only come about if the Dean of Students Office had an adequate number of qualified staff to handle the large number of the student population in this University.

Asked to comment on problems which they knew were common among female students, the following types were mentioned:-

- (a) Sexual problems. These involved pregnancies, boy-friend problems, which affected their performance in schools. This was observed mostly among first year female students.

- (b) Mental problems were also common especially during examination period. They noted cases of depression and loss of touch with reality, panic and general nervous breakdown.
- (c) Problems concerning relations between students and lecturers.

#### Section 4 - Report from Deans of Schools

Deans of Schools, in addition to their administrative duties as heads of their respective faculties, are directly concerned with the welfare of the students within their schools. In the discussions with various Deans, concerning student affairs, it was noted that:-

- (a) Nearly every School had academic tutors to deal with student problems deriving from course work.
- (b) In many cases, the Deans are approached by students with problems concerning course withdrawal, quota change, course change, student-lecturer problems and those problems which may require a student's absence from School for a certain period of time.

Commenting on problems which lead to course withdrawal and quota change, the Deans stated that:-

- (a) Withdrawals from University were mostly due to personal or family problems which might demand the student to be away physically from School. Such problems are those based on medical grounds, deaths in the family or those which may physically or psychologically deter a student from performing well in his studies.
- (b) Quota changes are commonly requested by students who initially were made to enter into the School which was not their choice, or those students who in the course of their studies feel that they are embarking on wrong professions. This they said was due to lack of proper information to students while in secondary

schools. Most students were not clearly aware of what particular profession involved since the aim of many students is to find a place in the University. Because of this many students do not give serious consideration as to what they wanted to achieve out of a University education. These are therefore the students who during the course of their studies found it necessary to change Schools.

Commenting on the present system of handling students' academic problems, the Deans had this to say:-

The present system of dealing with student problems was adequate as far as course work problems were concerned, since these were handled by academic tutors in various Schools.

Personal or psycho-social problems were supposed to be handled in the Dean of Students Office. This they thought were not effectively handled for the following reasons:-

The office of the Dean of Students had no expert manpower in the field of counselling and guidance.

The office of the Dean of Students had not established an effective system of liaising with the various Schools of the University in order to identify students' academic problems through their course work performance. The Deans of Schools pointed out that most students who do badly in their courses have personal problems; if these are identified early and solved, the students would do well.

In order to get round this problem, the School of Law has devised its own system of looking after the students. Students have been divided into small groups. Each of these groups has been allocated to a tutor who would not only deal with academic problems, but also try to deal with the student's personal and social problems. This the Dean stated was out of a decision made by members of the Law School after observing that some of their best students

were doing badly for reasons unknown to them. Through investigations, they eventually found out that these students had personal problems for the solution of which they were getting no help. Therefore, it was decided that each tutor should try to know his/her tutee personally through frequent discussions, tea-sessions and many other familiarizing activities. These tutors would eventually be able to speak for and give first-hand information concerning their tutees if ever called upon to do so. Female students were allocated to female lecturers. This the Dean said was because they thought female students would find it easier to confide in and discuss personal issues with members of their own sex rather than those of the opposite sex.

Some of the Deans stressed the need for enforcing regulations relating to halls of residence. They argued that even though the residential regulations for students exist on paper, these regulations are not enforced. The students are free to live and do whatever they want without external restraint. This lack of 'enforced' regulations has led to a lot of problems for students who may be seriously committed to their education in that they are left open to disturbances from those students who spend most of their time playing records and going round visiting friends at odd hours. A set of regulations should be drawn up and enforced.

The faculty head mentioned several categories of problems which they thought commonly affected female students of the University;

- (a) Pregnancies. One Dean cited a case of a pregnant student who ran away from the University because she was scared of what her parents were going to do to her, and was also ashamed to face other students.

Pregnancies he pointed out were reported common among first year female students because the girls were still naive and did not know how to handle men especially those in the senior years of study. The girls, he pointed out, needed guidance as soon as they came into University on how to look after themselves.

- (b) Problems about relations with boy friends were common, which often led to depressions and attempted suicides.
- (c) Family problems, such as sick children, marital problems and sexual problems were found to be common among married female students.

Section 5 - Report from Members of Staff in the Dean of Students Office

The office of the Dean of Students is responsible for student affairs in this University. Apart from ensuring that the students are adequately and comfortably accommodated, the office is responsible for ensuring that the students are healthy in body and mind. Within the Dean of Students Office, a Section of Guidance and Counselling has been set up to ensure that the students' psycho-social problems are dealt with effectively. Under the Dean of Students Office is also the University Clinic which ensures that the students are physically healthy. Out of discussion with various members of the Dean of Students Office, several points emerged:

These dealt with issues concerning: }

- I Permitted withdrawals
- II Finances, such as the need to obtain help from the Hardship Fund.
- III Students requesting for quota changes.
- IV Psycho-social problems confronting students.

Commenting on how effective their office is in dealing with students personal problems, members of the office of the Dean of Students made several points.

- (a) The system of dealing with students problems had not been very effective in the past. However, attempts are now being made to improve the system.
- (b) Since a counselling section has been established, it is hoped that the department would be filled with expert manpower able to deal with student problems effectively;
- (c) The academic wardenship is not effective in that most of the members of staff employed in those posts are not very interested or in most cases do not have the expert knowledge of dealing with various problems of the students
- (d) One senior member of staff in the Dean of Students Office agreed with the point brought up by some Deans of Schools that established regulations should be enforced. It should be pointed out that most female students come from homes where they still live and practise Zambian traditional norms, some of which involve the protection of young unmarried females from having close relationships with young men. The young unmarried women are discouraged from socially mixing with young men. In order to ensure this the parents do not allow their daughters to stay out at night or stay out beyond a certain reasonable hour; they try to ensure that their daughters' mode of dress and conduct is above reproach. Unfortunately the parents protection stops as soon as girls come to University. Here the students are left to stay out at any hour of the day or night. They are left to engage in any behaviour as long as what they do does not deter them from attending classes. This he said was not right. He felt that the University had a responsibility towards the young girls on behalf of their parents, and as such the University should try to ensure that there are methods and regulations protecting young girls from designing young men. He went on to suggest that **both** male and female students

should use common rooms for social visits instead of bedrooms.

- (e) Another member of staff pointed out that the Dean of Students Office lacked the appropriate expert manpower to handle students' psycho-social problems. The few members of staff at present were not enough to deal with the large population of the student body. More staff should be employed if counselling has to be effective.
- (f) The Dean of Students Office has not been effective in advertising its services to the students. Many students were not aware of what services they could get from the Dean of Students Office. However, with the establishment of the counselling section the problem was in the process of being solved.

When asked to identify problems their office has been handling especially those concerning female students, staff of the office of the Dean of Students listed them as follows:-

1. Pregnancies
2. Abortions
3. Fights
4. Beatings from men
5. Depression
6. Suicide attempts.

#### Section 6 - Report from Members of Staff of the University Clinic

The University of Zambia Clinic has one doctor, four sisters, two nurses and two medical assistants. The Clinic is open between 08.00 hours in the morning and 17.00 hours in the afternoon. The students are able to walk in for medical attention at any time during the normal working hours. After 17.00 hours, the Clinic remains closed, but there are two medical assistants on call living within a few metres from the Clinic and can be approached at any time of the night to attend to emergencies.



There is also a University ambulance which remains parked outside the Clinic. The ambulance driver sleeps in the reception room of the Clinic so as to be roused easily whenever needed.

In my interviews with the staff of the Clinic, the following points were noted:-

- (a) The facilities at the Clinic were adequate to meet the demands of the University population to a certain point. But a few more facilities were needed.
- (b) A laboratory at which simple tests could be done for the effective diagnosis of student ailments. It was felt that there was no need to send students to U.T.H. for simple blood and urine tests which could easily be analysed right here at the Clinic.
- (c) It was also pointed out that even though the Clinic has been built with admission wards, it lacked adequate facilities and the manpower for cooking and laundry work. The medical staff would also need to be expanded to meet the demands of night duty. This they said was important if the Clinic was to function efficiently.

It was noted that although for other areas the present medical staff was adequate, a psychiatrist was needed to deal with students' problems. It was pointed out, however, that most of the students' emotional problems needed the services of counsellors much more than that of a psychiatrist.

Regarding the problem of sex and contraceptives among female students, it was pointed out that:

- (a) Many female students had approached the Clinic for contraceptives and many of them were on the pill. But it was also pointed out that many of these girls were not aware of the physical dangers of taking contraceptives. This has prompted the present Doctor to request for a signature of the student before any contraceptives could be supplied.

(b) In the past, talks on sex were given to female students by some of the female staff attached to the office of the Dean of Students and sometimes by a Sister from University Clinic during the orientation period. Unfortunately these talks have been discontinued. However, a committee on sex education has been set up by the Dean of Students Office to discuss and recommend the best way of teaching sex education to all students. Proposals have been made that sex education should be included into the curriculum and taught as a subject.

When asked to identify female students problems which were commonly brought to their attention, the staff of the Clinic pointed out that, apart from minor ailments, they had to deal with:-

- Pregnancies - many of them unwanted.
- Abortions - many of these abortions were self-induced and dangerous.
- Tensions - originating from problems in love affairs.
- Nervous break-downs - Occurring specially during examination periods.

Section 7 - Summary

1. Members of Staff in the University have observed that female students experience social as well as academic problems.
2. Members of staff at various levels have observed a lot of fights between female students as well as between male and female students. They have also noted cases of abortions, depressions and attempted suicides. Those members of staff dealing with students at an academic level have observed shyness in verbal responses among female students in class. However, this does not seriously affect their academic performance.
3. Social problems among female students are reflected in their academic performance. The Dean of Students has pointed out that the counselling system has not so far been effective in identifying at an early stage the female students' problems, or devised any adequate methods of dealing with their problems.
4. The general discipline of students in the University is appalling. Student regulations are not observed and no proper methods to enforce these regulations have been established.
5. The general security and privacy especially of female residences is poor. Unlike the type of protection young women get from their parents, the female students in the University are left open to male interference especially in their rooms; as a result they often fall victims to male advances. This would not however be the case if the University took initial measures of protecting female students by restricting visiting hours to students' residences.

6. Some students find problems in their course work because the education they received in secondary school was not strong enough on which to build the high standard of university work. A remedial system has not been so far established which would ensure that students get individual help in their weak subjects.
  
7. Some students experience social adjustment problems. This may be due to the fact that leaving secondary school and home background involves a major adjustment to independence. There is the challenge of self-reliance and the quest for identity. Thus the separation from familiar environment becomes a major test for students moral and character judgement. This sudden imposition of responsibility on oneself is a new challenge especially to those students who are not yet mature. The student may find herself as an insignificant member of the large resident student population. This may lead to such loneliness that has sometimes resulted in young females being seduced by young men who offer them the slightest of attention.

C H A P T E R V

Section 1 - Discussion of Subjects Personal Data

As will be shown in tables in the present section, subjects in this research are from different social backgrounds and different economic status. Among Zambian nationals, some are from Zambian rural areas, some from urban areas; while a few come from other countries and cultures. The social background and cultural upbringing of subjects in the sample naturally give rise to differences in their beliefs, behaviours and attitudes towards life in general. It is important to know something about the background of the subjects in the sample because their responses to the questions may to a certain extent be based upon or influenced by their previous experiences. Detailed information about the subjects' nationalities and religious affiliation can be seen in Table 3.

TABLE 3 - SHOWING RACE AND RELIGION OF SUBJECTS (IN THE SAMPLE)

RACE	RELIGION				TOTAL	PERCENTAGE
	Christian	Moslem	Hindu	any other	Number	
African	257	2	-	30	289	96.3
Asian	-	4	5	-	9	3
European	2	-	-	-	2	.7
Any other	-	-	-	-	-	-
TOTAL	259	6	5	30	300	100

Table 4 shows the educational level and occupations of the subjects' fathers or guardians.

TABLE 4 - SHOWING EDUCATIONAL LEVEL OF FATHER/GUARDIAN  
OF SUBJECTS IN CH. SAMPLE

Total sample = 300

Percentage = 100

Educational level	OCCUPATION							
	Unskilled		Semi-skilled		Skilled		Total	
	No.	%	No.	%	No.	%	No.	%
No Education	44	14.6					44	14.6
Elementary	30	10					30	10
Primary	89	29.7					89	29.7
Secondary			49	16.3	50	16.7	99	33
Diplomas/ Degrees & above					38	12.7	38	12.7
TOTAL	163	54.3	49	16.3	88	29.4	300	100

Key

- (a) The unskilled category includes self employed, blue collar jobs and those which do not require special training.
- (b) The semi-skilled category consists of mechanics, machine operators, clerks and all junior jobs which require close supervision.

(c) The professionals are highly trained personnel such as engineers, doctors, teachers, nurses, accountants, etc.

Table 5 shows where the subjects had their secondary education before coming to the University, 13 percent of the subjects came from rural missionary all girls schools, while 26.3 came from urban missionary all girls schools. 14 per cent came from Government co-educational rural schools, while 27 percent came from urban Government co-educational schools; 13 percent of the subjects came from government all girls urban secondary schools and 6.7 percent from private schools.

TABLE 5 - SHOWING TYPE OF SECONDARY SCHOOL ATTENDED

School Attended	Sample 300	Percentage 100
Missionary all girls rural secondary school	39	13
Missionary all girls urban secondary school	79	26.3
Government co-educational rural secondary school	42	14
Government co-educational urban secondary school	81	27
Government all girls urban secondary school	39	13
Private School	20	6.7
TOTAL	300	100

Table 6 shows the age range of the subjects. 38 percent of the subjects are between 17 and 19 years old, 37.3 percent between 20 and 22 years old, 23.7 percent between 23 and 25 years old and between 26 and 28 years of age were only 1 percent. The table also shows the mean age and standard deviation.

TABLE 6 - SHOWING AGE RANGE OF SUBJECTS (IN THE SAMPLE)

Age range	17-19	20-22	23-25	26-28	Mean Age	Standard deviation
Number of subjects	114	112	71	3	20.6	1
Percentage	38	37.3	23.7	1		

Table 7 shows that 95 percent of the students are single and only 5 percent are married. The information from the personal data of the subjects in the sample shows that the majority of the students in the campus are African and the majority of the girls come from government urban co-educational secondary schools, followed by missionary urban all girls secondary schools. It is also important to note that the largest number of subjects are Christians, and an overwhelming majority are unmarried. The majority of the subjects come from homes where fathers or guardians, have at least primary education and are engaged in unskilled labour.

TABLE 7 - SHOWING MARITAL STATUS OF SUBJECTS (IN THE SAMPLE)

	Number	Percentage
Single	285	95
Married	15	5
Total	300	100



TABLE 8 - SHOWING SCHOOLS IN WHICH SUBJECTS ARE REGISTERED

School Registered	Sample	Percentage	Year of Study						
			1st	2nd	3rd	4th	5th	6th	7th
	300	100	-	-	-	-	-	-	-
Agriculture	-	-	-	-	-	-	-	-	-
Education	126	42	49	36	21	20	-	-	-
Engineering	-	-	-	-	-	-	-	-	-
Humanities & Social Sciences	138	46	45	38	30	25	-	-	-
Law	12	4	-	7	5	-	-	-	-
Medicine	6	2	-	-	2	3	-	1	-
Mines	-	-	-	-	-	-	-	-	-
Natural Sciences	18	6	9	6	2	1	-	-	-
T O T A L	300	100	103	87	60	49	0	1	0

Section 2    -    Responses to Questions on Personal Problems  
Subjects Find in Their Coursework and Study  
Habits

The first, second and third questions were concerned with whether the subjects had been allocated to the School of their original choice. Students were also asked to indicate if they were happy in their present Schools and, if not, to indicate the reasons for their unhappiness.

The responses were as follows:

71 percent of the subjects were in the School of their original choice , while 29 percent were not.

57 percent indicated that they were not quite happy in their present Schools while 43 percent indicated that they were satisfied. Those who had expressed dissatisfaction gave the following reasons:

- (a) 23 percent of the subjects were unhappy because they had not been given admission to the Schools of their original choice.
- (b) 18 percent felt unhappy because the subjects they were taking would not fulfill their ambitions in life, and 10 percent pointed out that the coursework was difficult to understand.
- (c) 6 percent gave no indication or reason for their unhappiness.

TABLE 9    -    SHOWING SUBJECTS REGISTERED IN SCHOOL OF THEIR  
ORIGINAL CHOICES

	Total Number of subjects 300	Percentage 100
Registered in School of original choice	213	71%
Not registered in School of original choice	87	29%
TOTAL	300	100

TABLE 10 - SHOWING SUBJECTS' FEELINGS ABOUT THEIR PRESENT SCHOOLS

Statement	Total number of subjects	Percentage
Happy in present School	300	100%
	129	43%
Not happy in present School	171	57%
TOTAL	300	100
	Reasons for unhappiness	
	69	23% not given admission to School of original choice
	54	18% subjects would not fulfil ambitions in life even though admitted to School of choice
	30	10% coursework difficult to understand
	18	6% Not indicated
TOTAL	171	57%

The fourth and fifth questions requested subjects to indicate whether they found problems in their coursework and to state the kind of problems. The response was as follows:-

60 percent indicated finding problems in their coursework while 40 percent indicated no problems. The reasons for the problems were varied as shown in table 11.

TABLE 11 - SHOWING SUBJECTS FINDING PROBLEMS IN THEIR COURSEWORK AND REASONS FOR PROBLEMS

	TOTAL NUMBER OF SUBJECTS 300	PERCENTAGE 100%
No problems with coursework	120	40%
Problems with coursework	180	60%
TOTAL	300	100%
Reasons for Problems		
	72	24% not enough (relevant) materials and books for use
	57	19% too much work given to students in a short period of time
	51	17% lack of adequate help from members of staff

The sixth question requested subjects who found problems in the coursework to suggest measures they thought would help in improving coursework performance. These were listed as follows:

36 percent suggested that individual help should be given to students, especially to those finding certain subjects difficult to grasp.

34 percent suggested ~~that~~ remedial classes should be launched at which students will be given the chance of going over difficult subjects after the normal lecture hours.

Questions seven and eight requested subjects to indicate as to whether they had problems in arranging their time for effective study and if they felt seminars were necessary. The results were as follows:

68 percent of the subjects indicated no problems in arranging time for study while 32 percent indicated problems. However, 61 per cent indicated that seminars on how to study would be very useful.

Questions nine and ten requested students to indicate whether they found difficulties in approaching tutors for help and to state the reasons for the difficulty. The results were as follows:

66 percent of the subjects indicated problems in approaching tutors for help, while 34 percent indicated no problems. The reasons stated were listed as follows:

40 percent found difficulties in getting hold of lecturers at the time they needed them.

26 percent indicated that lecturers were not very interested in helping them with difficult subjects.

TABLE 12 - SHOWING RESULTS OF QUESTIONS SIX TO EIGHT

Suggested measures to improve courses	Percentage 100	Arranging time for study	%age	Seminar	% 100
Personal and individual help should be given	66	Problems	32	Yes	61
Remedial classes should be conducted after working hours	34	No Problems	68	No	39
TOTAL	100		100		100

TABLE 13 - SHOWING RESULTS OF QUESTIONS NINE AND TEN

No difficulties in approaching tutors for help	Percentage 34%		
Difficulties in approaching tutors	66%	Reasons for difficulties	
		Reasons	Percentage
		Difficult to get hold of lecturers	41%
		Lecturers not interested in helping students with problems	15%
		Not indicated	10%
Total	100%	Total	66%

Question eleven and twelve requested subjects to indicate whether they had problems of self expression among male students and to state the reasons for the difficulty.

The results were as follows:

40 percent of the subjects indicated finding problems while 60 percent did not. The 40 percent who indicated finding difficulties stated the following reasons:-  
 16 percent stated that they had never been in a class with boys before, therefore they did not know how to behave.  
 13 percent attributed their difficulties to cultural upbringing which discouraged assertiveness in the female sex. 11 percent indicated that in the courses they followed male students outnumbered female students. Therefore, girls naturally felt shy and self conscious among members of the opposite sex.

TABLE 14 - SHOWING RESULTS ON THE QUESTION OF SELF-EXPRESSION  
IN PRESENCE OF MALE STUDENTS

	Percentage 100%	Reasons for Problems	Percentage
No Problems of self expression	60%	-	-
Problems of self expression	40%	Never been in a class of boys	16%
		Due to cultural upbringing	13%
		Male students out- number female students. Females naturally feel shy	11%
TOTAL	100%	TOTAL	40%

Discussion of Results in the Area of Coursework and Study  
Habit

The standard of female students performance in the University cannot be easily generalized. In order for one to get a correct picture of female student performance one has to study the rate of each year's intake, percentage of passes, failures, redirection and exclusions in every School of the University. It is however true that female students perform better in certain Schools than in others. One may find that the number of female students in the first year of the School of Natural Sciences is much higher than the number of female students in the second, third and fourth years. One of the major reasons for this may be that most of the female students have either been redirected to other Schools or excluded from the University. It is therefore necessary that a careful study be made (which has not been attempted here) to look at how female students perform in relation to other students' performances in various Schools.

### PROBLEMS

As pointed out earlier, different Schools have different problems. For example, students in the School of Natural Sciences pointed out that they found problems in understanding subject content in certain courses which were said to be difficult and maintained that this contributed to their poor performance in that School. Students in the School of Law complained that the assignments given were too many especially those involving casework. However the general problems which were commonly identified by subjects in various Schools as contributing to difficulties experienced in their coursework were as follows:

- (a) difficulties in adjusting quickly to the lecture type of teaching and note-taking.
- (b) difficulties in adjusting to independent study and planning of time for effective study.
- (c) problems in acquiring prescribed books because the University Bookshop does not have enough books for the student population.
- (d) the load of coursework too heavy to enable students to perform well.
- (e) lack of well established remedial facilities in the University where students can get help in difficult subjects.
- (f) little or no out of class contact between members of staff and students for the purpose of intellectual communication and exchange of ideas of common interests.

### DISCUSSION

The problems experienced by students in their coursework and study habits as observed by both the students and members of staff were said to be those concerned with the problems of adjustment to the university type of teaching and the techniques of note-taking. These problems were mostly observed



among first year students. Other students found lectures hard to follow especially 'mass lectures' where a large number of students were present. The 'forty minute' spoon-feeding type of teaching of secondary schools could not compare with one-hour quiet listening to a lecture. The understanding of what is being said becomes even harder if the lecturer is a foreigner and has an accent which students have to get used to. In addition to this, the students are expected to take notes. In their first year of study students do not understand the art of assessing and selecting important points. As a result half the points are missed while the student is struggling to write everything he hears. Members of staff also pointed out that the lack of concentration in lectures is displayed in tutorials where the students' lack of questions on facts received in lectures or the numerous questions asked by students indicate a lack of understanding.

The problem of independent study is one which is seen by students and members of staff as a carry-over from their secondary school education. The problem arises from the fact that most students, especially those from day secondary schools, were never taught the art of subject planning and time scheduling for effective study. They pointed out that as soon as pupils left school for home, very little thought was given to study until the following day. In many Zambian homes where parents may be illiterate, children especially girls are expected to help with housework and looking after the young siblings. Because of this lack of understanding by parents, many children end up doing badly at school. It is not uncommon in secondary schools to find a large number of pupils unable to do their homework because of home demands. These are students who eventually find it difficult to develop the study routine which is vital to good academic performance. The shortage of required books in the Bookshop was said to be one of the factors contributing to difficulties in coursework. It was pointed out that the prescribed books ordered by the Bookshop

were not enough to go round the student population. Confirming this, the Bookshop Manager said that, between 1977 and 1978, there had been an acute shortage of books due to the problems the country was experiencing with foreign exchange. Recently, the situation had improved and a lot of books were available; the Bookshop Manager still hoped that the situation would come back to normal, in the near future. In addition to book shortage, the students complained that the book allowance per year was not adequate enough to enable them to acquire all the necessary books. Since most students could not raise the money to supplement the allowance, they wanted the allowance increased. Even though several members of staff agreed that the book allowance was not adequate, they disagreed with students' demand that the allowance should be increased. They pointed out that, since the government was paying all the students' expenses for their University education in addition to providing board and lodging, the students should try with the help of their parents to supplement some shortages experienced in their education. Some members of staff felt that female students in this University spent a lot of money on expensive clothes, when they could easily spend part of this money on books. Therefore, the complaint about the inadequate book allowance cannot be fully appreciated coming from overdressed students; it only went to show how female students do not take their education seriously enough to sacrifice some of their luxuries. Another problem said to be a factor contributing to coursework problems is the subject work load.

The overload of assignments was said to be the root of poor performance in coursework. Students blamed lecturers for not consulting each other when planning the distribution of assignments. As a result students found themselves loaded with assignments from every subject during the same period of time, expected to be handed in almost by the same dead line. This made students produce work of very poor quality.

In response, members of staff pointed out that the complaint concerning the overload of work could be true to a certain extent in that students had a tendency of postponing to the very last minute not only their assignments, but also their readings. This is usually seen by the state of panic that most students get into just before the examination period. At this time students tend to flock to lecturers' offices asking for help with problems which have been left too long to be handled effectively. Members of staff pointed out that if students dealt with problems as they came across them during the term, as well as dealt with their assignments at the time they were given, the work load problem would have been minimized.

The lack of individual help from members of staff was considered as another contributing factor of poor course work performance. Students pointed out that although the tutorial system did help in clarifying points not well understood in lectures, the system itself did not help solve various individual course work weaknesses. It was further stated that there were students with insufficient basic knowledge in certain subjects on which to build the high standard of university academic work. In this respect, these students need lessons which would fill the gaps as well as give them the basic foundations in those subjects. In support of this, some members of staff in the School of Natural Sciences pointed out that most students in their School failed mathematics because the subject content taught at secondary schools did not prepare them for the mathematical concepts which are embrodered in most university science courses. Some members of staff in the School of Law stated that some students found difficulties in understanding principles and terminologies basic in law subjects because the level of their English grammar was so low that they did not understand what they read. It is therefore important that students have facilities for remedials where personal weaknesses and problems may be handled. Lecturer-student communication out of the

classroom was said to be non-existent. Students stressed the need to treat lecturers on the same footing in an informal setting in order to discuss general intellectual issues, problems and ideas. This would not only help to broaden students' minds but also give them a chance to understand other peoples' perspectives on world issues. The mere chance of talking and listening to highly intelligent people is a stimulant to students in their pursuit of knowledge. The present student-lecturer relationship which is only confined to classroom teaching does not provide an atmosphere of broad intellectual perspective. In agreement, members of staff said that this lack of contact did not only exist between students and lecturers, but also among faculty members of various Schools in this University. It was pointed out that the University had no central place where not only members of staff from various Schools could meet and exchange ideas, but where students could meet and talk to members of staff. Some members of staff however pointed out the dangers which could arise from free contact and free exchange of ideas with students. As an example, they cited cases where in the past some members of staff had been deported from the country branded as generators of student unrest and protests, and as inimical to national peace.

### Section 3 - Responses to Questions on Personal Problems in the Making of Friendships and Close Relationships

The thirteenth and fourteenth questions in this section requested students to list down the number of friends they had and also to state the sex of their friends. The average number indicated by the subjects was 3, comprising both male and female friends.

14 percent said they had only male friends. 30 percent said they had only female friends and 56 percent indicated both male and female friends.

In answer to the fifteenth and sixteenth questions, the subjects indicated as follows:

68 percent of the subjects found no difficulties in making friendships, 32 percent admitted having difficulties due to the following reasons:-

10 percent felt shy to approach other people;

13 percent wanted to avoid problems; and

9 percent did not know why they failed to make friends.

TABLE 15 - SHOWING RESPONSES TO QUESTIONS THIRTEEN TO SIXTEEN

Total Sample = 300

AVERAGE NUMBER OF FRIENDS - 3			
Sex	Male	14%	
	Female	30%	
	Male & Female	56%	
No difficulties in making friendships		68%	
Difficulties in making friendships		32%	Reasons for difficulties
			1. felt shy to approach other people 10%
			2. wanted to avoid problems 13%
			3. did not understand why they failed to make friends 9%

The responses to Questions seventeen, eighteen and nineteen are summarised here. 32 percent of the subjects stated that they were lonely after lecture hours due to the following reasons:

14 percent gave the reason of not having boyfriends to make life interesting.

11 percent stated that, they missed their homes and parents, while 7 percent had no close female friends to talk to.

68 percent of the subjects stated that they were not lonely after lecture hours because they had friends.

13 percent said that most of their friends came from previous schools and 22 percent had known most of their friends at national service camps while the remaining 33 percent made friends right here at the University.

TABLE 16 - SHOWING RESPONSES TO QUESTIONS SEVENTEEN, EIGHTEEN AND NINETEEN

Total sample of subjects. = 300.

Percentage of lonely subjects	Reasons for loneliness	Percentage of subjects not lonely	Origin of friendships
32%	a) 14% had no boyfriend  b) 11% missed their parents and homes  c) 7% no close friends to talk to	68%	a) 13% friends from previous schools  b) 22% friends from National Service Camps  c) 33% friends met at the University

Questions twenty and twenty-one dealt with the subjects' choice of friendship: whether subjects preferred to make friends with people of their own nationality, and to give the reason for their decisions. It was found out that 87 percent of the subjects stated that they found no difficulties in making friendships with people of different tribes and nationalities. 9 percent stated that it was difficult to break through tribal circles to make friendships, 4 percent indicated that their parents would not approve of subjects' friendships with people of different cultural backgrounds.

Questions twenty-two, twenty-three and twenty-four asked subjects to state the degree of influence of their religious beliefs in the choice of friendships. 70 percent of the subjects indicated that they did not observe their religious beliefs closely, while 30 percent stated that they observed their religious beliefs closely. 16 percent out of the subjects who observed their beliefs closely indicated that they did not want to have anything to do with anybody who belongs to another religious group. 11 percent stated that they would accept anyone from another religious group willingly as a friend. 3 percent stated that they would try to convert him/her to their own religious beliefs.

Questions twenty-five and twenty-six requested subjects to indicate whether they had boyfriends and to indicate the reasons for not having one, if they had none. In response, 66 percent indicated that they had a boyfriend while 34 percent stated that they had none.

The 34 percent subjects who had indicated having had no boyfriends gave several reasons for their failure to have boyfriends:

15 percent stated that boys wanted more out of friendships such as having sex. This was not acceptable to respondents. 9 percent were afraid of becoming pregnant

before marriage. 4 percent stated that they were just not interested in boys. 4 percent were afraid of parents getting angry if they found out about them having a boyfriend. 2 percent did not give any reasons for not having boyfriends.

TABLE 17 - SHOWING SUBJECTS DIFFICULTIES IN THE CHOICE OF FRIENDSHIPS AND REASONS FOR THE DIFFICULTIES

Total Number of Subjects = 300

Percentage	Responses	Percentage	Responses
87%	no difficulty in making friendships with other tribes and nationalities	70%	did not observe religious beliefs very closely
9%	difficult to break tribal circles to make friends	30%	observed religious beliefs very closely
4%	parents would not approve of friendship with people of other cultural background		a) 16% would have nothing to do with people of other religious groups
			b) 11% would accept any person from another religious group as a friend
			c) 3% stated that they would try to convert him/her to their religions
TOTAL 100%		TOTAL 100%	



TABLE 18 - SHOWING FEMALE STUDENTS WITH AND THOSE WITHOUT  
BOY-FRIENDS

Total Number of Subjects: 300

Percentage of subjects with boy-friends	Reasons	Percentage of subjects without boy-friends	Reasons
66%	-	34%	a) 15% said that boys wanted more out of friendship b) 9% were afraid of getting pregnant c) 4% were not interested in boys d) 4% were afraid of parents e) 2% no reasons indicated

Discussion of Results in the Area of Making of  
Friendships and Close Relationships

Friendship between people can be set off by various factors. Some people develop a friendly relationship because they hold similar interests and opinions. Others find themselves physically attracted to one another, while to others material gain may be the main motive. In this research female students listed their friends as having come from: (a) the same secondary school; (b) the same religious groups (c) the same national service camps and (d) the same Schools of the University. They also based their choice of friends on: (a) similar interests and values; (b) Physical attraction and (c) the ability to get on together.

### Problems

66 percent of the subjects found no problems in making friendships with members of their own sex or of the opposite sex. 34 percent claimed to find difficulties due to the following reasons:

- (a) Religious groups form a barrier which an outsider cannot easily overcome.
- (b) Because female students cannot easily get over their cultural upbringing in their relationships with boys, they find difficulties in getting rid of their inhibitions in making friendships with members of the opposite sex.

### Discussion

Even though a large number of female students did not find problems in making friendships and close relationships, it is nevertheless important to discuss the problems that the few students experienced.

- a) The ideas on religion like those on politics are personal and of a delicate nature. It has been pointed out by students as well as members of staff that religious groups such as the 'Church of the Assembly of God' have taken root in the University. The students belonging to these groups are of such strong beliefs that they regard non-believers as the Lost Sheep. In order to protect their purity, they try to make sure that they do not socially mingle with people not belonging to the same order. Many good friendships have broken up because once one joins the group, he cannot allow himself to play with those outside the group.

- b) Inter-School friendships are difficult to maintain. This is mainly due to differences in time tables, course work and general academic experiences. It is relatively easier for two people to develop a bond between them when they are together most of the time, sharing similar experiences, difficulties and interests. It is therefore inevitable that students doing similar coursework, sharing ideas and experiencing similar difficulties and achievements, will find themselves moving together, planning time together, thus, becoming great friends. Students in particular Schools with different timetables and different coursework problems, will have very little time for contact with students in another School in order to establish firm relationships. Problems in communications between female and male students can be well understood when one studies the traditional upbringing of most Zambian girls. Traditionally, it is improper for a young girl to freely engage in social communications with young men, especially after puberty. Most young girls are trained to ignore the advances of young men except those who display honourable intentions of marriage. For example, in traditional Zambia, it is not considered rude for a girl to refuse to respond to a young man's greeting. On the contrary, a young female who responds to every man's greeting is considered to be weak and badly brought up. This problem is made even more acute if the girl goes to an all female secondary school where there is little chance of communicating with boys. Most of those who attend co-educational secondary schools may have the chance of getting over this problem of relating to boys. It is mostly those girls from female secondary schools who once they get to University naturally find it difficult to relax in front of their male counterparts. These girls have to get used to learning with young men and becoming assertive in class.

Some subjects pointed out that they often failed to answer questions in class even when they knew the answers to the questions directed at them because they were too shy. Some members of staff confirmed that many female students who were noticeably quiet in class performed surprisingly well in their written assignments which goes to show that these girls are basically intelligent, but shy in expressing themselves.

#### EMOTIONAL PROBLEMS ARISING FROM FEMALE/MALE RELATIONSHIPS

Most of the female students including those who said that they found problems in making close attachments agreed that many female students experienced emotional problems of some form. It has been pointed out earlier that most female students in the University are young, strong and healthy. Most of them have for the first time left the restrictive bonds of their parents and are experiencing total freedom; like dogs which have just been released from a leash, the girls are curious and want to explore all aspects of life, especially those which had previously been severely restricted. Since some of the girls have had little contact with men, they tend to regard men's advances towards them as signs of love. They cannot easily tell when a man is only after what he can get from them sexually or when he means to have a serious relationship with them. As a result many female students fall prey to men's lust. The girls out of curiosity about sex, or out of a genuine belief that they are in love, may let themselves get involved in love affairs. Unfortunately for the female students, most of the male students at the University are not ready for marriage. Their main interest is to acquire their degrees, enter their long desired professions and gain experience in various aspects of life, which might include experience in sexual relationships with women. This lack of stability in love affairs by most men, leave a lot of girls emotionally affected.

Those girls who are naive and ignorant concerning protective methods and contraceptives are left with unwanted pregnancies. In addition to these unwanted pregnancies, the girls are left to suffer the severe emotions of being rejected by their lovers. There is also the fear of confronting their disappointed parents, of bearing the malicious gossips of other girls, and of enduring the burden of carrying unwanted pregnancies.

Other emotional problems arise from jealousy. This jealousy may lead to fights and depressions. As pointed out earlier, the young male students are not yet ready to settle down to serious affairs or marriage. Because of this, they tend to move from one girl to the other. In some relationships, some girls may genuinely fall in love or become infatuated with their lovers. If this love is not reciprocated and is believed to be redirected to another girl, quarrels and fights occur between the two rivals. These emotions may lead to a state of withdrawal, depression and, in extreme cases, lead to a state of self destruction. Girls in these situations may find both their academic and social life negatively affected, and may therefore need help from an understanding counsellor.

#### Section 4 : Responses to Questions on Personal Problems Concerning the Health of the Subjects

In answer to questions twenty-seven and twenty-eight on the health problems of subjects, 73 percent indicated as not having experienced major illness in life.

27 percent indicated as having suffered from major illnesses. Out of the 27 percent who have had major illnesses, 3 percent were left with permanent physical damage. None indicated a permanent mental effect from previous illness.

TABLE 19 - CHARTING WITH NORMAL CL SUBJECTS WHO HAVE EXPERIENCED HEALTH PROBLEMS

Percentage	Illness	Physical	Mental
73%	No major illness		
27%	major illness	25%	2%
96%	presently enjoying good health	-	-
4%	not indicated		

Questions thirty and thirty-one requested subjects to indicate whether they get adequate medical help from the University Clinic and if not to indicate the reasons for the inadequacy. The responses to the questions are categorized as follows: 38 percent got adequate help from the Clinic, 33 percent stated that the help they got was not sufficient, while 29 percent stated that they had so far not needed the services of the Clinic.

Those who had indicated not to have received adequate help gave the following reasons:

15 percent stated that there were no adequate provisions to meet the nature of their health problems.

12 percent indicated that problems were too personal to be discussed at the Unna Clinic.

6 percent stated that there was nobody willing to listen to their problems or give them necessary advice and help they required.

TABLE 20 - SHOWING SUBJECTS' FEELING ABOUT THE UNIVERSITY CLINIC

Total Number of Students = 300

Percentage of subjects received adequate help	Percentage of subjects never needed clinic services	Percentage of subjects not received adequate help	Reasons for subjects dissatisfaction with Unza health services
38%	29%	33%	a) 15% said the Clinic did not have adequate provisions to meet certain illnesses.  b) 12% said some problems were too personal to be discussed at the Unza Clinic  c) 6% said nobody was willing to listen to individual problems and give necessary advice.

. . On the question of emotional problems:

34 percent stated that they had never experienced severe emotional problems.

46 percent stated to have experienced only mild emotional problems while 20 percent stated to have experienced severe emotional problems.

TABLE 21 - STUDENTS' NEEDS FOR SEX EDUCATION

Sex Education	Percentage	Reason for sex education	Percentage of those who saw the need for sex education	Period of teaching sex education	Percentage who saw need for sex education	Who saw the need for sex education	Percentage	Method to be used in teaching	Percentage
Need for sex education	93%	To help prevent pregnancies	50% of those who saw the need for sex education	First year	63% who saw need for sex education	Academic tutors	52%	should be taught in groups and individually	95%
		To give useful information to ignorant girls	43% of those who saw the need for sex education	Throughout the academic performance	33% who saw need for sex education	Joint effort by members of staff	45%	Not indicated	5%
No need for sex education	7%	-	-	not indicated	4%	Purpose of the study	73%	-	-
TOTAL	100%	-	-	-	100%	-	100%	-	100%



On the question of sex education, 93 percent indicated the need for sex education while 7 percent stated that there was no use for sex education. The reasons given for the need for sex education were as follows:-

50 percent stated that, sex education would reduce pregnancy. 43 percent said girls who do not know much about sex will get the correct and useful information and health education concerning sexual activities.

On the question of teaching sex education 52 percent of the subjects indicated that sex education should be taught by academic tutors. 25 per cent suggested a joint effort by all members of staff and 23 percent by nurses at the clinic.

Regarding the best way to teach sex education 95 percent stated that it should be taught both in groups and individually and 5 percent did not indicate any special method.

63 percent of the subjects stated that sex education should be taught in the first year of study at the University, and 33 percent indicated that it should be taught throughout the academic programme. 4 percent were undecided. Out of the 66 percent who had experienced some form of emotional problems, 34 percent stated that they had been helped by friends, 22 percent worked out the problems on their own, while 10 percent were helped by some members of their own families.

Indicating the success of the help received, 26 percent indicated that the help received was adequate, while 40 percent indicated that the help was unsatisfactory.

On the question of which people would have been considered most appropriate to help with their problems, 40 percent of the subjects stated that they would have preferred counsellors and psychiatrists based right here at the University. 19 percent preferred academic tutors while 7 percent indicated nurses at the Clinic.

TABLE 22 - SHOWING DEGREE OF EMOTIONAL PROBLEMS EXPERIENCED BY SUBJECTS AND METHOD OF HELP RECEIVED

Total Number of Subjects = 300

Not experienced emotional problems	102	34%
Experienced mild emotional problems	138	46%
Experienced severe emotional problems	60	20%
TOTAL	300	100
Received help from friends	102	34%
Received help from family	30	10%
Nobody helped	168	56%
TOTAL	300	100
Help received satisfactory	180	60%
Help received unsatisfactory	120	40%
TOTAL	300	100
Preferred help from counsellor	120	40%
Preferred help from nurses at Unza clinic	21	7%
Preferred help from academic tutors	159	53%
TOTAL	300	100

d) 9 percent were shy to approach nurses at the Clinic since subjects are not married women.

20. On problems concerning personal hygiene a number of subjects requested that sanitary towels should be sold at the University Canteen to save students the trouble and the time of rushing to town for this essential commodity, especially if it was urgently needed during lecture hours.

TABLE 23 - SHOWING SUBJECTS AWARE OF FAMILY PLANNING AT THE UNZA CLINIC AND PERCENTAGE OF SUBJECTS USING THE FACILITIES

Family planning services	Percentage	Use of family planning Services	Percentage	Reasons for not using family planning services	Percentage
Not aware of family planning services	60%	-	-	-	-
Aware of family planning services	40%	Used family planning services	8%	-	-
		Not used family planning services	32%	Afraid of side effects because no detailed information is given	8%
				No need for the use of family planning services	12%
				Do not like to indulge in sex before marriage	3%
				Shy to approach Nurses at the Clinic	9%

### ACCOMMODATION AND RECREATION

On the question of accommodation, 85 percent of the subjects indicated that the rooms were too small to be shared by two students, while 10 percent stated that the rooms were just right, and the remaining 5 percent did not express any views on the matter.

70 percent of the subjects who had indicated that the rooms were too small to be shared, stated that they were not happy to share rooms, while 15 percent stated that they did not mind doing so.

The subjects who were not happy to share rooms gave the following reasons:

30 percent stated that they experienced a lot of disturbances from their room-mates, especially when room-mates received visitors and friends at the time they needed to rest.

29 percent stated that sharing a room did not give them the privacy they needed as adult female students.

11 percent complained that some room-mates were not accommodating.

15 percent of the subjects stated that the living quarters were dirty and 3 percent indicated that they were just right while 2 percent had no opinion on the matter.

On the question of recreation and entertainment, 53 percent of the subjects expressed satisfaction with existing arrangements while 47 percent stated that additional facilities would be welcome such as: a swimming pool and clubs for organizing various activities like cooking, needlework, different indoor games and dancing. These clubs they stated should be run by students under the supervision of the Dean of Students' Office.

TABLE 24 - SHOWING RESPONSES OF SUBJECTS CONCERNING THE  
ACCOMMODATION AND RECREATION FACILITIES

State of Accommodation	Percentage	Standard of accommodation	Percentage of sharing rooms	Percentage willing to share rooms	Reasons for unwillingness to share rooms	Percentage
Adequate accommodation	10%	Dirty	Willing to share rooms	15%		
Inadequate accommodation	85%	Just right	Not willing to share rooms	70%	Disturbances from room-mates	35%
Not indicated	5%	Not indicated	Not indicated	15%	No privacy	22%
					Room-mates are sometimes quarrelsome and uncompro-mising	13%
TOTAL	100			100		70

TABLE 24 (CONTINUED) RECREATION FACILITIES

	Percentage	facilities needed
Adequate	53%	a) swimming pool b) cookery and needlework club
Inadequate	47%	c) dancing clubs d) indoor games
TOTAL	100	

Discussion of Responses to questions on Health Problems

Subjects General State of Health

Like other human beings in society, students suffer from various diseases stretching from simple common colds to incurable chronic diseases. In the case of the subjects in this sample, the results from both the discussions and questionnaires showed that female students were enjoying remarkably good health. It is normal at their ages to be not only physically but mentally healthy. By this time, most of the childhood illnesses have got over and natural immunity to most diseases has taken place. The students are old enough to look after themselves well and maintain a high standard of cleanliness. They eat well, sleep well and are therefore strong and healthy. Even though deaths do occur at the University, most of these deaths are from accidents. According to the records in the Dean of Students Office, deaths from natural causes are rare. There have been cases of students dying from various diseases such as undetected cancer, but these are statistically insignificant.

## PROBLEMS

As pointed out earlier, most female students at the University are young, strong and healthy. They have healthy appetite, not only for food, but also for other physical, mental and emotional satisfactions. The move to satisfy these needs has inevitably brought about serious problems for female students. Apart from colds, fevers, sprains, eye and ear diseases, subjects identified the following problems:

- a) pregnancies (most of them unwanted)
- b) abortions
- c) attempted suicides
- d) nervous breakdown

## DISCUSSION

The degree to which a pregnancy might be considered a problem will depend upon the person concerned. Some female students want to get pregnant and have no social or physical problem of adjustment to the condition. But to other female students, a pregnancy outside of marriage can be a hard burden to carry. They may be made to feel that their social status has gone so low that other people might not wish to mix with them. Others might be afraid of the wrath of their parents or guardians especially if the parents are people of high ideals. As a result students might be nervous and become unable to function properly both academically and socially. Sometimes, the development of an embryo in the womb makes some women physically ill. Some expectant mothers develop very high blood pressure and have to be confined to bed. Others become anaemic, develop headaches and have to visit the ante-natal clinic. Therefore an unfortunate pregnant female student suffering from these side effects, will suffer academically, in that she will have to miss a lot of lectures. She will be either confined to bed or frequently attending the clinic instead of attending lectures. The frequent physical examinations can become a source of major distractions. In addition to this, the

worry of not being able to continue with classes in the usual manner due to confinement may bring about a state of depression and nervous breakdown. It is mostly due to this that abortions are attempted. Records from the clinic, the Dean of Students Office, plus the verbal confirmation of Hall Attendants, suggest that quite a number of students have attempted abortions while others have succeeded in terminating their pregnancies. Most of these students have been rushed to the University Teaching Hospital in critical condition.

Attempted suicides and cases of nervous breakdown among female students mostly occur during the examination period. There have been cases where female students have tried to jump out of their windows because they cannot face the idea of failing their examinations. Other reported incidents of attempted suicides are those arising from disappointing love affairs. Many female students find the problems easy to handle and usually recover with a little help from friends. The lack of adequate facilities in the University Clinic was said to be frustrating to both the students and members of staff. It was pointed out that even though the Clinic staff was highly qualified, it lacked the necessary facilities and equipment for use in order to give effective treatment. For example, the Clinic does not have a diagnostic laboratory where simple tests could be done. As a result a lot of time is wasted for students who are referred elsewhere. It was further pointed out that the services at the Clinic should include periodical visits from dentists, opticians and psychiatrists.



RECREATION AND ACCOMMODATION FACILITIES

The subjects pointed out that the recreation facilities in the Campus were not adequate. Even though a variety of sports were at present taking place, they did not cover the general interests of many students. For example, every student could not afford the expense that goes with buying balls and racquets for a game of tennis. It is, therefore, necessary that facilities such as a swimming pool, which will be utilized by a large number of student population at a very minimal cost of a swimming costume, should be constructed. Indoor games such as drafts, table tennis, etc. should be made available to students. Accommodation facilities, especially toilets and bathrooms, were said to be dirty. The maintenance of these facilities was poor. The students felt that the general standard of cleanliness of their living quarters needed to be improved and well maintained.

C H A P T E R VI

C O N C L U S I O N S

It has been established in this research that even though the Dean of Students Office has tried to deal with problems in the area of counselling and guidance, the present guidance and counselling services do not effectively meet the large demand of students problems in this University. It has been established that:-

- a) The number of qualified counsellors is too small to effectively meet the counselling load. In addition to this, the existing counsellors have not made it easy for students to utilize the counselling facilities. This is because there is poor dissemination of information concerning the availability of the counselling services and what they are able to offer to female students. Secondly, counsellors have never taken the initiative to actively involve themselves in student lives; instead of seeking contact with students, they keep to their offices hoping for students to make the initial move.
- b) The system of detecting student problems is not effective. Usually those students whose problems are taken to the psychiatrist at the University Teaching Hospital have reached an advanced stage which could have been avoided if the problems had been detected early.
- c) In the area of coursework and study habit, it has been established that students find problems because of the poor secondary school preparation for university work. This lack of preparation ranged from the actual subjects taught at various secondary schools, the manner and style of teaching, to the lack of general information about the University itself, the nature of university courses, degrees and academic expectation.

- d) It was also established that female students found problems in getting help in difficult courses. The University has no remedial system which gives general and individual help to students. Even though the tutorial system does exist in each school, it does not always help individual students catch up in their weakest subjects.
- e) It has been established that most students especially in the first years of study, find problems in adjusting to independent study. This involves the taking of notes during lectures, the planning of time for effective study and the art of reading with understanding.

In the area of friendships and close relationship, it has been established that:

- f) A majority of students at the University do not find problems in making friendship or close relationships. The actual problems experienced are those arising from the very friendships that they make. These problems arise because students have different expectations of what has to be gained from a friendship. For example, a female student might make a friendship with a male student so that she can have a male companion with whom she can exchange and discuss intellectual ideas. The male student on the other hand might look at that friendship as one which will provide him with a sexual object.
- g) There is need for sex education in the University especially during the first year of study. Many female students indulge in sexual affairs without fully understanding the implications of sexual intercourse. Many students, straight from secondary schools, are ignorant about sexual matters and need somebody to give them the necessary information.

In matters of health, the following points were established:

- h) The general health of students was good. Apart from the common colds, headaches and fevers, cases of a very serious nature were quite insignificant.

However, the most common problems among female students were those arising from emotional entanglements with boys such as unwanted pregnancies which often lead to abortions and depressions.

- i) The University Clinic does not possess adequate facilities and implements to carry out even the simplest blood or urine tests. This lack of facilities does not help the medical staff to perform effectively. It is also considered time consuming for a student to go elsewhere for diagnosis.
- j) The general cleanliness of the students' accommodation is very unsatisfactory. The toilets and bathrooms are dirty and are considered a health hazard. This is also true of the general toilet facilities in the University.

### SUBJECTS RECOMMENDATIONS

These recommendations are made by subjects of the research including members of staff. They set out guidelines for improving the standard of life and behaviour among the student population in the University. A summary of the guidelines is presented here:

- a) A liaison office should be established in the University which will ensure that general and specific information about the University is made known to secondary school children, especially those preparing to enter the University. Since it would be practically difficult for officers to move and give talks on the University to every secondary school in the country, it was suggested that the liaison office should hold seminars to which representatives from all secondary schools could be invited. At these seminars, information on how the university operates can be discussed. Information can be given on:
  - i) Subjects which enable students to get into University.
  - ii) How students are selected into various University schools using the point system.
  - iii) The course requirements in each School of the University.
  - iv) The academic demands of university education and all that the office would find necessary to inform the potential university students about the University.

School representatives would have the responsibility of informing and talking to their own students in their respective schools. This move would help in lessening the numbers of students who appear at the Admissions Office and the Dean of Students Office trying to find out why they had been rejected.

- b) A set of practical regulations should be drawn up and enforced for students to live by at the University. The present regulations have never been enforced and have therefore been rendered useless. Such regulations should include visit restriction to sleeping rooms of female and male students. This restriction will ensure the rest and the privacy that students require here at the University. It was suggested that male visitors should be entertained in commonrooms. Male students receiving female visitors should arrange a visiting schedule with their room-mates so that interference with each other's privacy can be kept at a minimum. This move will eventually control the disturbances and noise that students complain of in their rooms as well as give students time to rest and study in their rooms.
- c) Noise in residential halls should also be controlled. Many students complained of loud blares from record players and radios at night and during the early hours of the morning which were disturbing to those who wanted to sleep. Students making excessive noises and disturbances from radios etc. should be punished. They should be made to find accommodation outside the Campus.
- d) Efforts should be made to see that students are decently dressed in the campus. It was suggested that a University blazer should be made available to students at a reasonable cost. Students should be encouraged to wear the blazer as part of their daily attire, especially when having meals in the dining halls.
- The introduction of discipline in the campus (as long as it is enforced) will deter most of the disruptive behaviour which is at present common among students. It will also help students to become aware of other peoples needs and learn to respect them.

- e) The Dean of Students Office should establish an effective counselling and guidance service comprising qualified counsellors. The number of counsellors should be large enough to handle and make a satisfactory follow up of student problems.
- f) The Dean of Students office should ensure that all services available in his department are made known to students. Those people handling student problems should make themselves known to students and become easily approachable. They should take extra initiative to frequently meet and hold informal discussions with students.
- g) A system should be devised by the Counselling Department by which problems could be detected early. The academic performance of a student is a reliable indicator of the existence of problems in a student. It is therefore important that counsellors take a serious interest in working with lecturers in devising methods of identifying students with problems through their course grades.
- h) The clinic should be made fully equipped with a laboratory in which simple diagnostic tests such as blood and urine tests could be made. In addition to this, arrangements should be made where possible, for an oculist, dentist and other medical consultants to visit the Unza Clinic periodically. Only serious ailments needing sophisticated implements should be referred to the University Teaching Hospital. This move will save time not only for students but also for members of staff who otherwise might spend time lining up elsewhere for simple diagnostic tests.

- i) General remedial systems should be established in various schools of the University in which students with academic problems can be helped. Members of staff interested in running these remedial classes could discuss the terms for running these classes with Deans of Schools. The students joining these remedial classes should be made to bear part of the costs of running them in form of a small fee. The counselling department in the Dean of Students office could work hand in hand with the members of staff as well as students in those remedial classes.
- j) The University should discontinue providing cleaning services for students rooms. Students should be made responsible for making their own beds and cleaning their own rooms. The cleaning staff should be deployed to cleaning toilets, bathrooms and corridors. The rest of the cleaning staff should be utilized elsewhere in the University. This move will enable students to be independent and become responsible for maintaining their own standard of cleanliness. This is a worthwhile preparation for their lives in society.
- k) Sex education should be taught in secondary schools as well as the University especially in the first year of study. This is important because many students come pregnant from secondary schools or get pregnant in the first year of study at the University. This type of education could be taught in tutorials where smaller groups of students are involved because small groups are ideal for fruitful discussion.
- l) The office of the Dean of Students should conduct seminars for female students to discuss methods of contraceptives and other measures which could be taken to protect female students falling prey to male sexual advances.



- m) The University should make provision for a central place such as a common room to both members of staff and students. The facility will provide an informal setting in which students and members of staff can meet and exchange ideas. In order to attract members of staff to this place, newspapers, and magazines from all parts of the world should be made available in this commonroom. The commonroom should be furnished comfortably, no alcoholic drinks allowed, but rich in worldly information which would stimulate intellectual discussion. In this place students will be able to meet and know their lecturers and vice-versa. This place will bring the University community together.
- n) The counselling and guidance services should be made into an independent department with several offices dealing with:
  - i) Male students social problems.
  - ii) Female students social problems.
  - iii) Career guidance.
  - iv) Academic and Remedial problems.

The counselling department should have a qualified psychiatrist or counsellor who will be in charge of the department. Since the psychiatrist is a qualified person in psychological problems, he will be able to recruit and ensure that there is enough qualified manpower to deal with student problems in his department, as well as make appropriate reports and recommendations to the University authorities.

### RESEARCHERS' OBSERVATIONS AND RECOMMENDATIONS

In this research, many problems confronting female students have been discussed and probable solutions suggested. In order to give a clear picture of these problems, it is necessary to categorise them under the following headings:

- (a) Problems emerging from failure to reconcile traditional culture and beliefs with modern cultures and beliefs.
- (b) Ignorance in matters concerning love and sex.
- (c) Lack of effective guidance services within the University.

### RECONCILIATION OF TRADITIONAL WITH MODERN CULTURES AND BELIEFS

In traditional Zambia, females are prepared for special roles in society which are very different from the roles of their male counterparts. Traditional education lays emphasis on those teachings, and patterns of behaviour which will bring a woman a husband. To gain respect a woman must have a home of her own, a husband and children. The ideal woman in most cases was one who was humble, shy, not assertive in social situations, very hard working and certainly not seen in company with men, except with those closely related to her; and the most important asset for her was that she had to be a virgin. In order to ensure that their daughters were prepared for effective and acceptable roles in society, parents always kept their daughters' actions and behaviour under close supervision and surveillance.

As has already been pointed out in earlier chapters, when these female students leave home and come to University, the close links which bind them to their parents, get sheared. In addition to this, these female students meet within the University people from various cultures and different beliefs and attitude towards life. They also become confronted by the University academic and social cultures which they must adjust to if they have to succeed. With all these influences it is not surprising that many students begin to feel that traditional cultures and restrictions are out of date and irrelevant; and have no place in their new lives

and ambitions. Naturally, they want to develop satisfying relationships with people of not only their cultures, but of foreign cultures as well.

University education demands that women perform as well as male students. It expects women to stand on the same footing with men and compete in every aspect of education. This means that female students have to get over their inhibitions and become assertive. Their main goals in life have to change from those of acquiring a husband to those of educational achievements. The question of socially mixing with men no longer becomes a matter for concern because female students cannot help but socially mix with male students, not only in the classrooms but also in dining rooms and residential areas. The problem which confronts them in this case is how to make harmless friendship with young men without society branding them as disreputable.

These contradictions have caused a lot of misery in some cases where a female student may feel that her parents are old fashioned and unreasonable because of parental restriction placed on her movements. Other problematical cases have been in areas of inter-racial love. Female students belonging to a particular culture have fallen in love with men of other nationalities and cultures. In some cases, parents have strongly objected and tried to break up the friendship; where this has failed, children have been rejected and disowned by their parents. Because of these problems, students have often wondered as to what is the correct thing to do; is it to follow their traditional cultures and submit to their family demands or try to follow the customs of modern times? Which of the beliefs from their traditional cultures and from modern cultures should they follow in order to make them acceptable and respectable citizens in the present society? It is therefore not surprising that in this situation the young people end up confused and frustrated. Even though they want to know about what society wants them to know, they are also faced with a quest for identity. They are also faced with a different world from the ones their parents lived in and therefore need understanding and guidance.

### IGNORANCE IN MATTERS CONCERNING LOVE AND SEX

Traditionally, topics of love and sex are considered so embarrassing that they are hardly discussed between children and their biological parents. Necessary information concerning love and sex is, in most cases imparted to young females during the Chisungu and marriage ceremonies. In these ceremonies it is the duty of the mother to find and ask elderly women competent in traditional sex education to communicate to the young female all that she requires to know in this field.

As has been pointed out in earlier chapters, many families have left their traditional villages in order to set up new homes in other towns. This migration is mainly affecting the young people and most old people are being left behind, because of this move people are losing their web of family ties and are becoming nuclear. In addition to this many town parents are spending most of their time at work, while children are spending most of their time at day and boarding schools. As a result traditional ceremonies are dying out. With the fading out of these traditional ceremonies, nothing is unfortunately being provided to fill the gap which is being created. Parents are still embarrassed and inhibited about discussing sexual matters with their children, and old women are not easy to find. Furthermore, parents are so concerned these days with their children's education that they cannot afford to keep them in houses for several months to receive traditional education, as is the case in Chisungu ceremonies. As a result, young females are not having the customary education that would teach them about the positive and negative aspects of love and sex.

It is therefore mostly in ignorance of these things that students enter the University. Those who come from day secondary schools and have been living with their parents are just as ignorant about love and sex as students from boarding schools. The only thing they know is that their parents restrict them from having a good time or socially mixing with young men, the reasons for the restrictions may not be well understood because no one has taken the trouble to explain the reasons to them. This may even be worse among girls from missionary boarding schools who

are much more strictly controlled than those in Government secondary schools. These students have their hours of waking up, playing, eating and sleeping tightly scheduled. When these young females come to University, these bonds of restrictions suddenly fall apart. They become free to live and control their own lives. Most of these girls, even though sexually mature, have never experienced love or sex in any form. Therefore their first awakening takes place in the University. The freedom which was denied to them suddenly becomes available in this new environment. What could be more natural than to try out and release their long suppressed emotions? Unfortunately, their lack of experience and traditional education leaves them unprotected both physically and emotionally. They are so inexperienced that they cannot differentiate between real love and when they are being used by young men. This type of ignorance has brought a lot of problems to young women.

#### LACK OF EFFECTIVE GUIDANCE SERVICES WITHIN THE UNIVERSITY

There are over three thousand students in the University. All of these students are unique individuals and require other people to understand them in their own right. These students may differ slightly or markedly in their mental abilities, interest, ambitions and needs. It is, therefore, these and many other differences that necessitate the establishment of a well organized and effective counselling services.

The present counselling system in the University of Zambia has not been well organised. Because of this, it has not been able to function effectively. Student problems in most cases have been handled on an ad hoc basis, and not in a systematic way. The failure in the functioning of the counselling services can be attributed to several reasons:

- (a) The counselling section of the University has been established as part and parcel of the Dean of Students administration; because of this, there has been no clear demarcation between the administrative status and the professional status of counselling. This

confusion can be seen in the fact that counsellors have been employed under the administrative title of Assistant Dean. As Assistant Deans, it is imperative that their main function will be to assist the Dean of Students in running his office; this may include: the allocation of rooms to students, the issuing of blankets, as well as getting involved in catering affairs. For instance, when the Deputy Dean is away on leave, it has not been uncommon for the Dean to order one of the counsellors to act in the place. This means putting aside the counselling function while the counsellor takes over the administrative functions. This confusion between the administrative and professional functions of counsellors has been one of the major contributions to the poor functioning of the counselling services.

- (b) The second point of criticism is that since the head of the Dean of Students Office is an administrator, he may lack the professional insight of assessing and recruiting the professionally appropriate persons as well as the right number of counsellors to meet the load of counselling work. For instance, the present counselling section has only three members of staff expected to effectively conduct three types of counselling which are social, academic and career counselling. This shortage in the counselling manpower is a clear indication that the administrators involved in recruiting the counselling manpower did not understand the importance or the necessity of the counselling services. It would be unrealistic to expect any one person to give academic advice and counselling to the student population of three thousand, or any one person to do social counselling and another to give career guidance without supporting staff. This is an indication that the people involved in setting up these services have no idea of what is involved in counselling.

- (c) Thirdly, the professional criteria used for employing counsellors have not been well defined. So far, the system has been one of deploying any member of staff from the administrative or academic sectors. The case of academic wardens proves this point. The practice in this respect has been one of inducing lecturers regardless of their professional interests, to take up extra duties of counselling students. As a result, some lecturers have accepted the posts of academic warden, not because they are genuinely interested in helping students, but because they are much more interested in the inducement conditions.
- (d) Lastly, the available counselling services have not been well publicized to the student community. Many students have claimed lack of knowledge concerning the existence of the services. This might be due to the fact that the counsellors have not actively taken steps to advertise themselves; they sit in their offices instead of devising methods of attracting students to their offices. They wait for students with problems to find out about them. As Strang has correctly pointed out, guidance and counselling is not only the solving of occasional individual problems but:-

"... a fundamental aspect of education that focuses its attention on helping every individual to develop the best in him as an individual and as a member of the group. It is a process of helping persons to understand themselves by discovering their own needs, interests and capacities, to formulate their own goals and make plans realizing them and evaluate their progress with reference not only to self-realization, but also potential contribution to the welfare of society."1

It is therefore not surprising that, with the above stated and many other problems confronting them, female students find themselves in a dilemma about what to do, how to behave, where to go for help and whom to trust.

#### PROBABLE SOLUTIONS

Even though it is commonly stated that "there is a solution to every problem", it is one of the most difficult tasks to come up with intelligent, practical and acceptable solutions, especially in cases where those solutions affect a large number of persons as it is the case in this research. Nonetheless, an attempt is made here at suggesting a few solutions to the problems stated in this paper.

The problem of cultures and beliefs is complicated, and cannot be discussed in this paper without proper research. However reference is briefly made to this issue because it has been one which I believe to be fundamental to a lot of student problems. For example, it has been repeatedly pointed out that the students must be helped to adjust to university life. What this means is that the University has its own sub culture which is in some respects different from the culture of the society within which it exists. If this is so, then the questions one has to ask is what is the University culture? What type of education is the University concerned about and what type of student does the University aim to produce? These are difficult questions which can not be intelligently answered here.

Traditionally, the initial function of a University is to advance and transmit knowledge. This view is however changing and people are coming to realize that university education should be much more than the mere transmission of knowledge and that it must also include the dissemination of human values. Education in the University must aim at introducing what Wilson has called:



"The richness of our cultural inheritance to provide access to the cumulative aesthetic, literary, philosophic and scientific resources of mankind, and to stimulate intellectual discussions and critical assessment in a context in which young people have leisure and opportunity to savour all the best that culture can offer."2

This goes on to show that the University is an agent of intellectual and cultural transmission with a value commitment of producing an educated man in the widest sense of the word. The University should not only confine itself to teaching skills, but to broaden its education by introducing its students to the traditionally highly valued aspects of our culture.

When students enter the University, they bring with them from their various societies cultures which may not be primarily committed to values of education. In this University this has been made evident by extensive noise made by students in halls of residence, indiscipline in dining halls and demands for a good and easy time. This demand for a good time could be seen by the extent of time wasted by students roaming around the campus especially after lecture hours, the rejection of meal cards which are considered as a bother, the time spent on beer drinking at the student canteen and other bars, the number of pregnancies reported every term, etc. The University therefore has a responsibility to see that this type of behaviour is replaced by other acceptable patterns.

In the University of Zambia, a lot of emphasis has been placed on the academic and intellectual success of the student. Very little emphasis has been placed on developing those cultural and moral values that are part and parcel of an educated man. Because of this students have been left to enjoy such social freedom that makes it possible for most unacceptable patterns of behaviour to occur. For example one female student, who was caught sleeping with her boyfriend in the room shared with another female student, agreed that she had quite often kept her boyfriend overnight in her room. She also cited a few cases involving other students who

like her have been doing the same thing. She also pointed out that she had seen no regulations prohibiting students from inviting boyfriends to spend nights in rooms. This is an example of such behaviours that can easily be attributed to the permissive atmosphere of the University. The free atmosphere of the University hardly demands the need for self-discipline nor social constraints from its students. Education in this context has been reduced to the time spent in lectures and laboratories, with intense 'swotting' in the weeks prior to examinations. Before and after that, there is plenty of time for students to engage themselves in all types of fun.

As pointed out earlier, students enter the University of Zambia with varying personal ideals and values. It is therefore important that the University should develop its own ideals and values. As long as the students are residing within its environment, it should try to influence its students by creating an atmosphere in which its values are dominant. This may be achieved by:-

- (a) The University setting up a committee comprising members of staff from various cultures to formulate socially acceptable regulations for students to live by. This committee should devise ways and means of enforcing these regulations the absence of which has been a major problem in the past.

The committee in this case will be very useful in the formulation of regulations as well as in dealing with disciplinary cases. I believe that education operates on the assumption that there are certain objectives, values and ideals which older and more experienced persons can transmit to young and inexperienced ones.

- (b) The University should try to provide an environment in which academic achievement as well as a regard for cultural and liberal values are natural, and goes well

The need to satisfy one's sexual desires is natural in human beings and cannot be suppressed. The problem in this University is not in the suppression of females' desires, but in ensuring that these desires are satisfied in a respectable and dignified manner, with as little negative consequences affecting them as possible. As pointed out earlier, many students come into the University ignorant of sexual matters. They do not understand the need or dangers involved in free sexual indulgence especially when they have no means of protecting themselves against pregnancy, through contraception. In the past, the nurses from the University Clinic used to give brief talks to a number of female students present during the orientation period. The brief talks have since then faded out and most students have been left to find out for themselves the hard way. The need for students to understand about sex still remains. This could only be achieved by the University introducing a course in sex education in all its faculties. This course would be more effective if it was taught during the first term of the first year as a pre-requisite to all courses taken in various Schools. Topics in human biology, such as those dealing with diseases contracted through sexual intercourse, negative and positive aspects of sex and their social consequences especially on unmarried women as well as topics on contraceptives and family planning could be discussed. Even though sex education would not in itself deter female students from getting pregnant, it will help many students understand sex and help them plan their lives intelligently. Through the introduction of this course, in addition to the present efforts made by the Clinic and the Counselling Section of the Dean of Students Office, female students will come to understand themselves, and how to conduct themselves in matters of sex, with self respect, not only in the University, but also in society.

The success of a counselling system does not entirely depend on the recruitment of professionally qualified staff, but also on the working relationships between the Counselling Department, the students, and the members of staff in their respective schools.

beyond the lecture-rooms. This involves a change of attitudes by lecturers towards students. Lecturers should not all the time behave in an impersonal and highly formal and professional manner towards students. They should at times come down their professional chairs and relate to students at an informal level. It does not do any harm to lecturer/student relationship if lecturers occasionally deviated from their academic teachings to discuss with students at a brotherly or sisterly level on issues concerning moral and cultural values; especially at such places as tutorials where a smaller number of students are present. These types of discussions will provide a forum for students to learn from each other's experiences, air their frustrations and get guidance from an elderly experienced person.

- (c) The University should try to expose its students to various aspects of Zambian culture through music, drama, etc. Members of staff should actively involve themselves in helping students to develop and run various clubs. Plays could be produced, traditional as well as foreign music and dancing could be taught and performed right here at the campus. What this implies is that the University should recognize the importance of traditional as well as foreign art. Learning takes place through different media and the suggestions proposed here could be utilized. However this would demand more time from lecturers at present. The role of lecturers in the University should not only be that of performing a job to earn a living, but should also be a commitment to a way of life in which the preservation of culture, human values and dignity is important. It will be to the ultimate benefit of Zambian society if the University can ensure that its intellectual, cultural and moral values are well established, and used in demanding from its students the dignity and respectable behaviour, within its environment.

The counselling system should devise means of reaching out to students and make them understand the services available to them when in need. In turn, the students should learn to reach out for help when they find themselves in problems. The Schools should try to help their own students by referring as quickly as possible those students they observe to be having problems, academic or otherwise. Academic problems are sometimes indicative of other hidden problems which, if identified at an early stage, can make a lot of difference to the student's academic performance.

Coming to the counselling section itself, its function will definitely improve if it was removed from the Office of the Dean of Students and set up as a separate department altogether. This will take care of the present confusion concerning the professional and administrative status of the department. The department in turn will concentrate its energies on the function of counselling and helping its students without interference from administrative functions which has been the case all along. Because the Department will be separate from the Dean of Students Office, it will be easy to recruit the right number of professionally qualified manpower to run the services efficiently.

As will be shown in Figure 6, the counselling department will have three separate offices: The Placement and Careers Office, the Academic Counselling Office and the Social Counselling Office. Each Office will have its own Counsellors ranging from Counsellor Grade 1 to 3 depending upon the seniority of the Counsellor. The number of Counsellors involved will depend upon the needs and load of work in individual offices. The Director's functions will involve the co-ordination of the three offices, and the professional and administrative running of the department.

#### PLACEMENT AND CAREERS OFFICE

This office would be responsible for helping students make life long professional decisions. The office will take up the function of liaizing with career masters of secondary schools to ensure that

students in secondary schools understand, before applying to the University, what degrees the University has to offer and make decisions as to what they really want to do at the University. This office will also be responsible for introducing graduating students to the world of work, such as by liaizing with employers so as to arrange recruitment talks and interviews between them and the students whenever possible.

#### THE ACADEMIC COUNSELLING OFFICE

Counsellors in this office would be responsible for helping students with their academic problems. This office will give individual or group help to students finding problems in their academic subjects. The Counsellors will be responsible for developing and running an effective remedial system in the University. The office will work hand in hand with the University faculties in helping students with their academic problems.

#### PSYCHO-SOCIAL COUNSELLING OFFICE

Counsellors in this office would concern themselves with students psycho-social problems. The Counsellor will give help on those psychological and social problems which they would be able to handle. It will be their responsibility to refer students with severe psychological and social problems to appropriate health institutions wherever and whenever possible. This office will work hand in hand with the University faculties, the University Clinic and specialists all over the country, Academic Wardens and the University Chaplains will fall under this office.

However, the three offices will work as a team to ensure that the students are getting the necessary help from the University.

Administrative officers, typists, messengers, etc. will be there to see that the department is running smoothly in terms of ensuring that there is enough paper in the department, that materials are being typed and records well kept; and that the offices are clean and well maintained.

INTRODUCTION OF A COURSE IN GUIDANCE AND COUNSELLING AT  
THE UNIVERSITY OF ZAMBIA

The success of the proposed restructuring of the counselling department will largely depend on the availability of qualified counsellors. The introduction of a programme in guidance and counselling at the University of Zambia may go some way in solving the problem of shortage of expert manpower in the field —not merely at the University of Zambia, but also in colleges of higher education as well as in secondary schools, clinics and other institutions.

The School of Education of the University of Zambia has made a proposal to the effect that an optional programme of courses in guidance and counselling should be introduced and taught to students specializing in Education. This proposal, which has been under discussion for some time now, has its own merits in that the teachers who are in direct contact with pupils should be taught some of the counselling skills for they are in a better position to know and understand their pupils, and help them with their problems.

However, even though the idea of introducing this programme may appeal to non-counsellors, it does not appear to be adequate to people who understand what counselling and guidance is all about. A mere course in guidance and counselling is not sufficient to impart all the required skills and techniques that make counselling a specialist's job. Furthermore, a school teacher has already a heavy load of work and cannot, in addition to his many and important duties of teaching, function effectively as a counsellor. It may be true that there are some personal problems that teachers handle during the course of their jobs as teachers. However, their help to pupils may be limited in that they do not possess the background knowledge and the skills that counselling involves.

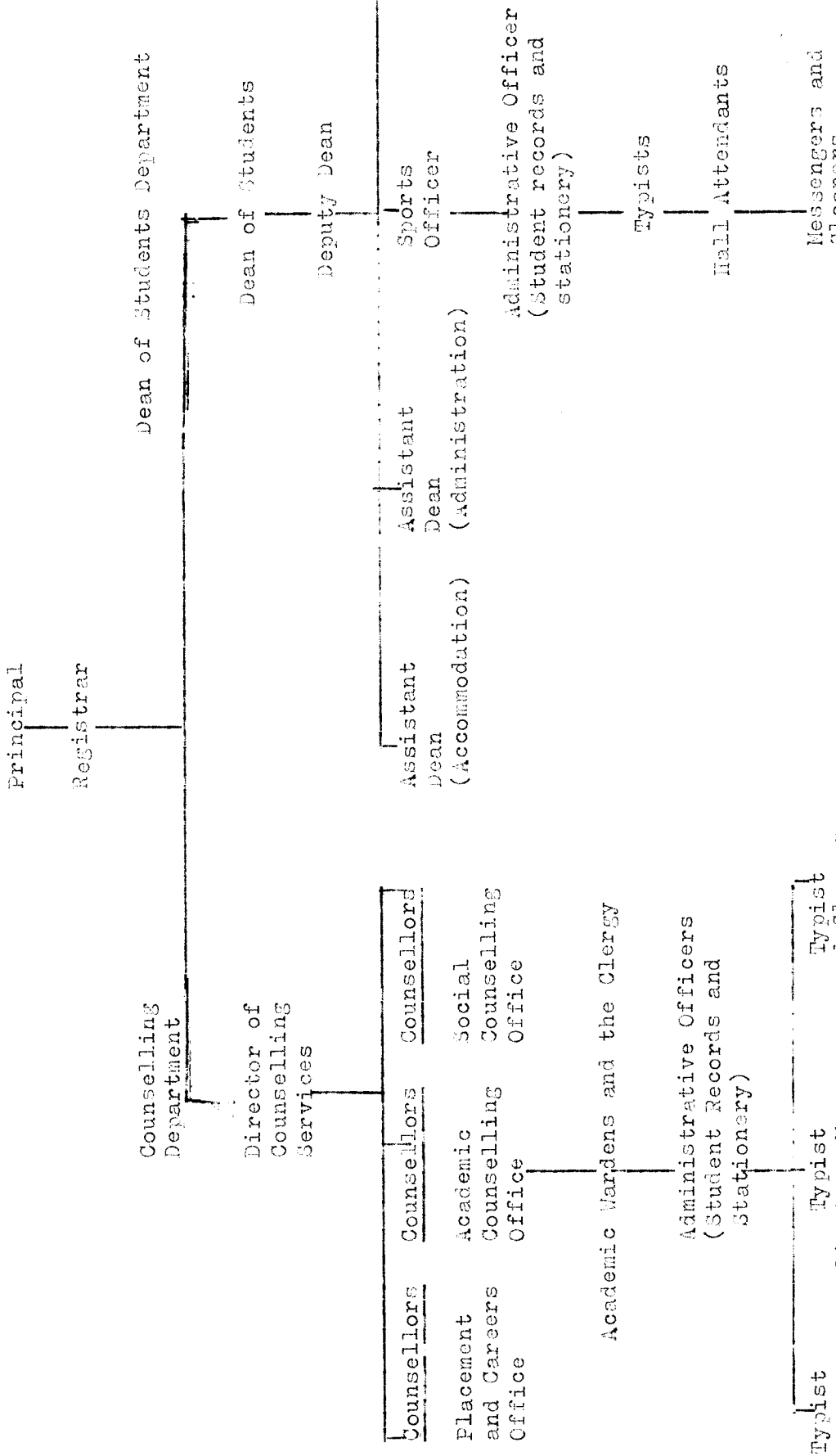
In view of this, I propose that the School of Humanities and Social Sciences, which harbours students majoring in Psychology, Sociology

and Social Work, mount a minor programme in guidance and counselling. This is justified on the ground that a background in the social sciences and their practical application to people's problems in schools as well as other institutions is necessary for effective counselling. I further propose that only those students who are willing to work as counsellors after their degrees should register in this programme. Students graduating in Psychology, with a minor in counselling, or Sociology, with a minor in counselling, or Education, with a minor in counselling, or Social Work, should be prepared to take up positions as counsellors or personnel workers in various institutions after completing their studies. A regular production of such students by the University will eventually alleviate the shortage of counsellors in schools and other institutions in the country.



Figure 6

Suggested Structure of the  
Counselling Department in  
relation to the Dean of  
Students Office



A P P E N D I X

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

QUESTIONNAIRE ON GUIDANCE AND COUNSELLING FOR FEMALE STUDENTS  
AT UNIVERSITY OF ZAMBIA

Please put a cross where applicable, e.g.     X    

Section A

- i      School in which you are registered .....
- ii     School attended before UNEA .....
- iii    Year of Study .....
- iv     Age ..... Religion .....
- v      Race ..... Nationality .....
- vi     Married ..... Single .....
- vii    Educational level of your father/guardian .....
- viii   Socio-economic status of your father/guardian  
e.g. My father is a Primary School Teacher  
in Mongu .....  
.....  
.....  
.....

A P P E N D I X

THE UNIVERSITY OF ZAMBIA

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Section A

- i      School in which you are registered .....
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- vi     Married ..... Single .....
- vii    Educational level of your father/guardian .....
- viii   Socio-economic status of your father/guardian  
e.g. My father is a Primary School Teacher  
in Mongu .....  
.....  
.....  
.....

Section B      Questions on course work and study habits

1. Are you registered in the School of your original choice?

Yes

No

2. Are you happy in your present School?

Yes

No

3. If you are unhappy, is it because

(a) You have not been given admission in the school  
which is of your choice? \_\_\_\_\_

(b) The subjects you are taking in your present  
school will not help your ambitions in life? \_\_\_\_\_

(c) You are finding the course work difficult to  
understand? \_\_\_\_\_

(d) Give any other reasons not covered above: .....  
.....  
.....

4. Are you finding problems in your course work?

Yes

No

5. If the answer to number 4 is Yes, are the problems concerned with:-

- (a) Lack of relevant subject materials? \_\_\_\_\_
- (b) Lack of adequate help from your tutors? \_\_\_\_\_
- (c) Too much work for you to handle in a short period of time? \_\_\_\_\_
- (d) Lack of good and fruitful relationship between you and your lecturers? \_\_\_\_\_
- (e) Give any other reasons not mentioned above .....  
.....  
.....  
.....

6. Do you think that your work would improve if you had:-

- (a) Personal and individualized help in your difficult subjects? \_\_\_\_\_
- (b) Remedial classes in your poor subjects? \_\_\_\_\_
- (c) Extra-curricular activities like clubs in which various academic subjects could be discussed? \_\_\_\_\_
- (d) More contact hours with your academic lecturers? \_\_\_\_\_
- (e) Less contact hours so that you can spend more time on personal studies? \_\_\_\_\_

(f) Give any other reasons not covered above:-

.....

.....

.....

7. Do you find problems in arranging your time for effective study?

Yes

150

8. If the answer to number 7 is yes, do you feel that seminars and lessons on how to study effectively are necessary?

Yes \_\_\_\_\_

No

9. Do you find it difficult to approach your tutors about problems in your coursework?

Yes \_\_\_\_\_

No \*\*\*\*\*

10. If the answer to number 9 is yes, do you find the approach difficult because:

(a) You are afraid of appearing stupid to your lecturers?

\*\*\*\*\*

(u) You are in general a shy person? \_\_\_\_\_

(c) The lecturers are not interested in helping you  
with your problems? \_\_\_\_\_

(d) It is difficult to get hold of your lecturers when you need them: \_\_\_\_\_

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(e) Give any other reasons not covered above: .....  
.....  
.....  
.....

11. As a female student do you find problems in expressing yourself among male students?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

12. If the answer to number 11 is yes, is the problem to do with:

(a) Your cultural upbringing which does not encourage assertiveness in females? \_\_\_\_\_  
\_\_\_\_\_

(b) The fear of being laughed at by other students when you make a mistake? \_\_\_\_\_  
\_\_\_\_\_

(c) Problems with your spoken English? \_\_\_\_\_  
\_\_\_\_\_

(d) Having never been in a class with boys before, therefore you do not know how to behave? \_\_\_\_\_  
\_\_\_\_\_

(e) Give any other reasons not covered above: .....  
.....  
.....  
.....  
.....

Section C      questions on making of friendships and close relationships

13. State how many friends you have (friend in this context means someone you can talk to about your personal problems). \_\_\_\_\_  
\_\_\_\_\_
14. Do your friends comprise  
Only male? \_\_\_\_\_  
Only female? \_\_\_\_\_  
Both Male  
and Female? \_\_\_\_\_
15. Do you find difficulties in making friendships or close contacts with other people?  
  
Yes \_\_\_\_\_  
No \_\_\_\_\_
16. If the answer to number 15 is yes, is this because: \_\_\_\_\_  
(a) You feel shy to approach other people? \_\_\_\_\_  
  
(b) You have never found any one you would like to make friends with? \_\_\_\_\_  
\_\_\_\_\_  
  
(c) State any other reasons not covered above: .....  
.....  
.....  
.....  
.....
17. Are you lonely after school hours especially during the weekends?  
Yes \_\_\_\_\_  
\_\_\_\_\_  
No \_\_\_\_\_  
\_\_\_\_\_



18. If the answer to number 17 is yes, is this because:

(a) You have no close friend to talk to? \_\_\_\_\_  
\_\_\_\_\_

(b) You have no boyfriend to help you spend time  
pleasantly? \_\_\_\_\_  
\_\_\_\_\_

(c) Nobody bothers to visit or talk to you? \_\_\_\_\_  
\_\_\_\_\_

(d) State any other reasons not covered above: .....  
.....  
.....  
.....

19. If you have friends, are they from

(a) Your previous school before you came to Unsa? \_\_\_\_\_  
\_\_\_\_\_

(b) Your tribal group? \_\_\_\_\_  
\_\_\_\_\_

(c) Other tribal groups and different nationalities? \_\_\_\_\_  
\_\_\_\_\_

(d) Give additional information not stated above: .....  
.....  
.....

20. Do you find it difficult to make friends with people of  
different tribes and nationalities?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

21. If the answer to number 20 is yes, is this because:

(a) You feel closer to people of your own tribe? \_\_\_\_\_

(b) You find people from other tribes and nationalities  
difficult to understand? \_\_\_\_\_  
\_\_\_\_\_

(c) You find it difficult to break through tribal circles  
to make close friendships? \_\_\_\_\_  
\_\_\_\_\_

(d) Your parents would not approve of your friendship with  
people of different cultural background? \_\_\_\_\_  
\_\_\_\_\_

(e) Any other reasons:.....  
.....  
.....  
.....

22. Do you observe your religious beliefs closely?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

23. Do you feel that your circle of friends should come only  
from your church group?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

24. If a person from a different religious group wanted to make  
friends with you, would you:

(a) Accept him/her willingly? \_\_\_\_\_  
\_\_\_\_\_

(b) Try to convert him/her to your own religious beliefs? \_\_\_\_\_  
\_\_\_\_\_

(c) Refuse to have anything to do with him/her because of  
his/her religious beliefs? \_\_\_\_\_  
\_\_\_\_\_

(d) Give other reasons: .....  
.....  
.....  
.....

25. Do you have a boyfriend?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

26. If the answer to number 25 is No, is this because:

(a) You are not naturally interested in boys? \_\_\_\_\_  
\_\_\_\_\_

(b) None of the boys has approached you for friendship \_\_\_\_\_  
\_\_\_\_\_

(c) Your culture does not permit casual relationships  
with boys? \_\_\_\_\_  
\_\_\_\_\_

(d) Other people tend to view and interpret clean friendship  
as something "dirty"? \_\_\_\_\_  
\_\_\_\_\_

(e) Boys want more out of friendship with girls such as  
kisses and going to bed with them? \_\_\_\_\_  
\_\_\_\_\_

(f) Your parents would be angry to learn of such close  
relationship with boys? \_\_\_\_\_  
\_\_\_\_\_

- (g) Give any other reasons: .....  
.....  
.....  
.....

Section D    Questions on Health

27.    Have you ever had any major illness or accident?

Yes

No

28.    Was the illness/accident

(a) Physical?

(b) Mental?

(c) Both physical and mental?

29.    If the answer to number 28 is yes, did your illness and/or accident cause any enduring effect or injury on you?

Yes

No

30.    If the illness/injury still needs medical attention, are you having adequate treatment for your illness/injury within the University?

Yes

No

31. If the answer to number 30 is No, is this because:-

(a) There are no adequate provisions to meet the  
nature of your health problems? \_\_\_\_\_  
\_\_\_\_\_

(b) You are naturally shy to talk about your health  
problems to others? \_\_\_\_\_  
\_\_\_\_\_

(c) Your problems are too personal to be discussed  
publicly at the Unsa Clinic? \_\_\_\_\_  
\_\_\_\_\_

(d) You feel that there is nobody willing to listen to  
your problems or give the necessary advice and help  
you may require? \_\_\_\_\_  
\_\_\_\_\_

(e) Give any other reasons : .....  
.....  
.....  
.....

32. Have you ever experienced severe emotional problems?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

33. If the answer to number 32 is yes, who helped you solve  
your problems? (a) Nobody \_\_\_\_\_  
\_\_\_\_\_

(b) Academic Tutors \_\_\_\_\_  
\_\_\_\_\_

(c) Friends \_\_\_\_\_  
\_\_\_\_\_

(d) Unsa Chaplain \_\_\_\_\_  
\_\_\_\_\_

(e) Counsellors within the Dean of Students Office \_\_\_\_\_  
\_\_\_\_\_

(f) Chaimana Mental Hospital \_\_\_\_\_  
\_\_\_\_\_

(g) State any other persons: .....  
.....  
.....

34. Do you feel that the help you received was adequate?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

35. If the answer to number 34 is No, would you have preferred help from:-

(a) Psychiatrists and counsellors based right at  
Unza? \_\_\_\_\_  
\_\_\_\_\_

(b) Academic Wardens in your hall of residence? \_\_\_\_\_  
\_\_\_\_\_

(c) Psychiatrists and counsellors based at Chainama  
Mental Hospital? \_\_\_\_\_  
\_\_\_\_\_

(d) State any other persons: .....  
.....  
.....

36. If you are one of the people who had been referred to Chainama Hospital for treatment during the period of your emotional problems, did this experience change the pattern of your social life?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

37. If the answer to number 36 is yes, is it because:-

(a) You feel that other people think you are abnormal? \_\_\_\_\_

(b) Most of your friends have stopped playing with you? \_\_\_\_\_

(c) Other people treat you as if you are abnormal? \_\_\_\_\_

(d) State any other reasons:.....

.....

.....

38. (a) Would you like to have matrons in your halls of residence?

Yes

No

(b) Please give reasons: .....

.....

.....

.....

39. What do you feel should be the matron's role?

(a) To ensure that your beddings are clean \_\_\_\_\_

(b) Somebody to talk to when you are in problems \_\_\_\_\_

(c) To get advice on traditional customs regarding special problems affecting young women \_\_\_\_\_

(d) To give immediate attention when you fall ill, especially at odd hours \_\_\_\_\_

(e) State any other reasons:.....  
 .....  
 .....  
 .....

40. (a) Do you feel there is any need for sex education in the University? (Sex education in this context is not merely physical but also includes social and moral aspects).

Yes

No

(b) Give reasons: .....

.....

.....

.....

41. (a) If the answer to number 40 is yes, do you feel that sex education might control the number of pregnancies among female students?

Yes

No

(b) Give reasons: .....

.....

.....

.....

42. Who do you feel would be the right people to give sex education?

(a) Nurses at the Clinic

(b) Academic Wardens



- (c) Academic Tutors \_\_\_\_\_
- (d) Counsellors from the Dean of Students Office \_\_\_\_\_
- (e) Matrons in the halls of residence \_\_\_\_\_
- (f) Joint effort by all members of staff listed above \_\_\_\_\_
- (g) State other people you feel should be responsible: .....  
.....  
.....  
.....

43. Would you prefer sex education to be discussed

- (a) in groups? \_\_\_\_\_
- (b) individually? \_\_\_\_\_
- (c) as part of lectures? \_\_\_\_\_
- (d) both in groups and individually? \_\_\_\_\_
- (e) State any other ways of organizing sex education:.....  
.....  
.....  
.....

44. Would you prefer sex education to be discussed

- Þ (a) During your first year at Unza? \_\_\_\_\_
- S (b) second year? \_\_\_\_\_

- (c) Third year? \_\_\_\_\_  
\_\_\_\_\_
- (d) Fourth year? \_\_\_\_\_  
\_\_\_\_\_
- (e) Throughout your academic period at Unza? \_\_\_\_\_  
\_\_\_\_\_
- (f) State other alternatives: .....  
.....  
.....  
.....

45. Are you aware of family planning at Unza Clinic?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

46. If the answer to number 45 is yes, have you approached Unza Clinic?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

47. If the answer to number 46 is No, is this because:

- (a) You did not face any problems concerning family planning? \_\_\_\_\_  
\_\_\_\_\_
- (b) There has been no proper information given about family planning? \_\_\_\_\_  
\_\_\_\_\_
- (c) You are shy to approach the nurses for such information? \_\_\_\_\_  
\_\_\_\_\_
- (d) You are afraid to appear as a person of loose morals to your friends if they become aware of your using contraceptives? \_\_\_\_\_  
\_\_\_\_\_

(e) You are afraid of going against your cultural upbringing which appreciated ignorance of sexual knowledge before marriage? \_\_\_\_\_  
\_\_\_\_\_

(f) Give any other alternatives: .....  
.....  
.....  
.....

48. Comment on any other problems you feel are important concerning the health of the female students: .....  
.....  
.....  
.....

Section E Accommodation

49. (a) Do you feel that the residential facilities are adequate for female students?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

(b) If the answer is no, state why: .....  
.....  
.....  
.....

50. (a) Are you happy sharing a room with another students?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

- (b) If the answer is No, state why: .....  
.....  
.....

51. Are the living quarters

- (a) Clean? \_\_\_\_\_  
\_\_\_\_\_
- (b) Dirty? \_\_\_\_\_  
\_\_\_\_\_
- (c) Just right? \_\_\_\_\_  
\_\_\_\_\_

52. If the standard in your living quarters is low, can you suggest how they could be improved? .....  
.....  
.....  
.....

Section F Entertainment

53. Do you have adequate recreation facilities for female students?

Yes \_\_\_\_\_  
\_\_\_\_\_

No \_\_\_\_\_  
\_\_\_\_\_

54. If the answer to number 53 is No, can you suggest any additional types of entertainment you think female students should have? .....  
.....  
.....

55. Who do you think should be responsible for organizing them? .....  
.....

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