**RELEVANCE OF THE COUNSELLING SERVICES PROVIDED TO STUDENTS AT THE UNIVERSITY OF ZAMBIA**

**BY**

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# DEDICATION

I dedicate this work to the three men in my life, My husband Kalunga Kasambula and my two sons Wanga Stephen and Wangu Seth Kasambula. Their presence always encouraged me to work harder and at my weakest point when I was almost giving up my studies, they were there to make me persevere.

To my Mother Dr. Judith Lubasi Ilubala- Ziwa, I will always endeavour to uphold your wise counsel. To the entire family, thank you for believing in me and for your continued support and encouragement.

# DECLARATION

I, **Ekelesi Ziwa,** hereby declare that the work herein is my own, and that all the works of other persons used have been duly acknowledged, and that the work has not been presented at the University of Zambia or any other university or similar institution.

Signature: …………………………… Date: …………………………………

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# APPROVAL

This dissertation of Ziwa Ekelesi has been approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Guidance and Counselling (M.Ed. G&C) by the University of Zambia.

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Supervisor. Signature……………………………… Date…………………….

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# ABSTRACT

The study sought to investigate how relevant the counselling services offered to students at the University of Zambia were. It was guided by the following objectives; to determine the type of counselling services provided to UNZA students, examine counselling needs of UNZA students, establish the relevance of the counselling services provided to UNZA students and to examine challenges faced in providing counselling services to UNZA students. The sample was 47 consisting of seven (7) counsellors and 40 undergraduate students on full time studies selected from the eight (8) schools within the University of Zambia main campus. Purposive sampling was used to select the counsellors while simple random sampling was used to select the students. The study used qualitative approaches; specifically it employed a case study design. Interviews and questionnaires were used to collect data. Data was analysed thematically using verbatims. The study established that the UNZA counselling centre offered counselling of various kinds amongst which included career guidance, psychosocial counselling, health, HIV, discipline and peer education. However, the majority of students did not seem to know the counselling services offered by the UNZA counselling center. The study further revealed that the needs of students mostly included academic, vocational and psychosocial problems. This meant that the services offered by the UNZA counselling centre were relevant to the needs of the students. However, the needs varied depending on the student’s socio-economic status, gender, socio-cultural trends and the cultures they belong to. The study also revealed that lack of funding for sensitization activities such as radio programs among others, lack of refresher training courses and insufficient human resource, were the most prominent challenges faced by counsellors. The study further found that the counsellors would play a major role in eliminating barriers to counselling. It was therefore recommended that UNZA counselling centre should implement programs which would educate students about the importance of seeking guidance and counselling services and that counsellors should uphold confidentiality in their work.

***Key words:*** *Counselling, guidance, relevance*

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# CHAPTER ONE: INTRODUCTION

## 1.1 Overview

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study, theoretical frame work, delimitation, limitation, definitions of key terms used in the study and ethical considerations

## 1.2 Background of the Study

The need to assess relevance of the counselling services offered to students at the University of Zambia (UNZA) had motivated this study. UNZA has a counselling centre with the mandate to provide counselling to University students which would enhance the coping skills, social skills, study skills among students in pursuit of academic achievement and adjustment to campus life.

The idea of setting up guidance and counselling in Zambia was initiated around 1967. Guidance and counselling in schools was very important because it helped the students to understand themselves and respect other people. Learners undergo a lot of problems and stress’ hence the need for the provision of guidance and counselling. Mutti and Ndambuki (1999) stated that counselling in schools helps pupils to meet therapeutic needs by helping them make decisions or plan for any form of change. The purpose of guidance and counselling was not to solve the learners’ problems but to help reduce the learners’ problems in order to create conducive environment for learning.

It should be recalled that the transition from the protected environment at home and school to the independent life and learning environment in tertiary educational institutions was stressful due to the physical, mental and emotional adjustments. It is a myth to assume that all tertiary educational institutions are the crème of the population and do not face any adjustments problems. Tertiary education for teenagers can be stressful as most of them live away from home and the learning system is entirely different from school. Teenagers predisposed to inherent emotional and mental problems need the support of the counsellor in the University for their Academic Achievement.

Meanwhile, students at the University of Zambia faced a host of problems ranging from personal, health, financial, tuition related problems, career and vocational guidance, and accommodation problems, this had driven them to deviant behaviour such as open drunkenness, riotous behaviour, misconduct and actual or attempted suicide. Ndhlovu (2015), states that the role of guidance and counselling providers in shaping students‟ behaviour is immensely needed in Zambian schools. He attributes the behavioural problems students face to lack of or in some cases improper counsel and indicates that these could be resolved through provision of guidance and counselling.

Shana (1974) states that deviant trends in schools began way back in the colonial era when nationalists were struggling for their political emancipation. They insinuated students to riot, demonstrate, and revolt against the dictatorial governance of the Europeans. It was noted that such insurrections continued even after Zambia had gained her independence. The freedom fighters at that time targeted institutions of learning as they sought for more solidarity. Tiberondwa (1974) as cited by Shana (1974) further states that, riots and demonstrations were first reported in boarding schools where students rioted over poor diet. These trends continued from there on to date. Students hold demonstrations in their pursuance of the perceived oppression by the authorities, although there are some instances when students take some alcohol in order to fuel riots.

According to Omari (1991), serious ramifications of student violence are the burning and destruction of property, boycotting of classes, self-destruction and causing harm to other people in the society. This calls for immediate reflection on the intervention strategies put in place by the government and the institutional authorities when such incidences occur. Some of the initiatives that have been taken include the introduction of guidance and counselling services. Ndhlovu (2015), states that the role of guidance and counselling teachers in shaping students‟ behaviour is immensely needed in Zambian schools. He attributes the behavioural problems students face to lack of or in some cases improper counsel and indicates that these could be resolved through provision of guidance and counselling

According to Muango et al (2012) contends that the bases of guidance and counselling evaluation was to serve as a source for information on personal counselling, educational counselling, career development and placement to further education and work, in transitional stages of education. Mutie & Ndambuki (2003) explained that a student faces many difficult situations in life today. He/she had to make wise choices in curricular and other activities, acquire basic study skills for optimum achievement, and adjust to his/her peers, teachers and parents. He/she also had to live and share facilities in the institutions, hostels, dormitories, with individuals from different economic and social backgrounds.

The personal and social development of young university students’ had become the responsibility of learning institutions to the extent that today such institutions require a more formal structure and explicit definition of responsibilities (Owino, 2005). When guidance and counselling services are provided they help prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Kauchak, 2011).

With regards to Zambia, school guidance and counselling, according to Mwaba (2011) began in 1967. In 1970, schools were directed by the Ministry of Education to start running a guidance unit in the schools by nominating teachers to take up responsibility of career work in each school in order to get started in guidance and counselling service provision to pupils. A career guidance unit was started in 1971 with the appointment of career guidance officers (MoE 2001).These officers worked under the administration of the psychological services at the Ministry of Education headquarters. The main duties of the career guidance offices were to co-ordinate, Organize and inspire the works of career guidance service providers in schools. The Provision of guidance and counselling in learning institutions has become compulsory. The Education Act (2011:30) State that "counselling and career guidance Shall be an essential component of learner welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions."

Ndhlovu (2015) points to a number of factors that make the provision of guidance and counselling services in Zambian learning institutions great and urgent; poor academic performance of learners, help learners develop, prepare, enter and make progress, riotous and other unwanted behaviours demonstrated by learners. These indicate the need for institution of learning to offer guidance services to aid learners facing social and academic challenges.

However, on the existence of guidance and counselling services in institutions of learning, media reports and statistics indicated that alcohol and drug abuse were on the increase among learners in schools (DEC, 2012). The escalating drug and alcohol abuse situation among learners in Zambia’s schools had become a major social and health concern to the public. Many educators recognized that drug and alcohol abuse among learners was a significant barrier to education achievement of young people. Research indicated that learners who abused drugs and alcohol experienced a lot of challenges that impinged on not only educational achievement but also their social and health life.

Some studies have attributed high levels of indiscipline and riotous behaviours that have been displayed by learners in schools to drugs and alcohol use. Students in universities were particularly at risk given that they were at the pick of their formative years of education, career development, social skills and identity formation (Ekpenyong, 2012).

The university environment also constituted a setting creating stress for youths who were still in identity formation period. Stressful situations exert a lot of pressure to young people. Learners often experience stressful situations emanating from family interactions, school activities and the larger community they live in. It is a basic fact that the more stress a leaner is under, the more likely he or she is to use drugs and alcohol (WHO, n.d.). For example learners who are emotionally abused by parents at home, constantly performs poorly in school work or lives in a violent prone community may resort to taking drug and alcohol as a coping strategy. Interventions in this component must be aimed at providing resistance and life skills training and counselling services to learners.

Most university students were also affected by depression. According to American College Health Association –National College Health Association (2009), many people experienced the first symptoms of depression during their college years. Unfortunately, many college students who suffered depression were not getting the help they need. They would not know where to go for help, or they believed that treatment would not help. Others did not get help because they thought their symptoms were just part of the typical stress of college, or they worried about being judged if they sought mental health care.

Depression could affect student’s academic performance in university. Research suggests that students with depression did not necessarily drink alcohol more heavily than other college students, however, students with depression, especially women, were more likely to drink to get drunk and experienced problems related to alcohol abuse, such as engaging in unsafe sex. It is not uncommon for students who have depression to self-medicate with street drugs.

According to Coleman (1998), depression is an emotional state characterized by extreme dejection, gloomy ruminations, feelings of worthlessness, loss of hope, and often of apprehension. The World Health Organization has declared depression as the leading cause of disability because of its physical, psychological and social impacts. A study conducted by Velayudhan, A, Gayatridevi. S, and Bhattacharjee. R.R (2010) on the efficacy of behavioural intervention in reducing anxiety and depression among medical students indicated that depression was a common experience among college students, with one in seven students experiencing it. It was brought on by a combination of students′ vulnerable age and the stress and demands of college life, depression and related conditions can strike for the first time in college, or come back to haunt those who had first battled it in high school.

Depression is also a major risk factor for suicide. Proper counselling could help reduce suicide rates among university students. A number of studies have surveyed the university students’ counselling needs. Generally, they reported that students express needs for counselling for assistance with adjustment to college work, career and personal matters (Mayes & McConatha, 1982). Research also identified an increase in the unique needs of students such as drug abuse, alcohol use, eating, weight problems, sexual assault and harassment, violence and AIDS (Bertocci, Hirsch, Sommer, & Williams***,*** 1996; Roark, 1993).

Although several researchers raised questions about whether or not needs assessment studies can predict the actual use of counselling, studies continue to be the most efficient way of identifying student concerns (Gallagher et al., 1992). As Warner (1975) has pointed out, the needs of the students have to be identified prior to designing or modifying counselling services and programs. A comprehensive determination of student needs requires data from different sources, including students, faculty and administrators. Moreover, counselling center data are very important in identifying the actual services provided by the staff, problem areas, and differences between actual and stated priorities (Bishop, 1991).

Any country’s main objective would be to create a generation that is morally, socially, physically and intellectually upright. No country would want its resources wasted through violence as has been witnessed in universities all over the world and in particular, the African continent as chronologically reported in Standa (2000). Universities have experienced situations where planed demonstrations turn violent causing damage to the university image and property, disruption of academic programmes that in the end forces universities to reschedule their academic year programmes. This in turn prolongs the duration of completion of the degree programmes in each university. University of Zambia has been victim to such circumstances.

It was expected that with the counselling centre in existence, students received counselling and their behavior remain reasonably acceptable, for example, with reduced deviant behavior and riots, but to the contrary, UNZA had no stable academic calendar because of frequent closures emanating from students riotous behavior. It was in this line that this study sought to investigate the relevance of the counselling services provided to students at the University of Zambia.

## 1. 3 Statement of the Problem

Riots in higher institutions of learning in Zambia had been a source of concern among school authorities, communities, parents and pupils. The conduct of students had remained worrisome hence schools provided students with guidance and counselling services to help them make concrete and compounded decisions. MESVTEE (2013) contends that guidance and counselling act as a tool for preventing, remediating or correcting pupils engaged in social experimentation of any kind, however, the problem of student discipline still existed. An example at hand was reported in the Zambia Daily Nation newspaper dated 5th February 2016 where Lusaka residents raised concern over students’ riots at the University of Zambia and the Copperbelt University. The students rioted due to delayed meal allowances. This happened despite the fact that the University Counselling Centre was functional within the University. It was therefore not known whether the students actually accessed the services provided by the University counselling centre and whether the services offered were actually relevant to the counselling needs of the students at the University of Zambia? Therefore, the current study was found necessary to seek answers to these questions.

## 1.4 Purpose of the Study

The purpose of this study was to investigate the relevance of the counselling services provided to the students at the University of Zambia.

## 1.5 Research Objectives

The objectives of the study were as follows:-

1. To establish the type of counselling services provided to UNZA students
2. To determine counselling needs of UNZA students
3. To determine the relevance of the counselling services provided to students at UNZA.
4. To examine challenges faced in providing counselling services to UNZA students

## 1.6 Research Questions

1. What type of counselling services are provided to students at the University of Zambia Counselling Centre?
2. What are the counselling needs of students at the University of Zambia?
3. What challenges does the UNZA Counselling Centre face in providing counselling services to students?

## 1. 7 Significance of the Study

The study was significant in that it would act as an advocacy to the Ministry of Higher Education on the relevance of the counselling services offered at UNZA. This would enable the ministry to enhance counselling services in order to provide services which would meet the counselling needs of the students hence improve student academic achievements.

Secondly, the study was significant in that it provided empirical evidence on the challenges faced in providing counselling services to the university students to fill the gap that exists in the body of knowledge. Furthermore, policy makers would be availed information on the counselling services provided to university students. If worked on, the counselling services can achieve a lot in promoting the efficient lives of the students, by helping them to adjust to social realities.

Lastly, the results of the study would also benefit the students’ welfare because counselling would help them to realize the purpose why they were attaining university education. Additionally, the services would help students to overcome peer pressure and negative vices which hindered university students’ success.

## 1.8 Theoretical Framework

The study was grounded by the Adlerian theory of personality (Watt and Critelli, 1997). The Adlerian approach follows concepts influenced by Alfred Adler. Alfred Adler developed the first holistic theory of personality, psychopathology, and psychotherapy that was intimately connected to a humanistic philosophy of living. He stressed the need to understand individuals within their social context. During the early 1900's, Adler began addressing such crucial and contemporary issues as equality, parent education, influence of birth order, life style, and the holism of individuals. Adler believed that we all have one basic desire and goal: to belong and to feel significant.

Alfred Adler had a specific view about human nature. According to Corey (2009), Adler believed that the first six years of an individual’s life were important in deciding an approach to one’s life goal. He emphasized how an individual’s perception of their past has a continuing influence on them. He also believed that people were mainly motivated by social connections and are driven to overcome any feelings of inferiority. By the end of that first six years of life, people have begun to form their life goal. “The life goal unifies the personality and becomes the source of motivation; every striving and every effort to overcome inferiority is now in line with this goal” (Corey, 2009, p.99). All individuals have different levels of skills but it was what people chose to do with those skills that Adler felt was more important than any biological factors.

According to Ferguson (2003), Adler believed that social and cultural factors played a major role in shaping one’s personality. The Adlerian is that human who is goal oriented and socially; therapy is a brief psycho-educational approach that emphasizes understanding individuals' characteristic ways of moving through life, the lifestyle before working toward change (Carlson, Watts, Maniacci, 2006).

Adlerians understand that environment plays a part in one’s emotions but emphasize the larger issue of how the immediate environmental situation impacts the individual’s sense of belonging (Ferguson, 2003). People’s behaviours stray from the norm if they inhabit feelings of inferiority. According to Highland & Dabney ( 2009), Adler (1956) says these feelings of inferiority are overcome by compensatory mechanisms designed to enhance self - esteem. For example, deviant behaviour among students creates a powerful feeling increasing self-esteem and thus receiving ego gratification from perceived success in receiving attention from the University management and other stakeholders.

According to Adler, human behavior is not determined solely by heredity and the environment.  Instead, we have the capacity to interpret, influence, and create events.  Adler asserts that what we were born with is not as important as what we choose to do with the abilities and limitations we possess.  The focus of Adlerians is on reeducating individuals and reshaping society.  Adler was the forerunner of a subjective approach to psychology that focuses on internal determinants of behavior such as values, beliefs, attitudes, goals, interests, and the individual perception of reality.  Adler was also the first systemic therapist who maintained that it is essential to understand people within the system of which they are a part.

This theory was very important to this study because the Adlerian theory and practice have proven especially productive as applied to the growth and development of children. Adlerians believe that "a misbehaving child is a discouraged child" and that helping children to feel valued, significant, and competent is often the most effective strategy in coping with difficult child behaviors. Therefore if well implemented, this theory could be of used in the behaviours of students at the University of Zambia and hence the counsellors may use the theory to help the students to develop an increased social interest, modify self-destructive behaviour, and solve problems more efficiently.

## 1.9 Delimitations of the Study

Delimitations address how the study may be narrowed down in scope. This study therefore confined itself to investigating the relevance of counselling services provided to students at the University of Zambia. Since the study was carried out at the University of Zambia, findings would not be generalized to other universities.

## 1.10 Limitations of the Study

The results of this study should not be generalized to other Universities in the country as the study was confined to students at the University of Zambia only. This study also did not include the students from other Campuses such as the University of Zambia Ridgeway Campus. The University of Zambia distance learning students were also not included in this study.

## 1.11 Definition of Key Terms

### 1.11.1 Counselling

For the purpose of this study, the definition of counselling by Downing (1968) was adopted. According to Downing (1968) counselling is both a process and a relationship. It is a process by which concerned attention is given by both counsellor and counselee to the problem and concerns of the student in a setting of privacy, mutual acceptance and confidentiality. As a process, it utilizes appropriate tools and procedures which contribute to the fruitfulness of the experience. Downing (1968) further defines counselling as a relationship characterized by trust, confidence, and intimacy in which the student gains intellectual and emotional stability from which he can resolve difficulties, make plans and realize greater self-fulfilment.

**Guidance**

Crow and Crow (2008) define guidance as the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions and carry his own burdens. According to Hamrin and Erickson (1939), guidance is "that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs".

**School Guidance**

According to Odeyele (2017), Education in the broadest sense is aimed at helping individuals become more productive members of the society. At the heart of the whole pedagogy is Guidance and Counselling, which has been positively correlated with effective learning outcomes. Odeleye (2017) further indicates that School Guidance and Counselling services are geared towards helping students know themselves, the world around them and make optimal decisions for enhanced future for all.

### 1.11.2 Guidance and Counselling

Skinner (2001) defines guidance and counselling as the art of helping individuals to plan their own actions wisely in full light of all the facts that can be mustered about themselves and the world in which they live and work. The aim is to help the individual learn to discover his / her unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society.

In this study, therefore, the researcher used the term counselling as a major service incorporated in the guidance programme.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Overview

This chapter presents literature review relating to this study. It critically and argumentatively looked at various literature related to this study. The understanding of this different literature would enable the researcher to connect with the research findings and make an informed discussion. As a result, the chapter begun with historical development of counselling then presented a review of global and local literature on types of counselling services provided in public universities, counselling needs in public universities, relevance of counselling services provided in universities and challenges faced in providing counselling services in public universities.

## 2.2 Historical development of Counselling

Goldberg (1980) described counselling as an organized exploration of self and/or environment by a client with the aid of a counselor in order to clarify self-understanding and/or environmental alternatives so that behaviour modifications are made on the basis of broader cognitive and affective understandings. Congruent with this, Ebireri (2004) asserts that counselling is assistance rendered to an individual to accomplish behaviour modification or take decisions on the basis of greater cognitive and affective understandings of self and environment such that they become more effective and productive members of the society.

Makinde (1981) describes counselling as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counsellee understand him/herself and the reality of his or her environment. Similarly, Anagbogu (1988) defines counselling as a process of helping the individual towards overcoming obstacles to his/her personal growth, which could be educational, social, personal or vocational. Therefore, through counselling, learners can have a complete knowledge of themselves and their environmental realities so that they can modify their lives to reach a well matched standard that can effectively help them overcome educational, social, personal or vocational impediments.

The origin and development of counselling was traced in America as far as late 1890s (Mogbo, 2005). In 1908, however, Frank Parsons, founded a Vocational Bureau in Boston. Parsons concern and belief was that if individuals can understand their strengths and weaknesses, such knowledge can be used to choose vocational opportunities. This pioneering effort played a great role in the evolution of modern Guidance and Counselling. The vocational guidance movement was an attempt to reduce problems of unemployment, want and poverty among underprivileged Americans. This experiments started by Parsons yielded positive results in that many youths benefited tremendously from the services rendered by the bureau (Shertzer and Stone, 1976).

In 1910, Meyer Bloomfield single handedly promoted the first National Conference on vocational guidance in the United States of America. Eli Weaver, on the other hand, promoted the Second National Conference on vocational guidance in 1912 while George Menil was the first American to practice counselling within the school system when he was a tutor in 1895 at the Californian School of Mechanical Arts, San Francisco.

In sub-Saharan Africa, however, most societies have, in the past, been held together by elements unique to the region. The most outstanding of these elements are the extended family system and close links with ancestors and elders. The elders and chiefs were a valuable source of guidance and counselling for boys and girls. As regards history of formal guidance and counselling in Africa, UNESCO (1998) affirms that the literature on guidance activities in Africa is somewhat sparse.

In other countries such as Malawi, Tanzania, Swaziland and Zambia, counselling was conducted in an informal traditional setup with considerable impact on the lives of the young adults. However, with rapid cultural and technological changes, the set up got broken. ROK (1967) states that the rural-urban migration caused a break-down of the traditional large family set-up in favour of the nuclear and single family units. This development disturbed the laid down method of providing counselling and placed the responsibility on the shoulders of parents. Nevertheless, the parents are limited by the traditional thinking that it is embarrassing and unbecoming for a parent to discuss certain issues with his/her children and according to Gordon (1978), most parents today are engaged in various activities to such an extent that they have not had an impact in the development of their children.

In Nigeria, guidance activities can be traced back in the 1950s. Idowu (2004) says that the genesis of formal guidance and counselling in Nigeria dates back to 1959, a year in which a group of Catholic Reverend Sisters at St. Theresa's College, Oke-Ado, organised a formal careers guidance programme for their graduating final year students. Professionals were invited to give vocational talks to the students. The Careers Day conference as it was later christened, gave learners an opportunity to interact with, listen to and ask questions from the professionals about labour market and the fields of work. Later that formed the basis of the Ibadan Careers Council in 1962 which was later transformed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

Denga (1986) says Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria (CASSON), an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON provoked the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation.

The Kenyan government also recognised the need for school guidance and counselling. In 1971, guidance and counselling was introduced in Kenya through the recommendation of Kenya Education report. The “Report of the National Committee on Educational Objectives and Policies of 1976” recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). As a result guidance and counselling played a role in preventing indiscipline and drug abuse by students in the Kenyan schools.

As regards Zimbabwe, Chireshe (2006) says the introduction of school guidance and counselling services where supportive services to learners were offered was started after its independence in 1980. In 1983 the establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture provided a platform that responded to the personal, educational and career needs of students in schools. Similarly, Ndanga (1994) said that an increase in responsiveness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of school guidance and counselling services in schools. Learners were guided and counselled against many vices including examination malpractice.

UNESCO (1998) adds that in 1963 Botswana introduced school guidance and counselling in the education system. Since 1985, after a policy direction seminar on guidance and counselling, Botswana directed her emphasis on making guidance and counselling an integral part of education process by dealing with personal, social, vocational and educational needs of learners.

Ndhlovu (2015) gives a chronological development of guidance and counselling services in Zambia. Formal guidance services started in the late 1970’s, the year in which secondary schools were directed to provide career guidance. This was followed by the formation of the Lusaka Province Careers Masters Association which sought for the recognition of their work in schools, hence the need for formal training in guidance and counselling.

According to Ndhlovu (2015), formal training in guidance and counselling began in 1987 at the Technical and Vocational Teachers College (TVTC) in Luanshya. This led to an award in guidance, counselling and placement diploma. In 2004, the National Guidance and Counselling Association of Zambia was formed. In 2005, the Ministry of Education introduced a diploma programme in Guidance and Counselling and Placement at National In- service College (NISTICOL) in Chalimbana. In 2006, the Zambia Open University developed a degree programme in Guidance and Counselling. In 2011, the need for guidance and counselling was further amplified through the revised Education Act No. 23 of 2011 article 30. Currently, the University of Zambia is offering the master of Education in Guidance and Counselling programme which was approved in 2013. The chronological development of Guidance and counselling in Zambia is credited to individuals who showed interest and ensured their new found idea came to fruition, (Ndhlovu, 2015).

Counselling involves provision of services which are directed at responding to an individual learner’s needs as they surface right through his or her school or university life span (Mapfumo, 2001). Having reviewed what counselling is, it is clear that Universities do provide such services. However, it is not known how relevant these services are to the students at the University of Zambia.

## 2.3 Types of guidance services offered in Schools

The purpose of counselling and guidance services in higher learning institutions is to help students in the selection of educational courses and profitable occupations. It also helps to place students in jobs and in the next stage of education and serve to improve students study skills and maintenance of mental health (Phiri and Ndhlovu, 2006). This section reviews literature on the different types of guidance services that are expected to be found in higher learning institutions. Experts agree that guidance and counselling are made up of three major components; personal-social services, educational services, vocational services (UNESCO, 2002).

### 2.3.1 Personal guidance services

Hatlen (2001) states that personal guidance services are directed at assisting learners on problems of social and personal nature. These problems may spring from relationships among family, friends, teachers and society at large. The learners with disabilities for example, may feel insecure and frustrated when they fail to meet their personal, parental and societal set goals. They may be affected by the feeling of inadequacy, jealousy of their siblings, domination of adults, lack of love or affection from people around them. Personal guidance services, however, are meant to help learners realize that it is natural to experience periods of turmoil and that they should work to the limit of their capacity with full knowledge that they may not be as capable as other students.

Personal counselling and guidance services help the individual to know and understand himself, accept his superior and limited features and develop himself, trust himself, develop effective interpersonal relationships, become a personally and socially balanced and harmonious individual (Yesilyaprak, 2001). Thus, they enable the continuously developing individual to manage the developmental tasks at various developmental stages. Counselling and guidance services also aim to prevent, adjust and better the adaptation, development and other personal problems of the individual in educational or other environments (Ozbay, 2004). Ccounselling and guidance services offers services concerning developmental needs of the individual in personal and social areas such as developing awareness about interpersonal relationships beginning from the early ages; working on communication skills, life skills (Staley & Carey, 1997), social skills, problem-solving skills, decision-making skills; working on anger management (Uz-Bas, 2007), dealing with peer pressure and developing healthy relationships with the opposite sex (Canel, 2007). According to Mutie & Ndambuki (2003), students in schools and universities worldwide face numerous social, personal and academic problems today than ever before. The situation at the University of Zambia is not different, no wonder this study is necessary.

In the United Kingdom, Wagner and Macgowan (2006) found that social and personal guidance led to significant and sustainable reduction in abuse of alcohol and marijuana among the students in universities. In their study a sample of 289 students were referred for school based substance abuse counselling. Of these, 180 students were exposed to group counselling while 109 of them were offered treatment as usual for substance abusing students in the school system in which the study took place. The findings supported the contention that school-based group counselling could lead to significant and sustained reductions in students' alcohol and marijuana abuse in public universities. Findings of this study therefore might help the students at the University of Zambia who are engaged in alcohol and drug abuse to receive the necessary help.

A study conducted by Tompson (2006) found that in most American universities, social and personal guidance and counselling led to significant and sustainable reduction in suicidal tendencies and withdrawal syndromes in learners. Egbochuku and Aihie (2009) also conducted a study on the influence of peer group guidance and counselling and school influence on the self-concept of adolescents in the Nigerian schools. Sixty-eight high school learners from three schools, one for boys, one for girls and the other one for co-educational school in Benin City formed the sample. Using the pretest- posttest control group experimental design, the findings revealed that social and personal guidance increased the learners’ self-concept.

Ndondo (2004) asserts that it is evident that some students in schools experience child abuse, pressures from peers to concede to sexual practices before marriage, experiment with drugs and sex while at the same time parents and teachers expect them to excel in academic work. These conflicting pointers and problems affect students’ academic schooling to the extent that some drop out of school. As a result of these foreseeable problems, there is need for effective implementation of Guidance and Counselling services in universities. Failure to provide counselling services may promote increased numerous antisocial behaviours such as drug and alcohol abuse, irresponsible sexual behaviours, teenage pregnancies, gangsters, truancy, prostitution, increases in school dropouts and outbreak of school violence among many other problems (Nziramasanga, 1999). The University of Zambia school counselling centre provides services which if well delivered, should protect the students from such wrong vices as stated above. This study therefore will assess the relevance of the counselling services provided at the University of Zambia.

The provision of personal guidance and counselling services should help learners to better understand their opportunities, make appropriate adaptations and decisions based on this insight. Further, this could lead students to accept personal responsibility for their specific choices and adhere to courses of action which are in tandem with their uniqueness and potentialities. But what is not known is whether social and personal guidance is provided effectively at the University of Zambia as there is still evidence of UNZA students portraying ant-social behaviour.

### 2.3.2 Vocational guidance

Nkhata (2010) defines Vocational guidance as the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Vocational guidance services help learners to select suitable vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. These are meant to prepare learners for a particular career by selection of relevant course and programme. Therefore, through vocational guidance services, learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the application procedures and training commencement dates for courses at institutions of higher learning (Nkhata, 2010).

With respect to vocational planning, Lapan et al. (1997) on the impact of more fully implemented guidance programs on the school experiences of high school students, have attributed guidance and counselling programmes with improving the preparedness of students for the future and increasing the information they receive on careers and colleges when compared with schools that did not run effective guidance and counselling programmes. A study conducted by Mwamba (2011), on guidance services in high schools, reports that the objectives for vocational guidance services include the clarification of the type and extent of the decision the learners make and the goals they seek to attain. Students can commit themselves to discovering more about themselves in terms of their interests, needs and abilities through vocational guidance services in order for them to make progressive choices. Another study by Mukhwana (2005), in Kenya, reports that secondary school learners joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. Lack of career guidance and counselling programmes provision in universities has hampered professional development of many learners and youth. Dunford (2003) emphasizes the importance of career guidance to those who want to go for training since it has financial implications. Vocational guidance services therefore assist learners to select suitable vocations according to an individual’s strengths, limitations, educational and professional qualifications. Students at the University of Zambia also need to be guided in their career path. The question is, do the students receive any guidance in their time in school? This study seeks to find answers to such questions.

Mcwhirter, Rasheed and Crothers (2000) in a study done in Finland on career development, found that there was an increase in career decision-making and vocational skills self-efficacy when learners were provided with vocational and guidance services. They indicated that learners felt better able to make career-related decisions and perform career-related tasks than those who never received guidance services. The findings further revealed that learners exposed to guidance services also increased their expectation of pursuing and obtaining a satisfying career.

Therefore, provision of guidance and counselling services is necessary to help both students investigate the world of work in relation to knowledge of self and to make informed career decisions. The above revelation is of great concern because the school counselor is supposed to assist all learners with career choices.

### 2.3.3 Educational guidance

Educational guidance is advice given to learners helping them make suitable decisions regarding education. Mwamba (2011) reported that educational guidance services are important as a means to mitigate problems faced by students. It should also be provided at crisis point when students have difficulties in making choices on which subject combination is right and what mode of communication to use. Educational guidance services have an essential role to play in making sure that student’s educational decisions are grounded in sound decisions and students are helped to develop effective self-management in education and career path. This study seeks to analyze the types of counselling services provided to students at the University of Zambia, hence this will help us to examine whether these services are relevant to the student

The importance of educational guidance services was highlighted in a study by Hatlen (2001) who investigated the effects of educational guidance on the pass rate at 'A' level for students in Texas. The findings were that those learners who were subjected to guidance and counselling services did well at ‘A’ levels results. According to Bhatnagar and Gupta (1994), it was necessary to help learners make progress in their education by developing good study skills. Kochhar (2006) also found that guidance services can guide learners in developing good study habits by providing study skills which reduces stress in learners for them to adequately prepare to sit for examinations.

In the process of guiding learners, educational guidance services play a very important role in removing or alleviating problems that would otherwise have impeded on their academic performance. This is confirmed by Kochhar (2006) who found that there was better learner achievement with a healthy educational guidance system in schools. Learners who passed through the hands of a guidance services provider to assist in developing good skills and choice of subjects had reduced stress in them.

Piaget (1965) however, noted that adolescents, impressed with their own theories, often fall victim to a new form of egocentrism. They cling rigidly to their views, refuse to believe that they might be incorrect, and assume that no other views can match theirs. They tend to think that counselling is for those who have obvious mental, learning and behavioral problems. According to such students, a counselor should only be seen when they need academic assistance. Makinde (2003) further added that age bracket never wants to admit openly that they have any problem as this might be interpreted to mean a weakness. This study should therefore help us to identify the attitudes of students at the University of Zambia towards guidance and counselling services provided to them.

The importance of educational guidance services was also highlighted in a study by Omoegun (2006) who investigated the effects of educational guidance on the academic achievement of the adolescents in the Lagos state secondary schools. In the study the experimental group was exposed to educational guidance services in the group counselling while the control group was not. Ten standard comprehension passages were used to generate pre-and post-test scores, and t-test statistics was employed to analyze the generated data. The results of the study revealed that the educational guidance intervention was effective and thus promoted adolescents' academic achievement in English comprehension. Despite the importance of educational guidance services elaborated above, performance by many university students was still very poor. Therefore, this study sought to investigate the relevance of the counselling services provided to students at the University of Zambia.

## 2.4 The Counselling Needs for Students in Universities

University life provides students with rich opportunities in terms of gaining independence, discovering their own potentials, self-development, job acquisition, improvement of living conditions and preparation for the next development period (Turkum, 2007). Most students start university in adolescence period in terms of development and are sometimes treated as children and sometimes as adults in their environment. Yesilyprak (2001) asserts that being a student at university and university lives have the characteristic of an environment that will produce anxiety and stress.

Papalia (1998) also observes that most research conducted on university students revealed that while the needs of students mostly intensify on academics, vocational and psychological problems, the needs may vary depending on the student’s socio- economic statuses, gender, socio- cultural trends and the cultures they belong to.

In 2009, the American College Health Association-National College Health Assessment (ACHA-NCHA) conducted a nationwide survey of college students. The survey found that nearly 30 percent of college students reported feeling “so depressed that it was difficult to function” at some time. According to Eisenberg et al (2007) studies suggest that college students who have depression are more likely to smoke. Students with depression, especially women, are more likely to drink to get drunk and experience problems related to alcohol abuse, such as engaging in unsafe sex. It is not uncommon for students who have depression to self-medicate with street drugs. This study will help to assess whether the students at the University of Zambia are affected by similar problems stated above, hence help to provide the necessary solutions to their problems.

Depression is also a major risk factor for suicide. In the 2009 ACHA–NCHA survey, about 6 percent of college students reported seriously considering suicide, and about 1 percent reported attempting suicide in the previous year. Suicide is the third leading cause of death for teens and young adults aged 15 to 24 years.

University students have a lot of daily life difficulties such as coping with being dilatory, public speaking anxiety, career uncertainty, efficient study skills, lack of motivation, self confidence issues, examination anxiety, fear of failure, depression, problems experienced in relationships with the opposite sex and time management. (Galllangher et al., 1992). Similarly, Arco et al. (2005) mentions problems such as efficient study skills, focusing attention, time management and examination anxiety among the Spanish university students. Nicholas (2002) also mentions problems such as fear of failure, coping with being dilatory, depression, discomfort in social surroundings and coping with loneliness among the university students in South Africa.

Migiro (2005) however, found that some students are sceptical about seeking counselling services because they do not want to reveal their problems to their counsellors. According to them, such revealed problems are later made subjects of staff meeting debates. This study seeks to determine the counselling needs of the students at the University of Zambia and hence discover whether the counselling services provided to the students are of any relevance to them.

As a result of the studies conducted by Turkum (2007) on the needs and problems of the university students, it was concluded that the students had financial difficulties, employment problems, problems related to adaptation to the university and inability to find the support they needed, problems related to academic achievement, accommodation, education, relationships with the opposite sex, longing for family, career planning, identity seeking, depression and stress.

Despite students facing a variety of counselling needs, there is no sufficient literature which reveals the counselling needs of students in higher learning institutions in Zambia. This study therefore seeks to identify the counselling needs of the students at the University of Zambia. This knowledge will help the university to provide counselling services which will be relevant in meeting the counselling needs of the students.

## 2.5 Relevance of Counselling Services Provided in Learning Institutions.

Students in higher institutions of learning may face social, economic and academic challenges. They need psychological support to enable them to overcome or cope with these challenges in order to get on with their lives smoothly. This calls for the establishment of counselling services in universities, Gledhill (1996).

Counselling in schools and higher institutions of learning is therefore very important because it helps the learners to understand themselves and respect other people. Students undergo a lot of problems and stress, hence the need for the provision of counselling. Mutie and Ndambuki (1999) states that counselling in schools help students to meet therapeutic needs by helping them make decisions or plan for any form of change. The purpose of guidance and counselling is not to solve all the students’ problems but to help reduce the students’ problems in order to create a conducive environment for learning.

Additionally, Egan (1998) states that learners should be helped to manage their problems and empower them to become effective in future. The other importance of guidance and counselling in schools is that it provides the learners with an opportunity to talk about their problems in a non-judgmental setting. Counselling services are important to students because they help students to adapt to the school environment and society at large. Guidance and counselling helps students or learners to manage their problems and improve in their performance. Corey (1982) notes that guidance and counselling can help in the number of ways such as emotional, functional relationship management and identify solutions by promoting effective action.

Counselling is important because it helps the new learners in school to settle well. When new learners come in school they need to be counseled. Gledhill (1996) states that counselling services help a large number of novice students at the start of the course or school. He further states that the new students suffer from euphoria of having left home therefore they become home sick every time they are in school. There is need for them to be counseled by the school counselor. Another importance of counselling to the learners is to provide an opportunity for them to work towards achieving their full potential in school. The learners through career guidance and counselling are helped to identify their career. Students are helped to explore their skills and solve their own problems in life. Effective counselling in schools helps the learners to interact well with other learners in order to perform well. Counselling for learners in schools will only succeed if all staff including lecturers get involved and help the learners to acquire skills to sustain themselves in school, (Gledhill, 1996).

However, there has not been any study done in Zambia to investigate the relevance of guidance and counselling services provided in public universities in Zambia. It is this gap in literature that this study is trying to fill in.

## 2.6 Challenges Faced in Providing Counselling Services in Learning Institutions.

Brigman and Campbell (2003) reports that school counselor’s in American schools are subjected to varied challenges such as conflicting roles. That happened when a guidance and counselling teacher was delegated varied roles which conflict his or her guidance and counselling roles thus hindering the effectiveness of guidance and counselling provisions. This has had adverse effects on the counselling provisions. As a result, Lloyd (1999) suggests that schools should develop guidance and counselling policies on ethical issues concerning how they would manage role ambiguity to uphold the school counselling expertise.

A study conducted by Alutu (2005) reports that out of the ninety-six public institutions in Benin City, only twenty-five had at least one practicing counselor. Fourteen schools with practicing counselors were sampled in this study. Data analysis revealed that counselling services were faced with many obstacles which jeopardised effective delivery of the services resulting in educational wastage. Wikipedia (2009) indicates that educational wastage occurs when students leave the educational system prior to the termination of an educational cycle. It was found that funds for provision of basic guidance services were lacking. Most of the vital counselling services needed for quality education were the least regularly performed in schools, for instance use of psychological tests and keeping of cumulative record folders.

Makinde (1984) recommends that schools should provide finances which will allow the school counselors to have equipment, materials and travel allowances necessary for them to carry out their functions. The funds thus provided would enable the counselor to get a regular supply of books, journals, magazines and visual aid materials, which in turn will equip him/her with current and accurate information for students. Counselors will also require to occasionally invite a specialist speaker to talk to the students or take students for a tour based on relevant issues. Unfortunately, most educational institutions do not set aside such funds. The situation at the University of Zambia is unknown. Therefore this study is of importance.

A study by Auni and Lyanda (2014) to examine the determinants of guidance and counselling programme on learners’ social adjustment in public schools in Siaya District in Kenya found out that guidance and counselling departments were faced with lack of facilities and resources, inadequate training of counselors and counselors being members of the disciplinary committees in schools.

Further, Ajowi and Simatwa (2010) conducted a study in Kisumu district in Kenya which revealed that obstacles of guidance and counselling in schools since 1999 when guidance and counselling departments were established included negative attitudes by parents and students towards guidance and counselling services and incompetence among the heads of departments of guidance and counselling who were merely appointed by the Teachers Service Commission without proper training and in-service training to enhance their competence. This is true even in public universities where people in the office of counselling and guidance office lack training thus hindering the effectiveness of counselling services to students in higher learning institutions.

Esere (1998) observes that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education.

Mutie and Ndambuki (2003) echo similar sentiments by reporting that Kenya still has a long way to go in school guidance and counselling due to: lack of trained personnel in the area; most schools do not have sufficient funds to carry out the programme effectively; teacher counselors are overloaded with lessons and therefore unable to give proper guidance in schools and; that the guidance teachers are mainly involved in career guidance thus leaving out other aspects needed in guidance and counselling like discipline issues and social relationships. The reviewed literature shows that guidance and counselling teachers face several challenges in Schools.

Communication is also very important in the counselling process, it is through communication that the client may share his or her views with the counselor and in which the counselor would respond. This entails that language barrier can block communication which may subsequently terminate the counselling relationship. Kaufman (1996) states that both the process and ultimate effectiveness of psychotherapeutic intervention are directly dependent upon language, the bridge through which the counselor and the counselee express each other’s views. Pollard (1998) also states that if communication is not effective with a deaf client; there is a high probability of misdiagnosis and inaccurate case conceptualization. However, in public universities where most people are able to communicate effectively using English as the official language of communication, the barrier of communication is most minimal.

Halgin and McEntee (1986) state that communication problems hinder the development of a therapeutic alliance and increase the likelihood that the client will drop out of therapy. Further, communication breakdown brings about long pattern misunderstanding, isolation, and oppression in the client’s life. Within the counselling relationship, linguistic and cultural differences would manifest themselves in a variety of ways. For example, deaf clients may wait for the therapist to prompt conversation and may provide short, simple responses that lack richness and content. Communicating with the deaf requires understanding of the deaf culture. The counselor should be conversant with sign language or use a competent interpreter in a counselling process if effective counselling relationship is to be meaningful. This is the same with learners with visual impairment because they may not be reading some of the non-verbal communication modes the counselor may employ. Rok (1976) noted that lack of trained counselors in some schools has impacted negatively on the delivery of these important services. For a long time, guidance and counselling in schools was done on a voluntary basis by untrained counselors, hence ineffective services. However, it is not known whether the counselors at the University of Zambia have the necessary training. This study seeks to review this information.

Chireshe (2006) also established that Zimbabwean school guidance and counselling services were negatively affected by lack of training of school counselor’s, lack of material resources and the non-availability of guidance and counselling policy. Chivonivoni (2006) reports that guidance and counselling services were also negatively affected by the Head teachers’ negative attitudes towards its provision in schools.

Similarly in Zambia, the 1996 National Education Policy, “Educating Our Future”, provides no clear policy guideline on the role of guidance and counselling teachers. It merely highlights that it will collaborate fully with all other interested agencies and further strengthens its own child guidance and counselling services. Such a vague policy is a recipe for challenges in the provision of guidance and counselling services. There is need to identify these challenges in order to alleviate them in schools and higher learning institutions.

Ndhlovu, Kasonde-ngandu, and Phiri (2012) conducted a qualitative study on the relevance of guidance and counselling services offered on learners in selected schools in Zambia. The study found that learners got wrong information or took wrong subject combinations because most of the personnel that were offering guidance and counselling were not qualified.

However, this study seeks to discover the challenges faced in providing counselling services to students at the University of Zambia. This information will help the university to deal with such challenges and hence offer counselling services which will be relevant to the students.

## 2.7 Knowledge Gap Identified

The reviewed literature has provided basis for discussing the findings of this study. However, literature still leaves knowledge gaps which this study intends to fill through the findings. The knowledge gaps identified for this study include the following:-

1. What type of counselling services are provided to students at the University of Zambia Counselling Centre?
2. What are the counselling needs of students at the University of Zambia?
3. How relevant are the type of counselling services provided to students at UNZA?
4. What challenges does the UNZA Counselling Centre face in providing counselling services to students?

## 2.8 Chapter Summary

The reviewed literature shows that guidance and counselling services have been in existence for quite some time and their effectiveness is most pronounced in primary and secondary schools. Furthermore, literature reveals that counselors experience different challenges in offering the services to their clients such as lack of infrastructure, lack of training by counselors, lack of resources and support by top level management.

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# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 Overview

This chapter explains the basic research design, giving a description of the research study area or site, study population, study sample, sampling techniques, instruments to be used for data collection, procedure for data collection and data analysis.

**3.2 Research Design**

Research design involves deciding what the research purpose and questions will be what information most appropriately will answer specific questions and which strategies are most effective for getting the answers (Gay, 1996). The design of study is basically the overall approach used to investigate the problem of interest that is to shed light on, or answer the questions of interest. It includes the method of data collection and related specific strategies. Leedy (1997:195) defines research design as a plan for a study, providing the overall framework for collecting data. MacMillan and Schumacher (2001:166) define it as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). In this wide sense, it is a programme to guide the researcher to collect, analyze and interpret the participant’s views about the topic under investigation.

In this study, the researcher conducted exploratory and descriptive research on the relevance of counselling services provided to students at the University of Zambia. The study used qualitative approaches; specifically employing a case study design. Bryman (2001), states that qualitative research is a strategy that usually emphasises words rather than quantification in the collection and analysis of data. However, Creswell (2009) states that qualitative researchers endeavor to understand the context of the participants by making visits to the context and gathering of information personally. In other words, in qualitative research, the researcher interacts or collaborates with his or her subjects fully, a situation which helps him or her collect information in a natural environment (Ziwa, 2014). The qualitative approach was used by the researcher because it was found to be the most appropriate way to interact with the respondents in order to gather broad information on the problem under investigation.

## 3.3 Target Population

The target population for this research was all undergraduate students from the eight schools (Agriculture, Education, Engineering, Law, Humanities and Social Sciences, Natural sciences, Mines, Veterinary Medicine) operating within the University main campus (Great East Road) and all the counselors at UNZA counselling centre. The counsellors were selected because they were the service providers and the students were expected to give information about their counselling needs, their attitude towards the counselling programme and how relevant the counselling services were to them.

## 3.4 Study Sample

A sample is a small population that is selected for observation (Best and Khan 2003).When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. In simpler terms, a sample is a sub-set of a population or the segment of the population that is selected for investigation (Bryman, 2001). Therefore, the study comprised of 47 participants out of which 40 were students from the University of Zambia while 7 were counsellors from the University of Zambia counselling centre.

## 3.5 Sampling Procedure

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Orodho and Kombo, 2002). Therefore, purposive sampling was used to select the counsellors because they were few; there were only seven counsellors at the University of Zambia counselling centre. A purposive sampling method was appropriate for this study because it only targeted counsellors at the UNZA counselling centre who were expected to have adequate knowledge and information about the relevance of the counselling services being offered to students.

On the other hand, simple random sampling was used to select the required student sample size. Students from each school randomly picked folded pieces of paper on which “Yes” or “No” responses were written. Care was taken to make sure that there were only 5 “Yes” responses for each school. Therefore, 5 respondents were picked from each of the 8 schools which operate from the University of Zambia great east road campus. This brought the sample to a total of 40 students.

## 3.6 Instruments for Data Collection

In this study, semi structured questionnaires, interview guides and document were designed for the purpose of data collection.

### 3.6.1 Semi Structured Questionnaires

According to Best and Khan (1992), questionnaires were good instruments to use when collecting data because they enabled the researcher to explain the purpose of the study and use same question items to all respondents. This study used questionnaires for students (Appendix I). The student questionnaire addressed issues of their counselling needs and the relevance of the guidance and counselling services provided to them. Both open – ended and closed – ended questions were used so as to give the respondents freedom to express their opinions, suggestions and enabled the researcher to collect qualitative data.

### 3.6.2 Semi- structured Interview Guide

For this research, method of interview was employed. An interview, particularly in-depth interview, is defined as a situation in which the interviewer or researcher questions respondents face-to-face and records their answers. Kombo and Tromp (2006) argue that interviews are well suited for exploring and confirming ideas and provide in-depth information about particular cases of interest. The rationale for using the interview is to have the participant reflect on his/her experiences and then relate those experiences to the interviewer in such a way that the two come to a mutual understanding about the meanings of the experiences or of the account of their experiences. This type of data collection technique therefore, allowed the researcher, through the interactions to gain an in-depth understanding of the social reality in focus.

The researcher was also placed to gain full understating of what the respondent really wanted to say (Creswell, 2003). the value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to “speak in their own voice and express their own thoughts and feelings” (Berg, 2007: 96). In this process, note taking and recording was vital as it led to a credible analysis. This data collection method was vital in this study as it allowed the researcher to get insights from the counsellors concerning the counselling services provided to students. In addition, interview data collection method enabled the researcher to find out more about the challenges being faced in providing counselling services to students at the University of Zambia. The interview guide has been appended as appendix II.

### 3.6.3 Document Analysis Guide

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2009). White (2005) noted that documents are a good place to search for answers as they provide a useful check on information gathered in an interview. He further adds that when other techniques fail to resolve a question, documentary evidence can provide a convincing answer.

Apart from providing evidence, White (2005) also states that document analysis allows the analyst to become thoroughly familiar with the materials and helps to save on time. The usefulness of documents as research tools is that they help corroborate and strengthen the evidence gathered using other tools. Therefore, this method of data collection was important to this study as it provided reliable and quality information from the documents reviewed. The researcher reviewed personal documents which included books, journals, facebook posts, newspapers and other research reports. In other words, it offered a chance to the researcher to study past events and issues already documented within the field of study and that they are currently in use.

## 3.7 Data Collection Procedure

Prior to the implementation of the study, the researcher got a letter of introduction to collect data from the University of Zambia. That letter was then used to get clearance from the University of Zambia Ethics committee. Once the permission was granted, the researcher then notified the University of Zambia counselling centre of the intention to collect data from their department. On the set date, the researcher went to conduct interviews with the counsellors using the interview guide. The interviews were recorded using a tape recorder. The researcher also took notes of the proceedings of the interviews.

The administration of questionnaires to the students was performed in one school at a time during the appropriate time between 12:00hrs and 13:00hrs when students were going on their lunch break. A small box in which papers with ‘yes’ and ‘no’ responses was placed at the entrance of the school. 5 students from each school who picked the “yes” response participated in the study. With the consent from students, questionnaires were administered to the students. Once the instruments were completed, they were collected for analysis.

## 3.8 Data Analysis

Marshall and Rossman (1999:150) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time consuming, but also as a creative and fascinating process. Broadly speaking while it does not proceed in linear fashion it is the activity of making sense of, interpreting and theorizing data that signifies a search for general statements among categories of data (Schwandt, 2007:6). However, Kasonde (2013) defines Qualitative data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study. She further holds that data analysis involves uncovering underlying structures and extracting important variables. Patton (1990) seems to suggest that these concepts about data analysis start arising during data collection and that marks the beginning of the analysis and this continues throughout the study. This shows that, unlike in quantitative research, where data analysis only takes place after data collection, in qualitative studies, like this study, data collection and analysis go hand in hand to build a coherent interpretation of the data (Sarantakos, 2005).

Upon collecting the data, the researcher took time to listen to the recordings of interviews and transcribed the information. The researcher further took time to go through the questionnaires in order to get familiar with the information. This was followed by a compilation of the answers given by the participants, identifying the most significant elements from the responses. The researcher then grouped similar answers and placed them into categories which were then given names. This study analysed the data from the interviews by grouping the information into emerging themes with emphasis on the research variables from the research questions and the objectives. On the other hand, questionnaire responses were coded and entered into the statistical package for social sciences (SPSS Version 20), the main purpose of this software was to analyze the data using descriptive statistics such as cross tabulations, pie charts, frequency tables and graphs.

## 3.9 Ethical Considerations

To uphold the ethical standards, the researcher ensured the anonymity of all respondents was maintained. The researcher only sought responses from respondents who were willing to take part in the study, after which the information gathered was analysed for academic purpose only. Ethical standards were maintained throughout the research process.

## 3.10 Validity and Reliability

Reliability refers to whether the methodology generates consistent results when used by other researchers in similar settings, whereas validity refers to the extent to which a given methodology actually measures what it is intended to measure (Lara et al, 2007).

In this study, the researcher used data triangulation for validation of data. Triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic (Olsen, 2004). The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study.

According to Hussein (2009), triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. Thus, when combined there is a great possibility of neutralizing the flaws of one method and strengthening the benefits of the other for the better research results. Thus, to reap the benefits of two paradigms and minimizing the drawbacks of each, the use of different methods of data collection was advocated in this research.

Brewer and Patton (2002) further added that multiple methods of data collection validate research. This is so because methods complement each other with no overlapping weaknesses. Combination of methods ensures that inconsistencies are removed and thus valid and reliable data emerges.

While cross checking, the researcher also made use of the responses for the verification of the findings. This is called respondent validation.  This technique involves testing initial results with participants to see if they still ring true.   Although the research has been interpreted and condensed, participants should still recognize the results as authentic and, at this stage, may even be able to refine the researcher’s understanding.

## 3.11 Conclusion

This chapter has described the research design and methods that were used in data collection. It has also explained the population, sampling, data collection instruments, data analysis, ethical considerations that were adhered to during the study and validity and reliability that confirmed the data from the research findings of the study. The next chapter will present the research findings of the study

# CHAPTER FOUR: PRESENTATION OF FINDINGS.

## 4.1 Introduction

This chapter presents the results of the study according the research questions, these were; (1) What type of counselling services are provided to students at the University of Zambia Counselling Centre? (2) What are the counselling needs of students at the University of Zambia? (3) How relevant are the types of counselling services provided to students at UNZA? And (4) What challenges does the UNZA Counselling Centre face in providing counselling services to students?

## 4.2 Demographic information.

Students were asked if they have ever been counselled. Figure 1 shows that the majority 65% of the 40 sampled students had not been to the counselling center for counselling.

**Figure 1: Attendance for counselling**

## 4.3 Knowledge of counselling services provided at UNZA counselling centre

Students were asked to indicate whether or not they are aware of the counselling services provided at the UNZA counselling center. The majority of the students 63% out of the 40 sampled students said they were not aware of the counselling services available at the UNZA counselling center. This is clearly shown in figure 2.

**Figure 2: knowledge of counselling services**

## 4.4 Types of counselling services offered at UNZA Counselling Centre

The first objective was to investigate the counselling services available at the UNZA Counselling Center. One of the counsellors **(C1)** mentioned that services that were offered by the University included life skills training, peer education training, HIV/AIDS counselling, group counselling and career talks.

Another counsellor said *“Yes, we offer counselling in everything, state the problem, we will counsel, that’s our job”.* **(C2).**

Students were also asked to indicate the types of counselling services they knew were available. Figure 3 shows the responses from the students. The majority of the students did not seem to know the types of counselling services offered by the counselling center as shown by the low scores in the graph below.

**Figure 3: Types of counselling services**

## 4.5 Counselling needs of students

The second objective assessed areas in which students needed counselling. Students were asked to indicate the counselling areas they feel they would considered counselling on a five point Likert scale. On a Likert scale, the respondents were to score “Strongly Agree”, “Agree”, “Do not know”, “Disagree” and Strongly Disagree”. This was done to find out on how each question item was scored affirmatively as “Agree” and “disagree”. Table 3 below shows a summary of the responses to the various question items asked and the corresponding percentages at which they were scored.

Most students 36 (90%) out of the 40 sampled students agreed that they would consider counselling in academic issues. Similarly, most students 34 (85%) out of the 40 sampled students agreed that they would consider counselling in career choices. Slightly moderate students agreed to consider taking counselling in health issues 24 (60%) of the 40 sampled students. There was a low percentage 14 (35%) out of the 40 sampled students agreeing to consider taking counselling in social issues. The percentage of students that sought counselling services for religious issues was 8 students (20%) out of the 40 sampled students.

**Table 1: Student`s counselling needs**

|  |
| --- |
| **Statement A SA U D SD** |
| 1. Would you consider counselling 50% 40% 4% 6% --  on academic issues?  2. Would you consider counselling 40% 45% 15% **--**  --  on career choices?  3. Would you consider counselling 20% 40% 10% 30% --  on issues concerning your health?  4. Would you consider counselling 15% 25% 5% 35% 20%  on social issues?  5. Would you consider counselling 10% 10% 20% 20% 40%  on issues concerning religion? |

: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

Students were asked whether they had ever experienced stress or other emotional problems that would require counselling, the table below shows their responses:-

**Table 2 : Ever experiences stress or other emotional problems while in school?**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percentage** |
| **Yes**  **No**  **Total** | 31  9  40 | 77.5  22.5  100.0 |

The students indicated that most of the stress and other emotional problems they experienced resulted from academic pressure 21 out of 40 students (52.5%), accommodation problems 16 out of 40 students (40%), financial problems 15 out of 40 students (37.5%), and social problems 14 out of 40 students (35%).

## 4.6 Relevance of the type of counselling services offered to students at UNZA.

On the relevance of the counselling services provided to students, counselors were asked how relevant the counselling services they offered were to the students. One counselor (C6) indicated that the services offered to students helped in giving direction to students in terms of academic programs as well as career choices. Another counselor (C1) further added that “*for students not doing well in their academic programs, we actually help them to identify their points of strength in their subjects, hence they are able to major in the right courses”.*

Counselor C7 also added that “*at point of registration, Students don’t always know what it is that they need to know or the opportunities that are available; we therefore offer guidance to prospective students in the application process. Based on their grade 12 results, we guide them on the courses they should apply for”*.

Another counselor (C5) also stated *that ‘other than academic issues, we also give reference letter’s to students who wish to switch to bursary sponsorship because they have lost their parents or sponsors in death, therefore our offices are of great importance to students welfare”.*

## 4.7 Challenges faced by UNZA Counselling Center

Objective four assessed the challenges faced by the UNZA counselling center. Counsellors were asked to indicate the challenges they face. One counselor said “*Very few UNZA students appreciate the importance of counselling”* **(C2),** while another further indicated that

*“We lack refresher training and resources to undertake activities like radio programs as well as visiting secondary schools to give career talks to prospective UNZA students”.* **(C3)**

Counsellor C4 also said “*ultimately the amount that can be done comes back to funding and a commitment on the part of the university to provide staffing that will allow us to do all the great things required for excellent results. We are fortunate that our department is committed to produce good results”.*

The students’ response on the availability of guidance and counselling room/office for guidance and counselling is shown in the table below:-

**Table 3: Students’ response on availability of G&C room/office**

**Frequency Percentage**

Yes 15 37.5

No 25 62.5

**Total 40 100.0**

In Table 4 above, more than half of the students 25 (62.5%) indicated that the University of Zambia counselling centre had no counselling rooms. While 15 (37.5%) of the 40 sampled students indicated that the UNZA counselling centre had counselling rooms.

However, one counsellor **(C1)** stated that “*We conduct counselling in our offices, we do not have separate counselling rooms from which we counsel students”.*

In line with counsellor C1 above, another counsellor (C6) said that *“counselling rooms are many, all our offices are used for counselling. This is convenient for us as well as our clients because we do not need to move from one place to the other in order to conduct counselling”*

**Table 4: Adequate Recording and Filling Resources as Reported by Students and Counsellors**

|  |
| --- |
| **Frequency Percentage** |
| Strongly agree 2 5  Agree 6 15  Disagree 12 30  Strongly disagree 15 37.5  Undecided 5 12.5 |
| **Total 40 100.0** |
|  |

Table 5 indicated that the students strongly disagreed that there was adequate recording and filling resources in the guidance and counselling office 15 out of 40 (37.5%) while12 (30%) disagreed, 6 out of 40 sampled students (15%) agreeing, 2 (5%) strongly agreeing and 5 (12.5%) undecided on the adequacy of recording and filling resources in the guidance and counselling rooms at the University of Zambia counselling centre. When asked to explain their responses, some students indicated that they had no files at the counselling centre.

On the contrary, all the counsellors 7 (100%) indicated that they had adequate facilities which included recording and filling shelves and folders of students counselling cases. Counsellor C5 indicated that each office had shelves, drawers and enough furniture to conduct counselling while another counsellor (C7) said *“ yes, the facilities are adequate, we have enough shelves, drawers, as well as a table and chairs for each office, in fact, our records are up- to- date, all the cases we deal with are recorded and filled”.*

**Table 5: Hindrance to counselling**

|  |  |  |
| --- | --- | --- |
| **Variable** |  | **Percentage** |
| What hinders students from counselling | Lack of confidentiality | 20% |
|  | Peer Pressure | 30% |
|  | Gender Issues | 10% |
|  | Stigmatization | 30% |
|  | Religious differences | 10% |

Table 8 above shows that 8 (20%) of the sampled students did not go for counselling for fear of lack of confidentiality among the counselors. 12 (30%) students did not seek counselling services due to peer pressure, 4 (10%) students were afraid to be counseled by a counselor of the opposite sex, 12 (30%) students had fear of stigmatization, while religious differences hindered the other 4 (10%) students from seeking counselling services from UNZA counselling centre.

**Table 6: Student’s gender versus gender of preferred counsellor**

Response Gender of preferred counsellor Total

Male % Female % %

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Male | 11 | 55 | 6 | 30 | 17 | 100 |
| Female | 9 | 45 | 14 | 70 | 23 | 100 |

Total 20 50 20 50 40 100

The findings show that overall, 20 (50%) of the respondents have a preference for male while 20 (50%) have preference for the female counsellors. Checking across the rows however, the findings show that a majority of the male student gender (11) 55% prefer a male counsellor while a majority of the female 14 (70%) students also prefer a female counsellor. It is therefore evident that each gender of the students has a higher preference of the counsellor being same gender.

Amongst the suggestions for improvement, sensitization 16 (40%) was the most mentioned suggestion which could bring about improvement.

**Table 7: Suggestions for improvement**

|  |  |
| --- | --- |
| **Suggestions** | **Percentage** |
| Counsellors should make themselves known to the students | 20% |
| Sensitization on importance of counselling | 40% |
| Conduct room to room visits to the students hostels | 10% |
| Stick posters and distribute fliers advertising the counselling center | 10% |
| Assure students of confidentiality. | 20% |

The findings above show that 40% of the respondents indicated that UNZA counselling services would improve if the students would be sensitized on the importance of undergoing counselling. 20% however indicated that counselling services would be improved if the counselors made themselves known to the students. Another 20% of respondents indicated that the counselling services offered at UNZA would improve if the students were assured of confidentiality. 10% of the respondents further indicated that room to room awareness visits by the counselors would help to improve on the counselling services being offered. Another 10% of respondents also indicated that counselling services offered by UNZA counselling centre would improve if posters were stuck around the university and stickers distributed to students for advertising purposes.

## 4.8 Chapter Summary

This chapter has presented the research findings of the study based on the research questions which mirrored the objectives. The questions which the chapter attempted to answer were (1) What type of counselling services are provided to students at the University of Zambia? (2) What are the counselling needs of students at the University of Zambia? (3) How relevant are the types of counselling services provided to students at the University of Zambia? (4) What challenges does UNZA counselling centre face in providing counselling services to students? These findings filled up the knowledge gap identified in 1.5 and in the literature review chapter. The next chapter discusses the findings of the study.

# CHAPTER FIVE: DISCUSSION OF RESULTS

## 5.1 Introduction

This study sought to investigate the relevance of counselling services provided to students at the University of Zambia. This was in the light of increased riots and strikes at the institution of which guidance and counselling should have been foremost to prevent. This chapter provided an interpretation of the findings obtained, it illustrated why the findings were relevant to the research and relate the findings to other research carried out. The findings of this study were based on the interpretation and analysis of data obtained through the process of structured questionnaires and interviews of seven counsellors and the 40 students.

## 5.2 Counselling Services Provided at UNZA Counselling Centre

The study established that UNZA counselling centre offers counselling of various kinds amongst which are counselling in academics, psycho-social, health, HIV and AIDS, discipline and any other issues referred from the departments. These findings were similar with the findings of Hatlen (2001), Tompson (2006) and Mwamba (2011) who found that students seek academic guidance among other things in Universities to improve academic performance. However, the majority of students (63%) did not seem to know the types of counselling services offered by the UNZA counselling center. This could be seen from the low mean scores of the types of counselling services offered in the results section. This calls for interventions to be put in place that would sensitize the students on the types of counselling offered by the center.

The results demonstrated the fact that almost all those who participated in this study have at one point or another, come across a situation where the services of guidance and counselling specialists were required. This proved that there was need for Guidance and Counselling services at the University of Zambia. The majority of participants (63%) however, were not aware of the guidance and counselling services being offered by the University of Zambia counselling centre hence they did not receive any guidance and counselling services. This meant that school UNZA counselling centre had a major problem to handle given the prevailing behaviour of learners in the present day.

## 5.3 Counselling Needs of Students at UNZA

This study was also successful in finding out the counselling needs of students. If was found that students would consider taking counselling in academic issues, career issues and health issues the most. The findings of this study were consistent with the findings of other studies. Papalia (1998) observes that most research conducted on university students revealed that while the needs of students mostly intensify on academics, vocational and psychological problems, the needs may vary depending on the student’s socio- economic statuses, gender, socio- cultural trends and the cultures they belong to.

Result implies that the guidance and counselling needs of the respondents are most prominent in the aspect relating to their academic issues. This shows that they are focused on the academic matters which are the main object of tertiary education. This agrees with Martin (2002) who posited that the fundamental thought behind guidance and counselling in general lays in the fact that people often need guidance when faced with the need to make significant decisions that affect both themselves and those around them. Hence, counsellors should focus their attention on the development of effective study habits in relation to how students can utilize their assets and manage their abilities for optimal career development. Moreover, personal and social life issues ranked least among areas of need as perceived by the respondents.

The implication of this finding is that student support programmes of the University might have neglected this important aspect of human development in their sensitization campaign during new student orientation. Gledhill (1996) stressed that the importance of counselling to the learners is to provide an opportunity for them to work towards achieving their full potential in school. He also stressed that learners through career guidance and counselling are helped to identify their career. Students are helped to explore their skills and solve their own problems in life.

The areas of benefit identified by the respondents included personal, social, academic and vocational counselling, and career guidance. These findings are in line with the study which posited that it is pertinent for student guidance and counselling to inculcate the provision of knowledge and skills relating to the student’s personal and social development, self-awareness, decision making, and planning (Shoffner & Briggs, 2001). The counsellors, however, need to do more work in the areas of providing academic seminars and referral service for the students.

According to Cetinkaya (2007), the students should not be regarded as mechanical beings which information is loaded to. They should be regarded as individuals who make up the center of education system and who are aware of their interest and abilities and develop them, who can solve problems that they encounter, who can generate rational ideas and who can make analysis and synthesis. For developing as a whole in personal, social, educational and vocational respects, the students need counselling and guidance services (ASCA, 2007).

## 5.4 Relevance of Counselling Services Provided to UNZA Students

The study revealed that students would consider seeking counselling in health, academic and social related issues. This meant that the services offered by the UNZA counselling centre were relevant to the counselling needs of the students. Horgan (2003) describes the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment who obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner. In this respect, counsellors aid students to be well grounded on the core competencies to recognize, manage and adjust turbulent emotions, set and achieve positive goals, appreciate the perspective of others, establish and maintain positive relationship, make responsible decision and handle interpersonal situations constructively.

The study however, revealed that majority of UNZA students were not aware of the services being offered at the UNZA counselling centre. Therefore there was need to sensitize the students on the counselling services being offered at the counselling centre and on the importance of guidance and counselling. A study conducted by Kok. et al (2012) in Malaysia revealed that there was a prevalent lack of understanding about what counselling is all about in the school culture. Counselling services were seen as dealing with problematic students or part of the disciplinary system. This deferred students from seeking counselling voluntarily. Due to this lack of understanding from the school, some counsellors were seen as being irrelevant. Counsellors need to persuade, to advise, to admonish, to scold, or to make friend with the students so that they are well behaved. The misconception seems to be strongly linked to the school culture, as school is always a place to conform, and academic achievement is the emphasis of school culture.

## 5.5 Challenges Faced by UNZA Counselling Centre



Regarding the facilities needed by the university counsellor to carry out quality guidance and counselling services, the study revealed that they were numerous. Some of these included; bookshelves, tables with drawers, chairs, and cupboard for storing pamphlets.

As regards the furniture in the counselling offices, the findings of this study also show that the furniture was fairly adequate as stated by 5 out of 7 counsellors. This tends to show that there was still need to upgrade the facilities. It was apparent that the University of Zambia administration provided office space for the counsellors and also tried to get resource people to speak to the students. This was not sufficient since guidance and counselling involved not only people offering the service but also relevant supportive materials like books and other electronic media. This was an indicator that the government and school administration should revisit the implementation and development of these programmes to ensure that all facilities are adequate. These results coincide with Sindabi (1999), who also in his research noted that counsellors lacked facilities thus leading to difficulty in effective implementation of a counselling programme. According to Ndambuki (1999), an ideal guidance and counselling center should consist of a large room with tables where materials are displayed and films or parent - teacher meetings can be held. It is therefore evident that guidance and counselling facilities should be well equipped for effective and efficient service delivery. A lot was therefore left to be desired in the growth of the guidance and counselling departments at the University of Zambia. If effective measures were not taken in time, the department would be

rendered irrelevant and the services they provide would end up being unable to match with the increasing need for guidance and counselling among students at the institution.

With regards to what hindered students from seeking guidance and counselling services, Stigmatization, peer pressure and students` fear of lack of confidentiality in the counsellors were the most prominent hindrances to counselling. A study conducted by Kok, et al (2012) in Malaysia revealed that stigmatization came from three sources, the school, the students and the parents. Counselling services in schools did not receive sufficient support in terms of understanding from the school staff. Students referred for counselling were seen as having problems. It appears that the counselling service was seen as being stigmatized as problematic. This stigmatization has aroused much frustration for school counsellors. It has become a barrier to the counselling services in schools.

According to Egan (1994), some adolescents had set up their minds not to trust anyone apart from their peers. Further, Migiro (2005) found that some students were sceptical about seeking counselling services because they did not want to reveal their problems to their counsellors. According to them, such revealed problems were later made subjects of staff meeting debates. Kombo (1998) also found out that the students were not free to consult the counselors due to lack of confidentiality among the students who consult the counselors. Gitonga (1999) further observed that students were generally unwilling to admit that they had problems, they also refused to open up and become very uncooperative.

## 5.6 Summary

This chapter has presented the findings of the study. The presentation was done under themes emerging from the findings of the study which are informed by the objectives of the study. The themes presented what the study established from the findings. These emerging themes were that; (1) University of Zambia counselling centre provided a variety of services ranging from career guidance, vocational guidance to psychosocial counselling, (2) The students would consider taking counselling in academic, health as well as social issues, (3) The counselling services provided at UNZA were relevant to the counselling needs of the students (4) The UNZA counselling centre lacked sufficient human resource and facilities as well as adequate funding to carry out their duties . The next chapter gives conclusions of the study and some recommendations based on the research findings.

# CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

## 6.1 Introduction

The purpose of this study was to investigate the relevance of counselling services provided to students at the University of Zambia. This chapter gives conclusions of the study and some recommendations from what has come out of the research findings.

## 6.2 Conclusions

In line with the objectives of the study, the following conclusions were made:

With Regards to the services offered at UNZA counselling centre, the study concluded that the University of Zambia counselling centre provides services in career guidance, psycho- social counselling, Peer education, HIV- AIDS counselling, Career talks, and they also dealt with any other issues and disciplinary matters which were referred to them from the various departments of the university.

Coming to the counselling needs of the students, it was concluded that the students were willing to seek counselling services in academic issues, career guidance and in health as well as personal and social issues.

Regarding the relevance of counselling services provided to students at the University of Zambia, it was concluded that the counselling services offered by the UNZA counselling centre were relevant to the counselling needs of the students. However, in order to achieve a high student turnout for counselling, much effort was needed to de-stigmatize the misconception of counselling services and raise the awareness from all parties to work together for the development of the students. The collaboration between all the stake holders of education, including the parents, the university administrators, and even the counsellors in providing a conducive school environment would further enhance the counsellors self efficacy.

On the challenges faced by the UNZA counselling centre, the study concluded that challenges included limited human resource, lack of refresher training and a lack of adequate funding which limited the activities of the counselling centre.

## 6.3 Recommendations

In view of the results of the study and the conclusions drawn, the following recommendations were made:

1. There was need for the University of Zambia counselling centre to incorporate the students in the activities of the counselling centre. The counselling centre could make use of the University students union to generate activities and provide services which would directly respond to the needs of the students.
2. The Counselling centre needed to implement programs that sensitise the students on the counselling services offered at the centre. They need to make sensitisation a priority.
3. Counsellors could neither increase students’ educational outcomes alone nor build partnership alone, hence they should team up and collaborate with the students, the university management and other stakeholders to develop and implement comprehensive counselling and guidance programmes. This holistic approach in counselling would assist in the mental, physical, social and emotional development of students.
4. The Government should employ more human resource to the UNZA counselling centre and UNZA management should allocate more funds to the centre for implementation of their activities.
5. The researcher proposes that in future, a study should be conducted on the effects of counsellor’s levels of confidentiality on the student’s willingness to seek counselling service.

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# APPENDICES

## Appendix 1: Questionnaire for Students

The question of whether institutions of higher learning provide relevant counselling services to students is difficult. We are interested in learning your opinion on this topic. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please follow the instructions and the key provided below.

**Instructions;** Do not write your name but indicate by ticking against the option that best represents your opinion / views, Use the key were necessary to guide you.

**Key:** **Strongly Agree** [SA**],** **Agree** [A], **Undecided** [U], **Disagree** [D] **Strongly Disagree**

[SD],

**Section A: Personal details**

1. What is your gender? Male [ ] Female [ ]

2a.In which school are you? Agriculture [ ] Education [ ] Engineering [ ] Humanities [ ] Natural Sciences [ ] Veterinary Medicine [ ]. Other, Specify……………………………

2b.Which year are you in? First year [ ] Second Year [ ] Third year [ ] Fourth year [ ]

Fifth year [ ]

**Section B: Factors influencing guidance and counselling**

3. Have you ever been counselled? Yes [ ] No [ ]

4a. If your answer in “3” above is YES, then which area of G&C was the problem concerned with? Academics [ ] Psychological [ ] Health [ ] Indiscipline [ ] HIV/AIDS [ ]

Other, Specify…………………………………………

4b. What sex of counsellor would you prefer to attend to you

Male [ ]

Female [ ]

5. Do you know about the guidance and counselling services offered at the University of Zambia (UNZA)? Yes [ ] No [ ]

6. Does the (UNZA) guidance and counselling centre have a counselling room/ office?

Yes [ ] No [ ]

7. If the answer for “6” above is “No”, then where do the counsellors carry out guidance and

Counselling sessions......................................................................................

8. The guidance and counselling room /office in your school is adequately furnished. (Use the Key provided above) [SA].............. [A].......... [U]........... [D].............. [SD]...............

9. Recording and filling Resources in the guidance and counselling room/office in your school is adequate. [SA].............. [A].......... [U]........... [D].............. [SD]........

10. There are times when you feel confused and would welcome external help for your personal problems. [SA]............... [A].............[U]........... [D]........... [SD]............

11.You always seek help from a counsellor whenever you have problems. [SA]……….[A]..............[U].......... [D]………….[SD]................

12.You have never sought help from a counsellor when you have problems.

[SA].......... [A]...............[U].............[D]...............[SD]…...........

13. There are some problems you would feel ashamed to disclose to a counsellor

SA]....... …[A].............. [U]............. [D]............. [SD]...........

14. You would not confide intimate matter to a counsellor for fear of breaking confidentiality. [SA]......... [A]................ [U].............. [D]............. [SD]..........

15. You would rather live with your mental conflict than go through the process of counselling. [SA]............ [A].............. [U]............... [D]............ [SD]............

**Section C: Counselling needs**

1. Would you consider counselling on academic issues?
   1. Agree [ ]
   2. Strongly agree [ ]
   3. Do not know [ ]
   4. Strongly disagree [ ]
   5. Disagree [ ]
2. Would you consider counselling on career choices?
   * Agree [ ]
   * Strongly agree [ ]
   * Do not know [ ]
   * Strongly disagree [ ]
   * Disagree [ ]
3. Would you consider counselling on issues concerning your health?
   * Agree [ ]
   * Strongly agree [ ]
   * Do not know [ ]
   * Strongly disagree [ ]
   * Disagree [ ]
4. Would you consider counselling on social issues?
5. Agree [ ]
6. Strongly agree [ ]
7. Do not know [ ]
8. Strongly disagree [ ]
9. Disagree [ ]
10. Would you consider counselling on issues concerning religion?
11. Agree [ ]
12. Strongly agree [ ]
13. Do not know [ ]
14. Strongly disagree [ ]
15. Disagree [ ]

**Section D: Students Attitude towards Guidance and Counselling**

16. In the table below are general statements on the role of Guidance and Counselling (Using the key provided below, please tick the answer you consider most appropriate)

Key: **1** (Strongly Disagree), **2**(Disagree), **3**(Agree), **4**(Strongly Agree)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item No.** | **Statement** | **1** | **2** | **3** | **4** |
| 1. | Guidance and Counselling (G&C) services are only for unruly students |  |  |  |  |
| 2. | Guidance & Counselling is not necessary since the students are mature |  |  |  |  |
| 3. | It is not necessary because college rules and regulations provide enough guidance |  |  |  |  |
| 4. | It is for mentally challenged and the weak |  |  |  |  |

17. What hinders students from seeking G&C services? Lack of confidentiality [ ] Peer pressure [ ] Gender issues [ ] Stigmatization [ ] Religious differences [ ]

Others specify ………………………………

18. What suggestions do you give to improve the guidance and counselling department?....................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

## Appendix 2: Semi-Structured Interview Guide for Counsellors

1. What is your understanding of the role of a school counsellor?

2. What qualifications do you hold?

4. What services do you provide to the students?

4b. Do these services meet the counselling needs of the students?

1. What could be the reasons for students resort to riotous behavior when they are faced with challenges?
2. Are the counselling services offered to students relevant?
3. Do students seek counselling voluntarily? How many students do you attend to on a daily basis?

7b. Where do you conduct counselling from?

7c Are the facilities adequate ie; Recording and filling?

8. What hinders students from seeking guidance and counselling services?

9. What challenges do you face in fulfilling your role as counsellor at the University of Zambia?

10. Any suggestions for improvement?

## Appendix 3: Consent Form

**(Translated into vernacular if necessary)**

**TOPIC: RELEVANCE OF COUNSELLING SERVICES PROVIDED TO STUDENTS AT THE UNIVERSITY OF ZAMBIA.**

**REFERENCE TO PARTICIPANT INFORMATION SHEET:**

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.

2. Your permission is required if tape or audio recording is being used.

3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.

4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.

5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.

6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

7. The information collected in this interview will be kept strictly confidential.

8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

**VOLUNTARY CONSENT**

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant’s name (Printed): ………………………

Participant’s signature: ……………………… Consent Date: ………………………..........

Researcher conducting informed consent (Printed)………………………………………

Signature of Researcher………………………… Date…………………………

Signature of parent/guardian: …………………………. Date: ……………………………