

**ROLE OF GUIDANCE AND COUNSELLING SERVICES IN SHAPING
BEHAVIOUR OF STUDENTS IN SELECTED PUBLIC UNIVERSITIES IN ZAMBIA**

BY

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DECLARATION

I, **ABIGAIL MUKUWA TUCHILI** do solemnly declare that, this thesis represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other University, and that it does not incorporate any published work or material from another University.

Signed: Date:

APPROVAL

The Thesis by **Abigail M Tuchili** is approved as a fulfilment of the requirements for the award of the Degree of Doctor of Philosophy in Guidance and Counselling by the University of Zambia.

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Supervisor..... Signature:..... Date:.....

DEDICATION

This thesis is dedicated to the most important people in my life

It is done and dusted, thank you God. I dedicate this work to God Almighty for granting me good health, knowledge and wisdom throughout my studies.

To the loving memory of my late husband the late Professor Lawrence Musonda Tuchili who strived hard to translate into reality my father's dream (late Mark Mukuwa) to give me a good education and an opportunity to achieve my goals. You may not be alive to witness this, but this one is for you.

A special dedication to My Children: Musonda, Kabwe and Moono, I pray to God that for you the sky will not be the limit, go for it while you still can. Finally to my Little Champion, the 'Little Professor' – Lawrence Musonda Tuchili; for all the days you asked: 'mama is homework done?' You are too young to understand this work, yet so passionate that I must work. To you my 'guardian angel', it is my prayer that you will achieve all you will ever dream of.

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If the only prayer you ever say in your entire life is thank you, it will be enough.

God is at home, it's we who have gone out for a walk.

The price of inaction is far greater than the cost of making a mistake.

Over and above, I thank God for the sufficient grace and strength throughout this PhD Journey. Indeed as in HIS WORD: *"My grace is sufficient for you, for my power is made perfect in weakness."* 2 Corinthians 12:9 & *"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."* Jeremiah 29:11.

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ABSTRACT

The study sought to establish the role guidance and counselling services play in shaping behaviour of students in selected public universities in Zambia. The study objectives were to: establish whether students in public universities seek guidance and counselling services, explore how guidance and counselling services were used in the management of various disciplinary cases among students, examine the kinds of behaviours students benefit from accessing guidance and counselling services and examine how guidance and counselling services were used to address deviant behaviour by students in public universities.

Since this was a qualitative study intended to describe role of guidance and counselling services in shaping behaviour of students in selected public universities in Zambia, a descriptive survey design was used. The study population comprised all full time second and third year students in the three selected public universities in Zambia. The study used purposive sampling techniques to select the respondents. The sample comprised three Deans of Students' Affairs, twelve counsellors and 90 students. In-depth interview guides and focus group discussion guides were used to collect data from the participants.

Results showed that the students who received guidance and counselling benefited by accessing the services. In addition, guidance and counselling shaped students' behaviour by instilling discipline, managing disciplinary cases and promoting acceptable behaviours among students. The results from the study indicate that by accessing guidance and counselling students' behaviours were positively shaped. The results revealed that disciplinary cases were managed through guidance and counselling.

Counsellors helped instil positive appropriate behaviour and management of stress among students through provision of Guidance and Counselling Services. Further the results from

the study indicated that the use of guidance and counselling services were effective in helping students avoid deviant behaviour.

On the basis of the findings, the study recommends that since guidance and counselling has potential to shape and enhance positive behaviour among students, it must be accessed by all students in public universities.

Key words: behaviour, discipline, guidance and counselling, management, shape.

ABBREVIATIONS AND ACRONYMS

CBU	Copper Belt University
DOSAs	Dean of Students' Affairs
EPSSE	Educational Psychology, Sociology and Special Education
FGDs	Focus Group Discussions
GCS	Guidance and Counselling Services
KNU	Kwame Nkrumah University
MOE	Ministry of Education
MOGE	Ministry of General Education
MoESVTEE	Ministry of Education, Science, Vocational Training and Early Education
UNZA	University of Zambia

LIST OF TABLES

Table 1: Differences between guidance and counselling.....	4
Table 2: Students' Biographical data	73
Table 3: University staff Biographical data.....	75
Table 4: Seeking GCS.....	76
Table 5: Nature of problems reported.....	79
Table 6: Students who benefited by accessing guidance and counselling.....	83
Table 7: Students who benefited by accessing guidance and counselling.....	86
Table 8: Types of deviant behaviours reported.....	89
Table 9: Nature of skills acquired.....	93
Table 10: Guidance and counselling skills received.....	95
Table 11: Studying difficult areas.....	97
Table 12: Respecting other people's opinions.....	99
Table 13: Availability of counsellors.....	100

LIST OF FIGURES

Figure 1.1 Theory of planned behaviour (TPB)	26
Figure 3.1 Convergent Parallel Design	65

LIST OF APPENDICES

Appendix A.....	153
Appendix B	154
Appendix C.....	155
Appendix D.....	157
Appendix E.....	160
Appendix F.....	163
Appendix G.....	164
Appendix H.....	165

TABLE OF CONTENTS

Copyright.....	i
Declaration.....	ii
Approval	iii
Dedication	iv
Acknowledgement	v
Abstract.....	viii
Abbreviations and Acronyms	x
List of Tables	xi
List of Figures.....	xii
CHAPTER ONE:INTRODUCTION	1
1.1 Overview.....	1
1.2 Background to the studtudy.....	1
1.3 The Concept Of Guidance and Counselling.....	2
1.4 Types of Guidance Services.....	5
1.4.1 Educational Guidance.....	6
1.4.2 Vocational or Career Guidance.....	6
1.4.3 Personal or Social Guidance and Counselling.....	6
1.4.4 Academic Counselling.....	7
1.5 Global Historical Development of Guidance and Counselling.....	7
1.6 Historical Development Of Guidance and Counselling In Africa.....	9
1.7 Development of Guidance and Counselling In Zambia.....	14
1.8 Education Reforms in Relation to Development of Guidance and Counselling In Zambia.....	15
1.9 Statement of the Problem.....	19
1.10 Purpose of the Study.....	20
1.11 Study Objectives.....	20
1.12 Research Questions.....	21
1.13 Significance of the Study.....	21
1.14 Delimitation.....	22
1.15 Limitations.....	22
1.16Definition of Terms.....	23

1.17 Theoretical Framework.....	24
1.18 Summary.....	28
CHAPTER TWO: LITERATURE REVIEW.....	29
2.1 Introduction.....	29
2.2 Rationale for Offering Guidance and Counselling in universities.....	29
2.3 Role of Guidance and counselling.....	30
2.4 Provision of Guidance and Counselling Services.....	32
2.5 Seeking Guidance and Counselling Services.....	35
2.6 Use of Guidance and Counselling In Managing Disciplinary Cases of Students.....	37
2.7 Benefits of Accessing Guidance and Counselling.....	40
2.8 Addressing Deviant Behaviour Through Guidance and Counselling.....	55
2.9 Knowledge Gap for this Study.....	61
CHAPTER THREE: METHODOLOGY	63
3.1 Overview.....	63
3.2 Paradigm.....	63
3.2.1 Justification for Using the Interpretivism Paradigm.....	64
3.3 Research Design.....	64
3.3.1 Rationale for Qualitative Research Methods.....	65
3.5 Study Population.....	66
3.6 Sample.....	67
3.6.1 Justification for the Sample Size.....	67
3.7 Sampling Technique.....	67
3.8 Research Instruments.....	68
3.8.1 Focus Group Discussion Guide.....	68
3.8.2 Semi-Structured Interview Guide.....	69
3.9 Procedure for Data Collection.....	69
3.10 Data Analysis.....	70
3.11 Ethical Considerations.....	70

CHAPTER FOUR:PRESENTATION OF FINDINGS.....	72
4.1 Overview.....	72
4.2 Overview of Respondents in this Study.....	73
4.2.2 Demographics of University Staff Respondents.....	74
4.3 Theme 1: Seeking Guidance and Counselling Services.....	76
4.4 Theme 2: Use of GCS In Management of Disciplinary cases.....	79
4.5 Theme 3: How Guidance and Counselling Services Shape Students’ Behaviour.....	82
4.6 Theme 4: Address Deviant Behaviour Using GCS.....	88
4.6.2 Choice of Friends, Self-Esteem and Recreation Activities.....	93
4.6.3 Academic Achievement, Career, Goal Setting and Interest to Learn.....	95
4.7 Summary of Findings.....	101
CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....	103
5.1 Overview.....	103
5.2. Seeking Guidance and Counselling Services.....	103
5.3 Use of GCS in Management of Disciplinary Cases.....	105
5.4 How Guidance and Counselling Shaped Students’ Behaviour.....	111
5.5 Use Of GCS in Addressing Deviate Behaviour.....	114
5.6 Summary.....	118
5.7 New Knowledge Contributed.....	118
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	120
6.1 Overview.....	120
6.2 Summary of Findings.....	120
6.2.1 Whether Students Seek GCS.....	120
6.2.2 How GCS Resulted in the Management of Various Disciplinary Cases by Students.....	120
6.2.3 How Guidance and Counselling Shaped Behaviour of Students who Accessed.....	120
6.2.4 How GCS was Used to Address Deviant Behaviour by Students.....	121
6.3. Conclusion.....	121
6.4 Innovations of the Study.....	123

6.5	Future Research.....	124
REFERENCES.....		125
APPENDICES.....		153

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study as well as highlighting the gaps in the literature to justify the present study. The subsequent subsections include statement of the problem, purpose of the study, research objectives and questions, significance of the study, theoretical framework and definitions of terms.

1.2 Background to the study

Education is an important tool for preparing an individual for a better life in adulthood. Similarly, it is a vital tool for national development. To achieve this, among other factors, Guidance and Counselling are significant to produce a well-balanced individual who will fit in society and contribute positively for his or her own good and society at large. The Ministry of Education in Zambia recognises that guidance and counselling plays a very important role in the development of responsible young people (MOE 2013). The Ministry of Education equally stresses the need for guidance and counselling to be offered in education institutions (MOE 1996, MOE 2000, MOE 2013). Guidance and Counselling Services (GCS) are those services that are offered to students beside their formal lessons within the education environment. These include personal, emotional, social, educational and vocational support. These services are for the basic concern of the individual student. They constitute an integral part of the student's all round development. The future of every individual is determined by the type of education they undergo and the resources available in the environment, including guidance and counselling services.

Guidance and Counselling services have been observed to help students to overcome social, psychological, cultural and educational problems that arise from their day to day life activities (Halim 1999). To this effect, some tertiary institutions in Zambia offer academic guidance and counselling as an aspect of students' support services. Despite being offered in education institutions in the last three decades, the role of guidance and counselling services in shaping student's behaviour in public universities is not well known. Ndhlovu (2015), states that the role of guidance and counselling in shaping students' behaviour is immensely needed in Zambian schools. He attributes the behavioural problems that students face to lack of or in some cases improper counsel. These could be resolved through provision of guidance and counselling.

1.3 The concept of Guidance and Counselling

In this study the terms Guidance and Counselling are used independently to mean different things. Guidance is defined as giving direction to an individual student so that he or she grows into a responsible person leading a fulfilling life. Guidance is helping an individual to understand himself or herself in relation to his or her world (Shertzer and Stone 1966). It may be said that guidance is forward looking and thus preventive. Counselling, on the other hand, is curative in that it aims to help an individual to accept a problematic situation which he or she is faced with, by way of helping him or her to make an informed decision from any available choices (Tuchili 2008). In a nutshell, while guidance is given before one faces a problem, counselling is given to a person already facing a problem. In this study, this is the way these two terms are used.

Guidance is therefore a process that builds up a human character rather than a single event. This is confirmed by Watts and Kidd (2000:489) in their definition of guidance as comprising "a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development". Thus, it can be

concluded that guidance “involves helping students individually or in small groups with making personal, educational or vocational choices” (Hornby, 2003a:4). Others who have attempted a classification of the term guidance include Ferguson (1956) and Thompson and Poppen (1979). They point out a distinction implicit in using the term guidance as a concept, educational construct and educational service.

It can therefore be posited that Guidance and counselling are two technical concepts used to explain the means by which individuals or groups are assisted to gain insight from qualified counsellors to maximise their potentials.

With regard to the relationship between guidance and counselling, Akinboye (1987) writes that guidance and counselling are related in a way. Both have a common achievable goal but with different approaches in services and delivery. However, Makinde (1988) sees guidance as entirely different from counselling. He notes that counselling is emotional; it deals with perception, feelings, needs, and motivation, while guidance is knowledge- based, and deals with facts, methods and cognition. Makinde also sees guidance as less personal and less friendly. It is usually planned and public, while counselling is intimate, more confidential and personal. He states that there is a great disparity between guidance, counselling and education. Further, he states that education provides general knowledge and morals whereas guidance includes a particular application of knowledge and facts to special individual needs. Counselling on the other hand, has a different function. It aims to uncover the means for personal and responsible individual life and actions.

Ndhlovu (2015) states that ‘at face value, the meaning of the word ‘guidance’ is derived from its root word ‘guide’ which means direct, steer, aid, lead, inform and interact’. Thus as Ndhlovu notes, parents and guardians and other qualified persons are supposed to direct young people to make informed decisions that concern them as they face everyday situations.

According to Tambuwal (2010), guidance means to direct, pilot, manage, steer, aid, assist, lead and interact. Counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is a combination of services, while counselling is just one service under guidance. Durojaiye (1974) described counselling as the process whereby the person to be counselled can come to understand him or herself, so that he can solve his or her own problems. He adds that guidance and counselling services enhance self-understanding of one's educational, social, moral emotional, physical, and vocational needs. Modo (2008) defined counselling as a helping relationship between the counsellor and the counselee. It is aimed at helping the counselee adjust properly to family, school, peer association, and society in general.

Taylor and Buku (2006) clearly recapitulate the differences between guidance and counselling as shown in Table 1 below:

Table1: Differences between Guidance and Counselling

Guidance	Counselling
Counsellor initiated	Client initiated
Less personal	More personal
Open ended and structured	Not structured or open ended
Public	Private and confidential
Knowledge, facts	Emotions, feelings

According to Arbuckle et al. (1966), guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self-understanding (understanding one's strengths and limitations) and in self-direction (ability to solve problems, make choices and decision on one's own). Further, Watts and Kidd (2000) contend that while guidance in its broader usage is "strongly established as an educational concept"; it is not confined to education in that the word is also used in relation to "good parenting". This is relevant to the parental role that educational institutions are frequently linked with and in the role of teachers as surrogate parents.

The UNESCO (Guidance, 2000:8) guidance and counselling training module further complements this and defines guidance as: 'a process, developmental in nature, by which an individual is assisted to understand, accept and use abilities, aptitudes and interests and attitudinal patterns, in relation to ones' aspirations.' Therefore, guidance as an educational construct involves those experiences that assist each learner to understand him or herself, accept oneself, and live effectively in the society. Guidance is therefore a process that progressively shapes human character rather than a sole event. Furthermore, guidance and counselling are concepts that seem to encompass two related concepts; that of advice and information giving (guidance) and personal help in a formal setting (counselling).

1.4 Types of Guidance Services

There are a number of recognised guidance and counselling services provided in learning institutions which includes educational, vocational or career, personal or social guidance and counselling. The guidance services as outlined by Ndhlovu (2015), Kochhar (2013) and UNESCO (2000) are further explained in the subsequent sections:

1.4.1 Educational Guidance

Kochhar (2010), states that educational guidance is a process of providing services to learners who need guidance in making decisions on important aspects of education. These include choice of subjects and or entry to tertiary institutions. Educational guidance, in so far as it can be distinguished from any other form of guidance, is concerned with the provision of assistance to students' in their choices in, and adjustment to, the curriculum and school life in general. Educational guidance is, therefore, essential in the counselling service. Guiding young people to pursue the right type of education is necessary, while ensuring that the right balance is kept in order to meet the human resource needs of a nation. Further, educational guidance acts an avenue for equalising opportunities for those that have a chance to receive it.

1.4.2 Vocational or Career Guidance

According to Ndhlovu (2015), career guidance is synonymous with vocational guidance. Vocational guidance is a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. Vocational happiness requires that a person's interests, aptitudes and personality, be suitable for his or her work. It plays its part by providing individuals with an understanding of the world of work and essential human needs, and familiarising individuals with such terms as 'the dignity of labour' and 'work value'. Vocational guidance is therefore, supposed to aid young people cope with challenges related to career choices or adjustments based on a person's abilities and opportunities. Therefore, the concept of career choice should provide an opportunity for making an informed choice from the options available.

1.4.3 Personal or Social Guidance and Counselling

Personal or social guidance counselling is the process of helping an individual to know how to behave with consideration towards other people (UNESCO, 2000). Primarily, personal and

social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette pursue leisure time activities, practise social skills, develop family and family relationships, and understand social roles and responsibilities. Ndhlovu (2015) asserts personal and emotional guidance deal with stress related issues that include anger, interpersonal conflict, loneliness, or disillusionment. Thus persons with stress- related situations may be managed through the provision of guidance.

1.4.4 Academic counselling

Academic counselling is a process of assisting learners in their academic endeavours. UNSECO (2000) explains that learners should be assisted at various levels in their educational development by providing academic counselling. The concept learners implies all sorts of learners whether gifted, low achievers, handicapped or delinquents, should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular learner, and the preparation of a cumulative record, which is a device for recording and filling all the relevant data on that student. With this information each learner can be helped to plan a satisfying educational programme.

1.5 Global Historical Development of Guidance and Counselling

The first systematic effort at providing guidance and counselling was started in the United States of America in the 19th Century by George Merrill at California School of Mechanical Arts (UNESCO, 1998). He explained to learners what each trade involved and demanded. On the basis of such information students then chose what trade to pursue. Guidance and counselling then spread all over America in this form of help to the college youths in choosing a vocation or career. With the advent of the industrial revolution, there was a growing demand in the industry for the "*right*" persons for the "*right*" jobs. The employers and other educators too, realised that the young could neither choose nor prepare themselves

for the "*right*" jobs. Guidance and counselling thus gained speedy progress, taking within its other aspects of a child's needs such as educational, personal, and social guidance (UNESCO, 1998; Bhatnagar and Gupta, 1999). As Bhatnagar and Gupta (1999) and Gibson and Mitchell (2007) state, the historical roots of guidance and counselling lie in man's instinctive desire to prepare his offspring for a happier and more productive life. This explains the enthusiasm with which employers, educators, and the youth received the services as part of formal education. These efforts were meant to meet students' needs.

There are numerous literatures on development of guidance and counselling services globally. According to Schmidt (1993), the first and second world wars dictated the emergence of school guidance services as students needed counselling services to overcome the traumatic war experience they had during the world war, in the 1900s. Further, there was an increase in divergent population enrolled in schools which led to the introduction of school guidance and counselling services in the 1900s. Additionally, in France, secondary school counselling was started in 1922 and by the late 1930s was adopted by the educational system and considered as an essential part in guiding learners in their educational endeavours. By 1918 there were documented reports of vocational guidance in Uruguay and China. These efforts were based on overcoming trauma and preparing for a career.

According to Krumboltz and Kolpin (2002), continents like the United States and Europe were experiencing rampant child labour, and difficulties living in urban slums. This led to many people being outraged. This resulted in the demand for the development of guidance and counselling in schools and communities. It is also in this vein that compulsory education movement and vocational guidance movement started and focused on guiding people into the labour force so that they became prolific members of society. However, the work of Krumboltz and Kolpin (2002), focused on resolving problems associated with labour and

social issues. It does not embrace role of guidance and counselling services in shaping students' behaviour.

According to Pope et. al, (2002), the emergence of guidance and counselling in the 1960's in Malaysia is somewhat similar to that in United States whose primary focus was career guidance especially in agriculture. Later as stated by Galassi & Akos (2004), there was a shift to nurturing students' personal growth, enhancing personal development and the implementation of a comprehensive developmental guidance and counselling programmes. The guidance and counselling services therein have gone through many deviations and transformations in a bid to provide operative and optimum services to students.

1.6 Historical Development of Guidance and Counselling in Africa

In Africa, the concept of Guidance and Counselling although relatively new in educational systems, has been embraced by most governments (UNESCO, 2001). Although most African countries recognise the essential role of organised Guidance and Counselling Programmes, there are limited research studies conducted to assess the role or effectiveness of the programmed services being implemented to improve the students' decision making processes that lead to improved future benefits (Biswalo, 1996; Folkman and Moskowitz, 2004). Maluwa (1998) reveals that career-guidance and counselling services help students to better understand their own interests, abilities and potentials; and how to develop them fully. Biswalo (1996) notes that higher educational institutions have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interests and unlimited potential; and to prepare these individuals to become effective functioning members of their changing societies. Moreover, Mutie and Ndambuki (2004) point out that most of the students in the universities comprise of adolescents or young adults as well as

adult students. These are at a critical stage in life hence the need for the provision of the service.

One of the services of guidance and counselling is academic guidance and counselling. Academic guidance and counselling is emerging as a crucial aspect of students' support services especially for many students that may require this in some learning institutions. However, not all learning institutions have organised student support service in a systematic way. Some learning institutions see guidance and counselling as an unnecessary service (Chireshe, 2006) as such others offer a little and very few have organised it into the system. The Zimbabwe Open University is one of the few universities that has organised guidance and counselling as an integral part of students support services (Kangai et al 2011). In this institution, guidance and counselling is taught as well as initially given as advance information at pre-entry; during the learning stage or process and at the exit stage. This helps the students' wellbeing in regard to performance and choices the students make. It is essential to provide institutional support in managing their concerns and needs. The most potential support that can be provided to these students is the guidance and counselling services. Kangai et al (2011) equally note guidance and counselling was used to promote students' career development, interpersonal relationships, decision making and conflict management. Issues of discipline, competences, interpersonal relationship, decision making and conflict management can negatively or positively shape behaviour of students. In tertiary institutions, guidance and counselling has also been considered a crucial aspect of students' support services in enhancing their competences (Kangai et al 2011).

Nkala (2014) notes that "In Zimbabwe, a few studies have been carried out to assess the benefits of using Career Guidance and Counselling services in secondary schools." Badza, (2005) studied the perceptions held by students and teachers towards the implementation and effectiveness of Guidance and Counselling in Mwenezi East District secondary schools.

Chivonivoni's 2006 study investigated the state of school guidance and counselling in Chiredzi North. Maturuve (2004) studied the problems faced by school counsellors in the implementation of the Guidance and Counselling Programme in Masvingo District, and Chireshe (2006) assessed the effectiveness of school guidance and counselling services in Zimbabwean Secondary Schools.

According to Nkala (2014) Zimbabwe's guidance and counselling programme for schools and other educational institutions had been the best among the sampled African countries. Unlike the pre-independence period when guidance and counselling services were confined to European schools, the post- independence guidance and counselling programme had expanded to embrace all schools in Zimbabwe. Nkala (2014) noted that Zimbabwe recognised the need to institute guidance and counselling services at all levels of its education system. However, more emphasis was given to secondary schools, technical schools and teacher training colleges.

In Kenya, the government constituted several commissions, the latter being that of Standa (2000). Some of these commissions were to come up with recommendations on suitable education system for Kenyans, and to try and understand the causes of student riots in universities. Guidance and counselling was recommended as a tool for counteracting these riots by almost all the commissions. It seems as if these recommendations were never implemented in universities, since riots still persist in the education system and at the university level. One reason for the persistence of such riots according to Ndani (1995) could be that, the Kenyan education system has all along continued to overemphasise economic goals of education while almost totally ignoring the socio- cultural aspects of it. Due to such neglect, social ills, such as corruption, dishonesty, tribalism, nepotism, sexual immorality,

greed, jealousy and deaths are on the increase which according to Kirongo, (1987) and Karugu, (1990) are being reported daily in the press, Obor, (1997).

K'okul (2010) conducted a study on perceptions of students on the status of guidance and counselling in selected universities in Kenya for minimizing student riots. Her study revealed that 240(68.0%) of the 354 respondents supported guidance and counselling as probably one way through which riots can be minimized in universities in Kenya. Those who did not support accounted for 114(32.0%) of the respondents.

Ntwiga (2015) conducted a study on effectiveness of guidance and counselling program on students' behaviour in public and private secondary schools in Meru south sub-county, Kenya. His study found that the effectiveness of Guidance and Counselling program in both public and private secondary schools were affected by lack of resources, inadequate training of teacher and negative attitude of both teachers and students.

As noted by Samoei (2012), guidance and counselling plays a role of motivating students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they feel obliged or they fear the consequences. This enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action. They will know how to respond to a situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of others and sensitivity to the suffering of others. This implies that it is safe to state that guidance and counselling plays a big role in management of students' behaviour.

Samoei (2012) observes that 'guidance and counselling can prevent indiscipline'. He noted that discipline can be regarded as a positive force. It can be connected with training and not

punishing. He emphasised that the term discipline should be used to mean a system of guiding the individual to make reasonable decisions responsibly. Samoei (2012); notes that students who are guided and counselled are unlikely to have disciplinary problems. It can therefore, be deduced that the counselling department should guide the university administration in creating conditions for healthy learning and living. Some of the rebellions emerging from public universities could easily be resolved through intensive guidance and counselling which may be attainable if students' behaviour is well shaped.

Further, Samoei (2008), states that using guidance and counselling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of their common purpose. Samoei (2008) also notes that the role of guidance and counselling in the administration and management of student discipline in Kenya has been recognised by various government policy documents since independence. The "Report of the National Committee on the 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). Similarly, the Government of the Republic of Zambia (GRZ) recognises the role of guidance and counselling for the youth and young people in Zambia. This is exhibited by government commitments outlined in various policy documents and the support the Guidance and Counselling Unit has received since the re-introduction of GSC in the Ministry of Education since the 1990s.

Kochhar (2000) considers guidance necessary to help the learner with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to assist learners make progress in their education by removing their difficulties

and developing good study skills. Hence guidance programmes must include this aspect of student aid. Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students. There appears to be no study which specifically focuses on how student behaviour can be shaped through guidance and counselling.

The function of education is to provide opportunities for each student to reach his or her full potential in the areas of educational, vocational, social, and emotional development (Kauchak, 2011). In order for students to realise this function, the tertiary institutions are expected to provide guidance and counselling services as an integral part of their education. 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). The ability to make such intelligent choices is not innate but, like other abilities, must be developed. However, the behaviour displayed by some students in universities leaves much to be desired. It is often characterised by truancy from classes, riots, drinking and smoking. Hence, the need to establish the role of guidance and counselling services in shaping behaviour of students in Zambia's public universities.

1.7 Development of Guidance and Counselling in Zambia

According to Ndhlovu (2015), guidance and counselling services provision in Zambia, started about 1967 initially with career guidance. By 1970, government through the Ministry of Education was directed to provide career guidance. In the early 1980s a careers masters association was formed. Ndhlovu, 2015 states that formal training in guidance and counselling only began in 1987 at the Technical and Vocational Teacher's College (TVTC).

Since then, the Ministry of Education supported the unit and since the restructuring in 2002, there is in place a representation at various levels of the ministry to deal with this aspect. The

tertiary institutions have intensified teaching of guidance and counselling as well as its provision. In a nutshell, this is an important component of various institutions of learning. However, what has not been established is how guidance and counselling services can be used to shape students behaviour in addressing their deviant behaviour and whether those who receive guidance present behaviour that is positive and better than those who do not. This study thus attempted to bridge this knowledge gap.

1.8 Education Reforms in relation to development of guidance and counselling in Zambia

There have been a number of developments in the area of provision with regard to guidance and counselling since re-introducing the component in the education system. Education policies and reforms; such as Education Reforms of 1977, Focus on Learning of 1992, Educating our Future of 1996 and the governments' pronouncements equally highlight the developments of guidance and counselling in Zambia.

The Educational Reforms of 1977 acknowledge the need for young people to receive formal guidance in order for them to make responsible decisions. The shift from the colonial system of education then, meant that a lot needed to be done to guide young people. The policy mentions that the intention of government was to ensure that quality and fairness with the provision of education across races be attained. One of the means to achieve this was to ensure proper provision of guidance and counselling for young people especially career (vocational) guidance then.

Focus on learning (1992), outlined the efforts by government to set up guidance and counselling provision at colleges of education. The document further; states that government would set up in-service training in guidance and counselling, for educational psychologists and student teachers in tertiary institutions.

The need for guidance and counselling is supported by government in Educating Our Future (1996). The National policy emphasised the need for education to prepare young people for future roles as productive citizens. The policy states ‘that it will strengthen school guidance and counselling to deal with problems that affect young people and that it would focus on training teachers to be responsible for this aspect’. To this effect, the Ministry has made strides by increasing efforts through provision of guidance and counselling services to address challenges that effect learners such as HIV and AIDS, child abuse, social, personal and academic. However, guidance and counselling services may not be available to all learners in learning institutions due to various reasons.

The Zambia Education Basic School Framework (2000) also placed emphasis on the need for all learners to receive guidance and counselling alongside the normal lessons. It expresses that learners would become well-adjusted when they receive guidance and counselling as part of the curricula.

In 2003, the Ministry of Education developed and published guidelines on the administration and management of guidance and counselling in the education system. This policy stipulates clearly how the government wished then that services be provided in the school system. This was upon the realisation that many young people needed to be guided in all aspects of their lives, which are components of guidance and counselling. Since then, some structures for guidance and counselling have been put in place. The emphasis on provision has continued to grow with interest and willingness to see various aspects come to fruition. This has also seen a development of various materials in regard to the same for use by various stakeholders.

The Education Act (2011) recognised importance and existence of guidance and counselling in Zambia’s educational system. The Act in part iv at 24 cap 30 further states 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.’ The Ministry of General Education (MOGE) attaches great importance to the need of having an effective guidance programme aimed at preparing youths for future roles and productive lives. To this effect MOGE has recognised the role played by guidance and counselling teachers in various learning institutions.

The Zambia Education Curriculum Framework (2013); states that ‘the basic concepts in Careers Guidance and Counselling should be offered to all teachers’. This will enable them offer basic guidance and counselling to their learners. Therefore, teacher education institutions should include Careers Guidance and Counselling into their programmes. In addition, they should design learning activities that will equip student teachers with the knowledge and skills of Careers Guidance and Counselling’. As such in a review to link the college curriculum to the school curriculum, guidance and counselling was included in the college curricula and is offered to all student teachers. This will enhance delivery at school level and thus may aid in the teachers reaching out to every learner. Further, various materials have been developed to this effect. These include the Careers handbook and manual for use by guidance teachers, guidelines on guidance and counselling and various posters.

The rationale to offer guidance and counselling services to students in educational institutions in Zambia is very clear and cannot be over emphasised. It is more crucial for the young people as it is a period of academic, social, personal, emotional and intellectual growth for most young adults (MOE, 1996; MOE 2000). By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their academic achievement can be improved and their overall development enhanced. Besides this, the increasing complexities in the society, industrial and technological development, changes of the nation's educational system and increasing

number of students necessitated the provision of effective guidance and counselling to all young people in the educational system.

Through guidance and counselling, individuals can enhance their capacity to evaluate assumptions and make informed decisions that affect their wellbeing and consequently change the behaviour or personality. The objective of any society should be to nurture its young people in order to raise a society that is morally upright, well behaved and responsible to take over the leadership of its nation. However, what are mostly witnessed in many tertiary institutions, Zambia inclusive are elements of behaviour that are inappropriate. In Zambia for instance public universities experience annual unrest as a result of various reasons ranging from delayed or unpaid student allowance and general unhappiness in regard to certain decisions that may be made (Ministerial Statement, 2016). This usually leads to student unrest causing damage to both public and private property. The behaviour of some students which is not appropriate may be positively improved if all students received guidance and counselling to enable them to evaluate the consequences of their actions.

The constant demonstrations and riots at public universities have been a concern to the Zambian society. At the time this study was undertaken (2016), each of the public universities had experienced a riot at least once. Two of the institutions had experienced riots every year in the last 5 years leading to closure of the institutions (Ministerial Statement, 2016). Running of the institutions is affected by these closures as these results in delayed completion time and students' progression. As a result, several questions come to mind; are guidance and counselling services offered to students in public universities in Zambia? If yes, how relevant to students are the guidance and counselling services provided in Zambia's universities? What is the role of guidance and counselling services in shaping students' behaviour? How can the deviant behaviour by students be addressed using guidance and

counselling services? These questions necessitated for a study of this nature to provide comprehensive answers. On the basis of this background, this study sought to examine role of guidance and counselling services in shaping behaviour of students in Zambia's public universities.

1.9 Statement of the problem

Student disturbances such as riots have been a source of concern in tertiary institutions (Lusaka Times 2016). The reasons for student unrest are many. In Canada, the situation has not been any different; the 2004 and 2012 student protests proved that no matter what students are protesting for or against, incidents of violence are bound to occur (Giroux, 2013). In Africa, since the 1960s, there have been waves of student protests in almost all African nations in response to social, economic, cultural, political, and personal injustice (Fomunyam & Rahming, 2017). Teferra and Altbach (2004) observe that these protests have been triggered by poor student services, delayed receipt of stipends (where they are offered) and the termination of student benefits. Federici and Caffentzis (2000:140) state that "there were over a total of 110 reported student protests in Africa between the years 1990 and 1998 and because of the violent nature of these strikes, government responses to student protests were 'inhumane', 'brutal', and 'excessively cruel'". The causes or reasons for such violent behaviour can be understood from different perspectives.

Mfula (2016) notes that the University of Zambia and Copper belt University were closed indefinitely by the Zambian government after student protests against non-payment of allowances turned violent. Scores of students were arrested. Higher Education Minister then, Michael Kaingu justified this action in parliament by stating that, "the decision to close the universities had followed days of destructive protests during which public property was damaged" (Mfula, 2016:1, Ministerial Statement 2016). The minister visited Copper belt University and "offered to dialogue with students but they refused" (Mfula, 2016:1). The

university of Zambia and Copper Belt University have been closed yearly from 2013 to 2016, while Nkrumah University has closed twice (Ministerial Statement (2016) due to student unrest. The effects of such deviant behaviour by students are riots and demonstrations, which includes damage to public and private property and loss of learning time. Despite guidance and counselling services being offered in public universities in Zambia, there have been incidences of deviant behaviour among students; the question is; what benefits can guidance and counselling services offer in shaping students' behaviour in the selected public universities?

1.10 Purpose of the study

The purpose of the study was to establish the role guidance and counselling services play in shaping behaviour of students in Zambia's public universities.

1.11 Study objectives

The objectives of the study were to:

1. Establish whether students in public universities seek guidance and counselling services.
2. Explore how guidance and counselling services were used in the management of various disciplinary cases among students.
3. Examine the kinds of behaviours students benefit from accessing guidance and counselling services.
4. Examine how guidance and counselling services were used to address deviant behaviour by students in public universities.

1.12 Research Questions

The following questions guided the study:

1. To what extent do students in public universities seek guidance and counselling services?
2. How are guidance and counselling services used in the management of various disciplinary cases among students in the selected public universities in Zambia?
3. To what extent do students who receive guidance and counselling benefit from accessing the services?
4. How can guidance and counselling services be used to address deviant behaviour by students in public universities?

1.13 Significance of the study

Guidance and counselling services have a pivotal role in assisting students adopt acceptable behaviour in the learning environment. A good and effective guidance and counselling programme is essential in every learning institution, just as an organised guidance and counselling programme will offer the right environment for the growth and development of the student and offer quality education UNESCO, (2000). This makes the study significant. Providing guidance refers to leading a person to self-actualisation or helping him or her to develop his or her full potential. Attaining self-actualisation may be difficult if a student is unaware of, or unrealistic about his or her potential. People may tend to underplay the importance of GCS as reflected in earlier or lower grades where guidance teachers have the same teaching load as other teachers. There is need for GCS to have a 'voice', because when the benefits of GCS are extended the lives of those who access the services are enhanced. Appropriate and acceptable behaviour is crucial in every society, thus this study was significant. The findings would help to fill the knowledge gap on how guidance and

counselling services are used in the management of various disciplinary cases among students in the selected public universities in Zambia. The study findings may further provide information on how the benefits of GCS affect behaviour of students. It was further envisioned that the study would provide information on how guidance and counselling services helps to address deviant behaviour of students in public universities.

Furthermore, the results of this study might be of significance to university administrators and management, lecturers, counsellors, students and their leaders; and Ministry of Higher Education and education researchers. Other researchers may use the findings of this study as the starting point for further research on guidance and counselling.

1.14 Delimitation

Delimitations stipulate the boundary of the study in the context of content and geographical coverage. It is used to address how the study was narrowed in scope (Kombo and Tromp, 2006). This study was focused on the provision of guidance and counselling services at the selected public universities in Zambia. It was also delimited to undergraduate full time students in second and third year of study that had used guidance and counselling services at the institutions and those who had not. It specifically looked at how guidance and counselling is used to address deviant behaviour of students in the selected public universities. It also meant to examine the benefits of the services to students and relevance of the services in management of disciplinary cases among students in these institutions.

1.15 Limitations

This was a qualitative study confined to only public universities; as such the findings may only be generalized to Universities of similar characteristics in Zambia.

1.16 Definition of Terms

Academic:	Educational achievement or progression by an individual
Behaviour:	A way an individual responds in reference to a crisis, an object or person judged against the set institutional rules and regulations
Benefits:	Help that one gets from guidance and counselling services which in turn enables students to improve their behaviour, academic achievements and future wellbeing
Career:	A job or occupation that a person intends to undertake
Class boycott:	Stay away from attending lectures to show displeasure
Competencies:	Capabilities or skills acquired by an individual to perform a task
Counselling:	Helping a student make an informed decision from the available choices
Crisis:	The study applied the word to mean university predicament, dysfunction of the system, student reaction and their outcome
Deviant behaviour:	This is anti-social behaviour exhibited by some students such as demonstrations, riots, skipping class, tendency towards vandalism, and substance abuse
Guidance	Assistance given by qualified personnel to an individual to help him or her manage life activities, develop own points of view, and make informed decisions about their lives
Interpersonal	Association or interaction between or among two or more people

Personal-social	Private or individual gains in regard to skill one achieves in their life on a personal or social level
Public universities	Tertiary institutions owned by government
Relationship	Association or connection among two or more people
Riot/Disturbance	Student unrest in which they revolt and cause damage to property.
Shape	Form a student's behaviour in a positive way
Spiritual	Divine beliefs by individuals

1.17 Theoretical Framework

The study was guided by the Theory of Planned Behaviour (TPB) proposed by Ajzen (1991). The theory of planned behaviour (TPB) is one of the most widely cited and applied behaviour theories. It is one of the closely inter-related families of theories which adopt a cognitive approach to explaining behaviour centring on individuals' attitudes and beliefs. The TPB (Ajzen 1985, 1991; Ajzen and Madden 1986) evolved from the theory of reasoned action Fishbein and Ajzen (1975) which posited intention to act as the best predictor of behaviour. Intention is itself an outcome of the combination of attitudes towards behaviour. That is the positive or negative evaluation of the behaviour and its expected outcomes, and subjective norms, which are the social pressures exerted on an individual resulting from their perceptions of what others think they should do and their inclination to comply with these. The TPB added a third set of factors as affecting intention (and behaviour); perceived behavioural control. This is the perceived ease or difficulty with which the individual will be able to perform or carry out the behaviour, and is very similar to notions of self-efficacy.

The TPB is suited to predicting behaviour and retrospective analysis of behaviour and has been particularly widely used in relation to health (Armitage and Conner 2001; Taylor et al. 2007). Evidence suggests that the TPB can predict 20-30% of the variance in behaviour brought about via interventions, and a greater proportion of intention (Taylor et al. 2007). Stronger correlations are reported between behaviour and both the attitudes towards the behaviour and perceived behavioural control components of the theory. In the case for this study, the interventions were the guidance and counselling services.

In an attempt to understanding the behaviour of the students, the researcher applied the TPB to explore whether students that accessed guidance and counselling reported any change in their behaviour. The researcher looked at questions such as: What are the conditions associated with certain behaviour? What happens when guidance and counselling is used as an intervention for student behaviour? How do the antecedents and the consequences of behaviour influence that behaviour?

The TPB is considered useful or effective in relation to planning and designing the type of intervention that will result in behaviour change (Hardeman et al 2002; Taylor et al. 2007; Webb et al. 2010). The theory is based on five key concepts shown in Figure 1.1.

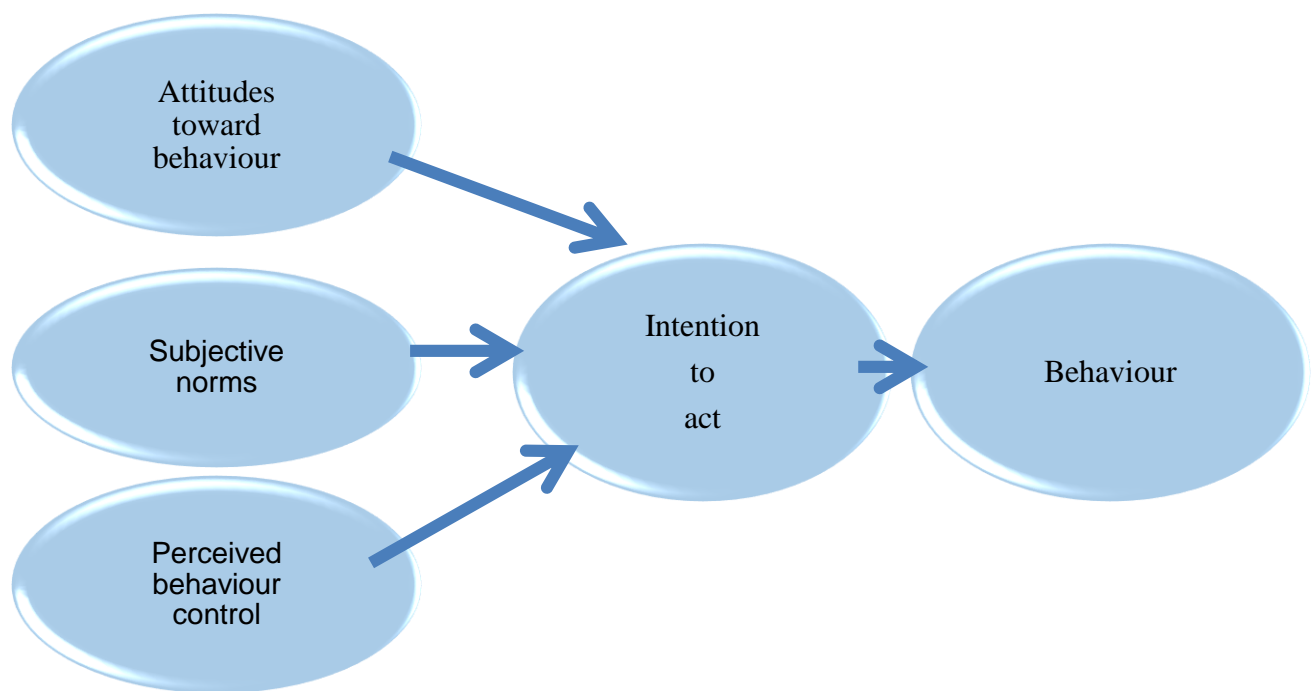


Figure 1.1 Theory of Planned Behaviour (TPB)
Adapted from: Ajzen (1985; 1991)

Key Concepts of Theory of Planned Behaviour

Subjective norm is "the perceived social pressure to perform or not to perform the behaviour" in question (Ajzen, 1991, p. 188).

Behavioural Intention

This is a proxy measure for behaviour. It represents a person's motivation in the sense of her or his conscious plan or decision to perform certain behaviour (Conner & Armitage, 1998). Generally, the stronger the intention is, the more likely the behaviour will be performed. In this study, this theory is applied to demonstrate how the nature of action taken on students after a riot or demonstration can either impact negatively or positively on their behaviour.

Attitude toward Behaviour

This refers to the degree to which a person has positive or negative feelings of the behaviour of interest. It entails a consideration of the outcomes of performing the behaviour. In this study, this theory is applied to demonstrate how the access to guidance and counselling by students can either lead to benefits that can impact negatively or positively on their behaviour.

Subjective Norm

This refers to the belief about whether significant others think an individual will perform the behaviour. It relates to a person's perception of the social environment surrounding the behaviour. In this study, this theory is applied to demonstrate how students can use the information of the significant others to engage in a particular behaviour.

Perceived Behavioural Control

This refers to the individual's perception of the extent to which performance of the behaviour is easy or difficult (Ajzen, 1991). It increases when individuals perceive they have more resources and confidence (Ajzen, 1985; Hartwick & Barki, 1994; Lee & Kozar, 2005). In this study, this theory is applied to demonstrate how the will power of an individual can lead students to evaluate their actions that can either impact negatively or positively on their behaviour.

The ideas in the theory of planned behaviour model were applied in this study to establish the role of guidance and counselling services in shaping behaviour of students in public universities in Zambia. The theory is relevant to this study because it helped establish the role guidance and counselling services play to shape behaviour of students in public universities in Zambia.

1.18 Summary

In this chapter a number of crucial issues have been discussed as a way of contextualising this study. An overview on provision and access of guidance and counselling was summarised. The benefits of GCS have been highlighted and results show how guidance and counselling can help shape behaviour of students in public universities in Zambia. This chapter has also explained the significance of the study and the structure of this report. In the next chapter a detailed review of literature is discussed so as to further understand the issue under study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section is a review of relevant literature on the role guidance and counselling plays in shaping students' behaviour. The literature is presented following these headings: rationale for offering Guidance and Counselling in universities, role of guidance and counselling, seeking guidance and counselling; use of guidance and counselling in managing disciplinary cases; benefits of accessing guidance and counselling and addressing deviant behaviour through guidance and counselling.

2.2 Rationale for offering Guidance and Counselling in universities

The future of every nation is in its youth. The youth are at a stage, which is a transition from childhood to adulthood. Makinde (1984) notes that failure to attend to the youth's biological and psychosocial challenges may lead to indecisiveness, insecurity, uncertainty, conflicts, impulsiveness, criminal behaviour, alcoholism, career confusion and sexual perversion. When this is coupled with academic burden, parental and peer demands; and societal expectations it creates insurmountable problems for the young people. This justifies the need to equip the youth with the competencies required to overcome academic, social, career and personal challenges through the provision of guidance and counselling services. In the same vein, Sindabi (1992) noted that failure to provide formal guidance and counselling in institutions of learning may result in a waste of investment in education and human resource development.

In addition, Makinde (1984) observed that leaving young people in a vacuum to develop for themselves independence, self-understanding, self-direction and problem solving skills without proper guidance from trained counsellors may not yield lasting results. The observation by Makinde (1984) was later supported by Sandison (1994) who noted that education systems were currently associated with protests from commerce and industry about many students that leave college or university with lack of vital basic skills, professional skills and the skills of cooperation, initiative and problem solving. Kamiti (1991) observed that the breakdown of the extended family set up and rising cost of living has forced parents to spend a lot of time away from home and from their children thus necessitating for formal guidance and counselling in institutions of learning where the youth spend most of their time. This concurs with the argument of Biswalo (1996) that guidance and counselling services are crucial in higher learning institutions and because of the growing complexity in educational, vocational and social structures, they should be provided in the best way possible. In a nutshell, the rationale for providing guidance and counselling services cannot be over emphasised as it is important in increasing the likelihood of students to continue and complete their studies.

2.3 Role of guidance and counselling

The role of any guidance and counselling programme is to bring about the maximum development and self-realisation of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994) and Mutie and Ndambuki (1999) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counselling programme is therefore aimed at assisting students to harmonise their abilities, interests and values, thereby

enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. This is what most learning institutions are striving to achieve. According to Zeran and Antony (1962) a good and effective guidance and counselling programme is essential in every learning institution. An organised guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. This is acknowledged by Gichinga (1995) who states that there has been steady growth of guidance and counselling programme in the secondary schools in Kenya. The major emphasis has been on vocational and educational guidance and counselling aimed at fostering personal/social development.

Stevens and Wedding's (2004) note that the 'major purpose of the Academic Advising Programme in the university is to assist the students to develop meaningful educational and career goals. The university goals for academic advising programme include; development of suitable educational plans clarification of career and life goals and selection of appropriate courses. Apart from the academic and research endeavours services such as counselling are embraced.' Further, the study states that HIV and AIDS awareness, international students' services and spiritual guidance are offered. The services enhance students' welfare. The university adheres to the ethical conduct in academic, social and spiritual in order to assist students meet national and individual goals. Egerton University like all public universities in Kenya has a council which is a governing body of the university. The council provides for the welfare of staff and students in the institution. Furthermore the council consults with the senate and may make regulations governing conduct and discipline of the students in the university. The core enterprise at the University for Students is academic.' However, students undergo other significant and critical developmental and growth processes which require a campus environment that fosters and enhances these processes but no reference is made to

shaping behaviour of students. This study sought to bring out issues on how students' behaviour could be shaped.

2.4 Provision of Guidance and Counselling Services

Many developed countries, for example, Finland and USA have well developed career guidance services in their entire educational system. In these countries, Higher Education Institutions have career centres (Varalakshmi and Moly 2009). UNESCO (2002) states that career counselling centres should have resources that enable students to access information independently so that they make sound career decision-making. It is indicated that the career counselling centres should have books and journals on careers, videos, well classified information on careers, career tests and computer- based information. UNESCO (2002) goes on to further state that effective career counselling centres should have trained career counsellors, career advisors and peer advisors. Effective career counselling services have strong collaboration with librarians who maintain occupational shelves and acquaint career advisors with new guidance and counselling materials reaching the library. Egbochuku and Akpan (2008) argue that effective career centres have adequate information of current trends in the labour market while Jayasinghe (2009) states that effective career counselling programmes have computer aided career guidance system.

UNESCO (2001), states that in modern times the complexity of life has intensified the need of organised guidance and counselling services. It is noted that both the developed and developing countries place great emphasis on the guidance of their youth to channel their energies to productive pursuits in life. This however, may only be attainable if the youth are nurtured through guidance and counselling to make informed decisions that shape their behaviours to acceptable norms of society.

Various public universities have councils that govern the way they operate. All the public universities in Zambia are regulated by the councils just like elsewhere in there universities. For instance, Egerton University like all public universities in Kenya has a council which is a governing body of the university. The council provides for the welfare of staff and students in the institution. Furthermore, the council consults with the senate and may make regulations governing conduct and discipline of the students in the university. The core enterprise at the University for Students is academic. However, students undergo other significant and critical developmental and growth processes which require a campus environment that fosters and enhances these processes. The institution has established Academic Advisory Programme. Every student registered with the university, is assigned to a member of the Faculty who serves as the academic advisor, throughout the students course of study. The advisory system provides for a situation that enables each student to have a specific Faculty staff member within the university to provide guidance and advice on academic matters (Sindabi, 2007). In case the academic advisor evaluates a students' problem as beyond his/her ability to solve, the student is advised to seek help from the counselling centre. The university Counselling Centre handles personal, social and psychological problems which might interfere with the students' academic performance and general adjustment to university campus life.

According to Rogers (1961) the fundamental goals in counselling services are essential in increasing the students feeling of personal adjustment and effective interaction in their immediate environment. The counselling services offered to the students in counselling centre in the university enables the student develop a positive attitude towards social and academic aspects in their new environment. Guidance and counselling also provides services to students where career placement has been mismatched, orientation of new students, social relations, institution adaptability and study skills among other activities. The Counselling

Centre at Egerton University is under the Students' Affairs Department and has professional primary mission of counselling to assist students in the development of skills for establishing and maintaining effective satisfying personal and social relationships. The staffs in counselling centre assists students to cope with crises and to learn how to resolve challenges. In fact the students' counsellors assist students to restore wholeness in strained relationships with those who constitute their social environment. They also guide students in decision making, clarify alternatives for students and nurture students' growth.

Stefánsdóttir (2008); notes that all universities in Iceland offer some guidance services, even though all of them do not employ specific counsellors. The most usual services at university level are: personal counselling; group counselling; management of services for handicapped students; counselling on study-related problems and facilitating learning environment; evaluating and designing research in given fields, providing information on educational opportunities locally and internationally. The University of Iceland engages in teaching and training students such as the guidance study programmes mentioned above. Guidance counsellors working at university level refer their client to databanks on the Internet and to specialised information offices. Educational and vocational guidance are the most offered in universities in Iceland.

According to Alemu (2013), in the history of Ethiopian higher education, the term "counselling" appeared for the first time in 1967 when a course called "Guidance and Counselling" was introduced in the curriculum of Addis Ababa University (Yusuf, 1982). Since then; the course has been given to university students at the department of Psychology. Graduates have been assigned to schools and other social settings to provide guidance and counselling services. Considering these facts, Guidance and counselling personnel are being trained in Ethiopian tertiary institutions and sent to schools to deliver services. This shows how critical and appreciated this service provision is to Ethiopian university students. At the

time of this study, there was no study of this nature that had been undertaken in Zambia hence there was need to undertake this study of to find out how guidance and counselling services can shape students' behaviour in public universities in Zambia. While Guidance and Counselling is an easily accessible service in many developed countries, its benefits are not yet adequately exploited in developing and third world countries (Hiebert and Bezanson, 2002). In some countries the provision of CGCS services is considered a luxury that should only be made available largely to choice of subjects (Gysbers and Henderson, 2001). Consequently, universities have a responsibility and obligation to offer counselling services to all students. It is in this regard that public universities in Zambia offer guidance and counselling services.

2.5 Seeking Guidance and Counselling Services

Studying at university is associated with experiencing significant stressors including stress experienced by new students after transiting to a university life (Atwarter, 2003 Julal, 2013). Triggers to this stress can be linked to increased academic demands, constrained finances, lack of employment and personal relationships (Julal, 2013). Entry into educational institutions for first generation learners expose them to psychological problems that are personal, vocational and social and hence a need for counselling (Nyaga, 2011). In retrospect, Frank & Karyn (2005) argue that university undergraduate students are young adults in need of counselling services. Counselling services aim at assisting and supporting students that experience psycho-sociological problems especially as they transit into university life. One of the themes in this study was to find out whether students seek guidance and counselling services. Some literature was thus reviewed in regard to this theme.

Concerns have been raised over the increase of problems like drug abuse, alcoholism premarital sex, cheating in examinations and teenage pregnancies in Kenyan Public Universities Muango and Joel (2012). Their study sought to evaluate the effectiveness of

guidance and counselling services at Masinde Muliro University of Science and Technology. The study revealed that services offered at guidance and counselling department at Masinde Muliro University of Science and Technology are effective and satisfactory to the students who had sought them. Similarly, majority of students were positive towards motivational talks and career counselling services offered by the guidance and counselling department in the university. On average, the number of male and female students who sought counselling services on career issues was almost equal. A small fraction of respondents who participated in the study disapproved of the quality of counselling services being offered by the university guidance and counselling staff probably due to inadequate knowledge on the availability of such services in the university. However, this notwithstanding both male and female students had positive rating for counselling services offered in the university.

Despite the fact that counselling is important to university students, it has been documented that only a minority of students who experience psychological distress seek professional counselling (Khan & Williams, 2003; Raunic & Xenos 2008). Raunic and Xenos (2008) report on utilisation of counselling services rate by local and international students in America, shows that that only a very small percentage of between 2% and 4% of university students accessed counselling services and in which case females are more likely to use them than males (Cornell, 2003). In Kenya, a study by Wachira (2012) indicates there is poor utilisation of counselling services by university students in Kenya. These findings corroborates with the Vice Chancellors Committee Report (2000) that stated that counselling services may not have had the desired effect in dealing with challenges facing universities students in Kenya (Standa, 2000).

A study by Nyaga et al (2014), noted that students in both public and private universities in Kenya received guidance and counselling services. An analysis of the results indicated significant differences of the effectiveness of guidance and counselling services on

development of students' of academic competences of students enrolled in both public and private universities. The results showed that through effective guidance and counselling services, students in private universities had better growth in academic competences than those in public universities. This comparative study recommended that university authorities in public universities set clear policies on provision of guidance and counselling services in public universities to strengthen and improve academic competences of students enrolled in public universities. This shows that effective policies and delivery of guidance and counselling services can shape the academic behaviour in terms of enhanced competences.

2.6 Use of guidance and counselling in managing disciplinary cases of students

Holden (1971) asserts that indiscipline can be prevented through upholding student individuality and responsibility. He observed that "counselling was intended to increase a client's sense of responsibility for his or her own life to help him or her make up his own mind and act upon his decisions, to cope sensibly with situations he or she has hitherto disliked, resented or rejected and come to terms with circumstances which cannot for the moment be changed". Further, Samoei (2012) states that 'students can be seen as disciplined if they understand that there are some things they have to accept as they are for they cannot be changed.' This implies that guidance and counselling should help for instance to make students understand that rioting because students' allowance has not been paid or is delayed, or there is power failure, does not change the situation. It is this gap through using guidance and counselling that could determine how students' behaviour could be changed to resolve these issues.

Halim (2001) found that guidance and counselling had an impact in resolving student's social problems and discipline issues. Amla et.al (2009) also found that the practice of giving and

receiving assistance, advice and guidance had for a long time been a familiar tradition within the Malaysian society. It was noted in these studies that advisory and social support among the Malay people existed before colonial administration. However, despite, this way of life Rahman and Atan (2013) note that the vigorous changes in science and technology have abridged these to traditional assistance and services deficient to fulfil current necessities.

Halim (1999) further argues that current pressures in societies demand a systematic and sophisticated approach. As such guidance and counselling services are required to holistically shape students' behaviour. The provision mechanisms of these services needed to undergo prominent changes to ensure students' future psychosocial and mental well-being. Today's students seek counselling services that assist in finding solutions to the multitude of problems and challenges they face in the modern globalised world. It is for this reason that there was need to establish how guidance and counselling services can help to shape students' behaviour in public universities in Zambia.

Sheldon and Ames (1999) are of the view that emotions are central to all other aspects of life including intellectual performance, social behaviour and physical wellbeing. This they state is enhanced through guidance and counselling services provision. Weisten (2007), states that school life is filled with things that can become frustrating most which are out of students' control such as education policy and institutional administration among others. He further notes that decisions embed in these can cause anger and hostility among students leading to demonstrations. These can be resolved through provision of guidance and counselling that can shape students' behaviour to react positively to the challenges. Gatua (2012) states that students can sometimes experience anger, frustration arising from poor performance, conflict among themselves, staff, government or the prevailing environment. As such, the use of guidance and counselling services are cardinal in addressing such challenges and also in contributing to appropriate students' behaviour.

Gichaga et al (2006) conducted a study on anger management. The study revealed how guidance and counselling was used by guidance counsellors to impart 'anger management' skills to students. These students were taught to understand the cause and nature of their anger speak and vent anger-related feeling constructively and being cognisant in attempts to stop anger. The results indicated that guidance and counselling was responsible for assisting students to manage and vent their anger in more appropriate ways than through demonstrations or riots.

Collins (2007) contends that when anger is managed in healthy ways it can be a positive thing. According to Collins, guidance and counselling provision acts as a catalyst for change and motivator among students to manage their wellbeing. Furthermore, Collins (2007), views counsellors as people with skills that help in influencing individuals' engagement in the process of leading to behavioural change in the right direction. Collins (2007) also notes that guidance and counselling services is an ultimate icon that addresses students' social and emotional adjustment. The cited studies assert to the fact that guidance and counselling can be used to shape behaviour of students.

Boutwell and Myrick (2006) contend that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. Baker and Gerler (2001) and Abid Hussain (2006) acknowledge that guidance and counselling provision had significant influence on improving discipline problems and fostering positive study habit and study skill among students.

In addition, guidance and counselling services provide students with the opportunity to learn more about themselves and others before they have problems resulting from fear, anger and mood swings. Weissberg and Walberg (2007), note that most students express a basic need of

social and emotional adjustment which is grounded on foundations of comprehensive guidance and counselling services. These services integrate competence promotion and foster students' social and emotional development framework for reduction of risk and detrimental behaviours such as substance use, promiscuous sex, violence, depression and attempted suicide that deter success in life.

2.7 Benefits of accessing guidance and counselling

A study by Sink and Stroh (2007), in Washington DC was conducted to find out whether school counselling interventions with guidance and counselling foster high academic achievement. The study included emotional and social support for students. The findings revealed that there were improvements even for students that attended the guidance and counselling programme partially or even where the programme was not fully implemented. Brigman and Campbell (2008) conducted a quasi-experimental study to evaluate the impact of school counselling led interventions on academic achievement and school success behaviours. The findings revealed a significant difference between treatment and comparison groups in reading and mathematics. The results showed strong support for inclusion that school counselling provided in cognitive, social and self -management skills. Another study was conducted in California by Gerler and Herndon in 2008. It was aimed at evaluating the effectiveness of multimodal guidance services to improve student performance. The results indicated that students demonstrated full awareness on how to succeed after interventions with guidance and counselling. Thus, it may be assumed that students' behaviour can and may be shaped through inclusion of guidance and counselling services in public universities. Further, Gysbers (2008) conducted a qualitative study on students' views on inclusion of school guidance and counselling. The study asserted that comprehensive guidance and

counselling programmes are rapidly replacing the traditional position-service orientation in the United States.

The global concerns related to guidance and counselling services in learning institutions has resulted in a number of studies being carried out internationally regarding the benefits of Career- Guidance and Counselling services. Literature from the past four decades confirms availability of this provision of the service around the world, including Hong Kong, Britain, United States of America, and Japan to name a few (Taylor, 1971; Paisley and McMahon, 2001; Yee and Brennan, 2004).

Nkala (2014:81), states that ‘in the Asia-Pacific region, several researchers confirmed that there are fundamental differences in the implementation of guidance and counselling programmes between the West and Asia-Pacific region as well as among countries themselves (Othman & Awang, 1993; Zhang, Hu & Pope, 2002; Tatsuno, 2002).’ According to his findings ‘while Guidance and Counselling is an easily accessible service in many developed countries, its benefits are not yet adequately exploited in developing and third world countries (Hiebert & Bezanson, 2002:159).’ In some countries the provision of these services is considered a luxury that should only be made available largely to choice of subjects (Gysbers & Henderson, 2001). Hence, the question of how guidance and counselling shapes students’ behaviour has so far not been answered.

According to Moore et al., (1998) students’ social adjustment to college or university has been linked to students’ overall adjustment. K’okul (2010:30) states that ‘one way of assisting students in establishing connections is to help them become involved in social activities at the university.’ K’okul (2010) further notes that social adjustment can be examined in terms of how well students function in their immediate environment, participation in social activities and their satisfaction with various social aspects of the university experience. Campas, et. al, (1986), further state that social adjustment may be just

as important as academic adjustment. Gerdes and Mallinckrodt (1994) observed that, personal adjustment and integration into social fabric of university environment play a role and is as important as academic factors throughout the students' life. Acado et al, (2000) reveals that, academic demands increase and new social relations are established when students join higher level of institution. Students are often uncertain of their abilities to meet these demands. They need to be assisted to develop coping skills, that will enable them overcome the challenges they encounter at the university. The above studies reveal the need for students' adjustments in various aspects of life, what is not established is how guidance and counselling can be used to help shape behaviour of students in order to address these challenges and meet the need for these adjustments.

According to Hoimbeck and Leake (1999: 568) 'the structure and meaning of interpersonal behaviour has been an important component in a social set up. Interpersonal relationship forms the core of human daily activity.' Hoimbeck and Leake (1999:570) assert that, 'individuals who are able to succeed handling their independence and newfound freedoms are able to make new relationship while maintaining old relationships.' Studies have shown that living arrangement have impacted the social adjustment of colleges or university students.' Adams et al. (2000), state that 'the environment in which students live has had a direct impact on the student's overall adjustment.' Students who lived in environment that are conducive to learning and provided ample study space and opportunities for growth and interaction tend to have an easier time adjusting than students who live in other environment (Dinger, 1999). Residence hall climates have been associated with families in terms of rules boundaries and atmosphere of care and concern for other members. Students are expected to develop care and concern to other in the residential halls. The social climate has also been deemed important is assisting students to adjustment at the university. The university students belong to the category between late adolescence and early adulthood. This stage of life is

characterised by periods of instability considerable conflicts, anxiety and tension (Hall. 1904). Socially, adolescence is period of building a stable identity, many young people experience role confusion and blurred self-image. Students may need to be assisted to develop skills of solving these difficulties and uncertainties. According to K'okul (2010), one way of assisting students to develop the interactive skills may be through timely and adequate orientation. It is therefore, critical to show how students' behaviour could be shaped through guidance and counselling.

Human beings throughout their lifespan are exposed to a number of experiences as they interact with other people and the environment in which they live. As a result they may develop attitude about others or the environment in a positive or negative way. Attitude greatly influence how one behaves, therefore are among the issues that may be responsible for peoples action in different situations. Attitudes are important aspects of social function since they summarise past experiences and predict or direct future actions. K'okul (2010) asserts that student attitudes about entry to university values sense of purpose and sense of independence has a direct influence on academic achievement. The students' perception to university environment has a great influence on social and academic adjustment at the university. Hogg and Vaughan (1995), state that, the learning of attitudes is an integral part of socialisation process, which may occur through direct experiences and interaction with others or as a product of the cognitive process. Thus attitude formed by students eventually influence both their social and academic adjustment at the university, while students attitude towards university environment, they tend to adjust socially which is reflected in their academic performance. Guidance is a process that consists of a group of service offered to individual to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretation essential to satisfactory adjustment in diverse areas (Sindabi, 1991). The services are therefore designed to result in efficiency which requires the

individual to make adjustments in order to be an effective member of the society. Counselling is a process that helps an individual analyse him or herself by relating his capabilities, achievements, interests and mode of adjustment to new decision made.

As posited by Appiah (2013) guidance and counselling intervention at the university level of education can help students to understand the environment they find themselves in their quest to seek higher education. Counsellors can be more successful at the universities and many other learning institutions when they are much abreast with some theories in guidance and counselling that explains human behaviour changes, attitudes, values and aspirations. These theories serve to provide standards for them (counsellor) in their field of work as counsellors.

According to Nyaga et al (2014), acquisition of academic competence by learners enhances the goal to attainment of vision 2030 by Kenyan institutions for being able to provide globally competitive quality education and training to her citizens thus contributing to the development of individual well-being. Nyaga et al (2014), state that large numbers of learners in education and training institutions were in dire need of guidance and counselling. Therefore, all students would require counselling services in order to develop not only their academic competence but other competences as well. Effective counselling will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic challenges. This explains the extent to which guidance and counselling are of great importance for every student at tertiary institutions as they can be used to shape behaviour of students.

Gichinga (1995) noted that the need for formal guidance and counselling in African countries has been recognised at the present time more than ever before. In pursuit of formal guidance, many African governments have set up various education commissions or acts that have come up with reports on government policy of guidance and counselling.

Orientation services are provided to help students to adjust better to the learning environment. Makinde (1984) states that when new students are admitted every new academic year in learning institutions. They feel lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of their parents, friends and former teachers. Also the new environment has rules, regulations and administrative set-up appears completely different. Orientation services are therefore designed to help such students adjust during such critical transition periods. Good guidance programme is hence drawn to familiarise them with the overall learning situation.

According to Njeri (2007), the global concerns related to Guidance and Counselling services in institutions of learning resulted in a number of studies being carried out internationally regarding the benefits of Career Guidance and Counselling services (CGCS). Literature from the past four decades confirms availability of CGCS or programmes around the world, including Hong Kong, Britain, United States of America, and Japan to name a few (Taylor, 1971; Paisley and McMahon, 2001; Yee and Brennan, 2004; Yagi, 2008). For example, in Malaysia, Halim, (1999) observed that guidance and counselling services help students to overcome social, psychological, cultural and educational problems that arise from the rapid economic and cultural changes. In the European Union, the European Centre for the Development of Vocational Training (CEDEFOP) conducted several studies that focused on the provision of quality guidance and counselling services among member countries (Bulgarelli, 2003). In the Asia-Pacific region, several researchers confirmed that there are fundamental differences in the implementation of guidance and counselling programmes between the West and Asia-Pacific region as well as among countries themselves (Othman and Awang, 1993; Zhang, Hu and Pope, 2002; Tatsuno, 2002).

Kyalo & Chumba (2011) conducted a study on factors influencing social and academic adjustment of undergraduate students at Egerton a public university in Kenya. The study done at Njoro campus reveals that the institution has established an Academic Advisory Programme. Every student registered with the university, is assigned to a member of the Faculty who serves as the academic advisor, throughout the students' course of study. The advisory system provides for a situation that enables each student to have a specific Faculty staff member within the university to provide guidance and advice on academic matters (Sindabi, 2007). In case the academic advisor evaluates a students' problem as beyond his or her ability to solve, the student is advised to seek help from the counselling centre. The university Counselling Centre handles personal, social and psychological problems which might interfere with the students' academic performance and general adjustment to university campus life. The major purpose of the Academic Advising Programme in the university is to assist the students to develop meaningful educational and career goals. The university goals for academic advising programme include; development of suitable educational plans clarification of career and life goals and selection of appropriate courses (Sindabi, 2007). Apart from the academic and research endeavours, services such as counselling. HIV and AIDs awareness, international students' services and spiritual guidance are offered. The services enhance students' welfare. The university adheres to the ethical conduct in academic, social and spiritual in order to assist students meet national and individual goals. Egerton University like all public universities in Kenya has a council which is a governing body of the university. The council provides for the welfare of staff and students in the institution. Furthermore the council consults with the senate and may make regulations governing conduct and discipline of the students in the university. This study further notes that 'the core enterprise at the University for Students' is academic'. However, students undergo other significant and critical developmental and growth processes which require a campus

environment that fosters and enhances these processes. It is further stated that Njoro campus provides an environment for free interaction of religious groups comprising Protestants, Catholics, SDA and Muslims. The university chaplaincy serves as a resource and referral centre for students who wish to explore their own spiritual counselling needs. The chaplaincy also organises, coordinates and offers spiritual and counselling services in the university. Health services are crucial for students and are offered in the university. The health unit maintains a healthy environment through offering curative, preventive and rehabilitative health services to students. It came to light from the visits to the sampled universities that the learning institutions in Zambia have counselling centres which attend to students in need but also have services of a chaplain as part of the staff in the counselling departments.

Furthermore, Kyalo & Chumba (2011) note that the findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. Guidance and counselling programme has a critical role to play in assisting students to adjust in the university. This thus shows that guidance and counselling services provision could help shape behaviour of students in public universities. Kyalo & Chumba (2011) state that Egerton University has put in place some measures including: comprehensive orientation of new students, establishment of academic advisory programme, counselling services, health services among other programmes.

According to a study by Gatua et al (2015), conducted in Kenyan schools, the study sought to find out the impact of guidance and counselling services on social and emotional adjustment

of students in senior secondary schools. Dondo (2014) notes that guidance and counselling services in Kenyan learning institutions used the 'whole person' approach to address the increasing complex needs of students. The study by Gatua et al (2015) reveals that guidance and counselling services had high levels of positive impact in the social and emotional adjustments amongst students. Further the rural students had showed even better response to emotional and social needs in that the competences were more enhanced.

The finding further concur with Locke and Latham (1990), who were of the view that programmes offered by guidance and counselling departments assist students to overcome academic and career challenges. This suggested that majority of the students in university appreciate the kind of counselling services provided by the guidance and counselling department. This proves that guidance and counselling services when offered effectively do indeed shape students' behaviour.

An article on research outlines studies in Kenya, by Odongo and Njiru (2010) who conducted a single site case study in Nyalenda Secondary school in Kisumu, Kenya to establish the role of guidance and counselling in students' motivation. In their findings, they reported that counselling programmes though not well developed, had the propensity to motivate the girls to set clear social and career objectives after school. They further concluded that as an intervention programme, guidance and counselling is supposed to influence an individual's views about his/her role in the world of work and modify the individual's attitude towards work.

Other studies have also been carried out on Students' Perception towards Career Guidance in Schools. Gysbers (2008) conducted a qualitative study of students' view of school counselling interventions at the elementary level in two public schools in Kentucky, USA. The study reported that, classroom guidance can improve elementary school students'

behaviours and ability to make career decisions but most students did not believe in counsellors' advice which was often based on an individuals' academic performance. He recommended that students should be aware of importance of career counselling before they experience it. Borders and Drury (2008) carried out a qualitative case study in one elementary school in Amsterdam, Netherlands to identify the relationship between students' perception of counsellors' advice on decision-making. The findings reflected that most students had negative perceptions about counsellors on career decision-making. The interviewed students stated that they could not connect their talents to skills and training being acquired in schools.

Ojenge and Muchemi (2010) conducted a study in Nairobi County to find out the perception of students towards counselling. They adopted phenomenological design and interviewed 8 girls on their lived experiences with the counsellors. They found out that most girls did not believe in the counsellors for lack of privacy in the counselling rooms. However, despite this lack of privacy, students still felt that guidance and counselling contributed to their wellbeing. They acknowledged that guidance and counselling services contributed to shaping students' behaviour.

Mau, Bilkos and Fouad (2011) conducted an experimental study in Cairo, Egypt to explore how varying career needs could be addressed to help school girls make career decisions. The study concluded that most counsellors were not sensitive to the career need of many students but instead advised them according to their academic performance. This scenario was inclusive because students had different talents and in addition, academic performance could be improved through effective counselling. They recommended that the unique educational and vocational needs and barriers facing different minority groups also needs to be addressed in counselling programmes in order to help them make the right career decisions. Amerikaner

and Summerlin (2012) conducted a study in Chicago to find out how students viewed their counsellors and teacher. They conducted a survey on 200 students in 3rd and 4th grades using questionnaires to elicit data. They found out that most counsellors and teachers had no plans to provide leadership in the development, promotion, facilitation and dissemination of school counselling research demonstrating the connection between school counselling programmes and student success. It may be concluded from this study that guidance and counselling can contribute to improved academic performance and personal behaviour in general.

Brigman and Campbell (2008) used a quasi-experimental, pre-post-test design to evaluate the impact of a school-counselling-led intervention on student academic achievement and school success behaviours. The results of this study indicated a significant difference between treatment and comparison groups on reading and mathematics scores. These results provide very strong support for the conclusion that school counselling interventions that focus on the development of cognitive, social, and self-management skills can result in sizable gains in student academic achievement. The context of the above reviewed study was based on evaluating the impact of a school-counselling-led intervention on student academic achievement and school success behaviours. However, this context was holistically captured in the current study as part of the constructs of the role of guidance and counselling on students' career decision-making. Moreover, the reviewed study adopted quasi-experimental design which may have led to systematic manipulation of variables.

Appiah (2013) did a comparative study of guidance and counselling at Kwame Nkrumah University of Science and Technology and Ashesi University College. The study found that guidance and counselling intervention at the university helped students to understand the cumbersome environment they find themselves in their quest to seek higher education. It also noted that counsellors were more successful at the universities and many other learning

institutions when they were much abreast with some theories in guidance and counselling that explained human behaviour changes, attitudes, values and aspirations. These theories served to provide standards for them (counsellor) in their field of work as counsellors. The said study further confirms that guidance and counselling services can actually shape behaviour of students' in public universities. Appiah (2013) also noted in the study that another important aspect was the fact that guidance and counselling services did not operate in emptiness, but adheres to accepted rules and principles. Guidance and counselling are thus offered with the aims of achieving goals in the educational settings.

Personal and social guidance provision helped individuals or groups to understand how to behave in consideration with other people in order to increase their quality of life. Shertzer and Stone (1976) cited in Taylor and Buku (2006) affirm that personal guidance and counselling helped students to understand themselves and also improve upon their relationships with others. Personal and social counselling also assisted in awakening students to educational and vocational opportunities.

Nyaga (2011) conducted a study on effectiveness of guidance and counselling services on university students' development of academic, social and personal competences in Kenyan public and private universities. The study revealed that the services were effective and assisted, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. Guidance and counselling services on the other hand were vital because they helped the students to cope with life challenges in the university setting. The results of the study appear to indicate that guidance and counselling services in universities have a significant effect in development of students' academic, social and personal competencies. This supports past research by Biswalo (1996) that the spirit of

universities to plan and utilise guidance and counselling services in effective development of the students various competences was evidently strong. Therefore since effective guidance and counselling services in universities have been known to significantly enhance the development of students' academic, social and personal competences, it is safe to conclude that guidance and counselling could help to shape behaviour of students.

A study was conducted by Alemu (2013) in Ethiopian schools to assess the provision and perceived importance of guidance and counselling. Students and teachers expressed improving study skills and fostering healthy heterosexual relationship to be the most important functions of school guidance and counselling programmes. It is further reported in this study that 'On the other hand, principals and regional and zonal education bureau officials stressed disciplinary issues to be the centre of guidance and counselling programmes'. This study is similar to the studies conducted by Baker and Gerler (2001) and Abid Hussain (2006) which revealed that school guidance and counselling programmes had significant influence on improving discipline problems and fostering positive study habit and study skills. However, according to Alemu (2013), unlike studies by Whiston, Sexton & Lasoff, (1998), career and college choices were given the least credit by all participants. Alemu (2013) further notes that according to the Ethiopian Education and Training policy (1994), the purpose of general secondary education is to enable students identify their interests for further education and for specific training. However, it was not known if guidance and counselling could play a similar role in students in public universities in Zambia.

Available literature in some selected countries indicates that guidance and counselling services were relevant to the needs and welfare of students. For instance, in Ireland, the Education Act of 1998 in paragraph two (2) summaries how guidance and counselling was

relevant to students' needs. The Act stipulates the roles that learning institutions played to provide 'access to appropriate guidance and counselling services to assist students in educational and career choices' and promote 'social and personal development. Furthermore, a study by Kann (1988) and Watts and Kidd (2000) cited in Scottish Publications (2000) states that the two roles were distinct but had features that were complementary: initially was provision of qualified guidance and counselling counsellors to meet the needs of students as they emerge; and the other was development of curricular that could be developmental, preventive and appropriate to needs of students that must be delivered in a cohesive and pre-emptive manner. It is thus important to mention here that an effective conveyance of intentions to meet student's social, personal, educational and career (vocational) needs has to be defined as regards what to offer and the benefits for students. From the policy statement for Irish institutions, this is what existed in the universities. The study also found that guidance was conducted in small groups or individually. The sessions included: personal, social, educational, career and feedback on psychometric tests. The study showed that essentially some students 'self-refer' and that counselling sessions were not planned but a 'front-line' response to meet students' needs. Thus, in the setting of this endowment, it may be safe to conclude that the guidance and counselling services offered in this regard could indeed meet students' needs.

In an attempt to ascertain which of the three areas of adjustment is the best at predicting academic persistence, Gerdes and Mallinckrodt (1994) studied a group of first year university students. A total of 208 participants were recruited from a large Northwest American university, and were asked to complete two self-report questionnaires regarding university adjustment. Six years following the completion of the questionnaires, each student's transcript was examined and their graduation status determined. The results from the study indicated that personal/emotional, social, and academic adjustments were all equally

important in predicting academic persistence in students. These findings are consistent with previous research (Gloria and Robinson Kurpius, 2001; Hershberger and D'Augelli, 1992; Schwitzer et al., 1999) which suggests the completion of a university degree is a complex achievement whereby no single predictor is successful in determining academic persistence. The positive outcomes of social support in the transition and adjustment to university have been well documented. It is important to note however that students experience additional benefits when they experience social support. Social support has been positively correlated with mental and physical health, positive coping, and optimism (Jou and Fukada, 2002; Zea et al., 1995; Brissette, Scheier, and Carver, 2002). For example, Halamandaris and Power (1997) focused their research on social support and the psychosocial adjustment of first year university students. Social support also encouraged students to adopt positive coping strategies. Positive coping strategies are characterised by problem-focused efforts and an approach-oriented style which are seen as positive predictors of university adjustment and result in fewer emotional and behavioural disorders (Tao et al., 2000). For example, research by Tao et al. (2000) demonstrated that social support was positively related to student's adopting positive coping strategies. This was revealed when 390 Chinese university students completed several quantitative scales relating to social support, coping strategies, and university adjustment. The results indicated that students who reported high levels of social support were more inclined to engage in positive coping as opposed to negative coping. Further research by Shields (2001) generated similar findings when it found that students who persisted with their academic transition to university studies were more inclined to use positive coping strategies and actively seek out social support as compared to students who lacked such support.

Furthermore, review of the available literature shows that student's behaviours can and may be shaped through guidance and counselling provision. Literature also indicates that guidance

and counselling services such as educational, vocational, spiritual, personal and social guidance, services were beneficial to students. As such, it can be assumed that guidance and counselling can be used to shape student's behaviour in Zambia's universities. Thus there is a need for a study of this nature.

2.8 Addressing deviant behaviour through guidance and counselling

Allis and Kame (1999) conducted a cross-section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the mainstream governmental schools in Alexandria in Egypt. Indiscipline among school students and its predictors were investigated. Few indiscipline cases were related to family background whereas the majority was related to the children themselves. Schools are social systems which have several objectives to achieve and the role of guidance and counselling is vital in shaping the discipline of the students. It is stated from this study that through guidance and counselling that school administrators can manage discipline to students.

Conger and Peterson (1984) note that guidance and counselling services; and also the role guidance counsellors' play contributes to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people and tolerance especially in times of crisis. Thus this confirms that guidance and counselling can shape students' behaviour. Stewart (2003) agrees with the assertion that guidance and counselling, and guidance counsellors help to provide social values that propagate students' healthy interactions amongst themselves and their surroundings. This said, it is therefore, safe to conclude that guidance and counselling services can indeed shape students' behaviour.

A study conducted on 'the importance of social support' in the transition of Australian students into university by Urquhart and Pooley (2007) noted that there is a relationship

between social support and university adjustment. The study was conducted with first year university students from a Northeast American university. The participants were required to complete several quantitative scales relating to social support, adjustment, and psychosocial competency. The results indicated that socially supported students produced the most desirable outcomes in the areas of academic, social, and emotional adjustment. In addition, the findings suggested that lacking a supportive social network could severely hinder ones' adjustment to university life. These findings provide confirmation to the belief that social support aids students to successfully adjust to university education.

Urquhart and Pooley (2007) examined the effectiveness of implementing a social support programme for first year students into the university setting. The recruited participants were 110, from a small Canadian university, who were required to complete various questionnaires, pre and post intervention. The participants were divided into two groups, a control group of 50 and an experimental group of 60 participants. The experimental group was further divided into six groups and each group engaged in nine group discussion sessions over the course of the first semester. The control group was not required to take part in the intervention and simply had to fill out the questionnaires at the same time intervals as the participants from the experimental group. These results provide significant support for social support in aiding university adjustment as students involved in the experimental group scored higher on tests of university adjustment than those students in the control group. Furthermore, it was found that students involved in the intervention were less likely to report depressive symptoms, and were less inclined to skip class when compared with students in the control group.

Further, Urquhart and Pooley (2007), note that another element that played a prominent role in university education's adjustment and partially related to social support was expectation.

Student expectations about university prior to entering the educational institution were reported to impact on their ability to adjust to university as such expectations influenced one's feelings and perceptions about university and subsequently influenced one's response to such expectations. Students who had expectations that are positive and representative of reality tended to experience sound adjustment to university as compared to students with particularly negative expectations or who experience discrepancies between expectations and reality (Jackson, Pancer, Pratt, and Hunsberger, 2000).

Research by Jackson et al. (2000) attempted to provide insight into the relationship between student expectations and university adjustment. The study took place at a Canadian university and included 107 first year university students. The participants completed eight questionnaires on five separate occasions over the course of their four years of study at the university. The results revealed that student expectations about university played a critical role in their adjustment to university. Students who possessed positive academic and adaptation expectations tended to adjust most successfully to university. Conversely, students with fearful expectations were more inclined to adjust poorly to university. Explanations for these findings originate from the belief that students with positive expectations were more inclined to anticipate challenges they may encounter when making the transition to university and hence were well equipped when experiencing the reality of university. Similar findings have been generated by earlier research (Aspinwall and Taylor, 1992) which provides further validation for the importance of student expectations in university adjustment. Justification for much emphasis being placed on the importance of successful university adjustment stems from the crucial role this process plays in the academic persistence of 80 students (The Australian Community Psychologist Volume 19 No 2 December 2007).

Nyaga et al (2014) noted that although counselling services were usually provided in various Kenyan universities, there was noticeable students' anti-social behaviour in public universities. On the other hand, the private universities were generally known to register minimal students' disturbances. This may be attributed to the development of the students' academic, social and personal competencies that could have resulted from effective guidance and counselling services. These competencies were developed to shape and influence students' behaviour (Nyaga, 2011). The study revealed that performance of students in private universities was far much better than their counterparts in public universities. This was attributed to effective provision of guidance and counselling services.

Gatua et al (2015) quote 'The report of the National Committee on Educational Objectives and Policies (G.O.K, 1976)'. The report recommended the establishment of Guidance and Counselling programme in secondary schools for enhancement of total growth and development of the youth. The Commission of Inquiry into education System of Kenya (G.O.K, 1999), recommended that the Guidance and Counselling programme in high schools be strengthened for effective assistance of students in their needs: personal, academic, social and emotional assessment.

The report of the Vice Chancellor's Committee on causes of Disturbances and riots in Public Universities (G.O.K, 2000), revealed that lack of guidance and counselling in growth and development of learners in high schools contributed to student problems in Universities. The Task Force on Students Indiscipline and Unrest in Secondary Schools (G.O.K, 2001) also indicated that lack of guidance and counselling services was a major cause of indiscipline and students' unrest in secondary schools. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (G.O.K, 1988) articulates the need to strengthen the Guidance and counselling programme in secondary schools to aid in students'

holistic growth and development. All these reports elucidate that relevant guidance and counselling met students' needs and the lack of it lead to student unrest.

Dryafol (2002) and Karega (2008), who revealed that learning in secondary schools was often interrupted by the deviant behavioural patterns of the adolescents. They pointed out that secondary school students carried along with them a host of juvenile challenges which were extremely influenced by technological change and transformation. Similarly, the high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance they become defiant to the authority (Conger & Peterson, 1984). Sindabi (1992) postulates, that young people in secondary schools and universities undergo emotional development, manifesting characteristics of being erratic, irritable, unpredictable, ambivalent, critical and rebellious.

Allen (2002) depicts guidance and counselling as an ultimate icon that addresses students' behavioural content, taking into account context, global issues, local priorities, building moral capacities based on rational decision-making, social tolerance, environmental stewardship, adaptable student force and quality of life. The M.O.E (2008) argues that the secondary school students' disturbances are gradually decreasing since the year 2001 when the Ministry demanded that guidance and counselling department be established in every secondary school in the country. The government had introduced an increased effort in offering guidance and counselling services for the decade 1990 – 2010 as reported by Gatua et al (2015). Further Gatua et al (2015), reports that 'Rift Valley secondary schools had also experienced devastating consequences of students' disturbances in the last one decade. However, due to provision of relevant guidance and counselling there was significant decrease in students' disruptive behaviours since 2001. The Rift Valley Provincial Education statistics (2010) indicate a decline in cases of students' undesirable behaviour on the awake

of establishment of guidance and counselling services in the year 2001 in Kenyan secondary schools. This goes to show that indeed guidance and counselling meets needs of students in shaping the behaviour as appropriately expected of self and society.

K'Okul (2010) explains that much of the current literature on guidance and counselling emphasises a “whole person” (integrative) approach in addressing the guidance needs of clients (Amundson, Harris-Bowlsbey & Niles, 2009; Zunker, 2008; Nathan & Hill, 2006; Kidd, 2006). Clients may present with an educational or vocational issue, but exploration of the issue frequently leads to personal issues requiring counselling (McCarthy, 2004, p. 175).

These guidelines identify a number of counselling competencies, general and specific, that student guidance counsellors ought to aspire to if they are to be effective in assisting adolescent or adult clients. The “whole person” approach implies that these competencies will be just as necessary for educational and career issues as for personal ones. All the above literature is very cardinal but leaves a gap on how students' behaviour may be shaped.

In Zambia, a few studies have been carried out in the area of guidance and counselling. These include aspects on: the evaluation of guidance and counselling services, factors affecting guidance and counselling provision, and situational analysis of accessibility of HIV and AIDS counselling for learners with special education needs. Others are on delivery of guidance and counselling among secondary school pupils, role of guidance and counselling to prevent examination malpractices, and benefits of guidance and counselling services in secondary schools. The status of provision of guidance and counselling, impact of guidance and counselling services, inclusion of learners with visual impairment, perceptions of provision, the effectiveness of school guidance and counselling services provision. These works include that of Kalabula and Mandyata (2002), Tuchili (2008), Ndhlovu (2009), Kasonde-Ng'andu, Ndhlovu, and Phiri, (2009), Nkhata (2010), Mwamba (2011), Makumba

(2013) Kwalombota, 2014, and Luyando (2015). These studies were conducted around different provinces in Zambia. After a thorough search for related literature on the same topic, Google search engines and various library searches all turned out to be these few studies. It seems no other similar study has been carried out in Zambia specifically to explore how guidance and counselling services are used to shape behaviour of students' in universities. This left me with immense motivation to carry out this study.

2.9 Knowledge gap for this study

On the basis of the reviewed literature there seems to be no research conducted in Zambia on the role guidance and counselling plays to shape behaviour of students in public universities. After a thorough search for related literature on the same topic, Google search engines and various library searches, it turned out that all available studies focused on other components of GCS. Most of the studies on guidance and counselling are based on provision, impact, effectiveness and benefits of service provision. There still remained a knowledge gap on the role guidance and counselling plays to shape behaviour of students in public universities in Zambia. As such this knowledge gap motivated this study.

This study tried to depart from most of the previous studies on guidance and counselling that had been reviewed in this chapter. Other than just analysing provision, evaluating the services or effects of GCS, connections or linkages, this study further identified gaps such as role of guidance and counselling services in shaping students' behaviour, how the services are used to address deviant behaviour, the accrued benefits of students that access the service and how the services are used in the management of disciplinary cases among students.

Additionally, this study could not have come at any better time than now when the Zambian government is making efforts to introduce as many universities in the country as possible, both public and private, which are and will most likely be preparing young people in different

fields of study for different levels of society. If the goal for a prosperous nation as outlined in the Vision 2030 is to be realised, the young people need guidance and counselling to assist them behave appropriately as holistic persons in all areas of human endeavour. Thus, the findings of this research may not only fill up the identified knowledge gap but also act as a viable tool for shaping young people's behaviour.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The chapter presents the methodology used in the study. The methodology is important as it gives a direction of what the researcher will do in the study (Strauss and Cobin, 1998). The techniques and methodologies used provide an avenue for bringing the vision into reality. The chapter therefore, covers paradigm, research design, methodologies, study population, study sample, sampling procedure, research instruments, data collection and analysis.

3.2 Paradigm

This study used an interpretivism philosophical paradigm to underpin the research. Creswell and Plano Clark (2011), describe a framework as either a *world view* or a *paradigm*. The term paradigm has been understood differently by various scholars. According to MacNaughton, Rolfe and Siraj-Blatchford (2001) a research paradigm incorporates three elements: a belief about the nature of knowledge, a methodology and criteria for validity. While, Neuman (2000) and Creswell (2003) state that a paradigm may be epistemological (qualitative) or ontological (quantitative). Research paradigms are fundamental beliefs or philosophies that guide choice of a particular methodology. Saunders et al (2009) report that there are two main paradigms and these are ontological (quantitative) and epistemological (qualitative).

This paradigm was chosen because there was a close linkage between interpretivist paradigm and qualitative methodology; whereas one is a methodological approach the other is a means of data collection. In addition, researchers who opt for the interpretivist paradigm and qualitative research methods often seek experiences and perceptions of individuals for their

data rather than rely on numbers or statistics. Similarly, Creswell (2003) contends that in the post-positivist paradigm, the philosophy is determined by cause and effect, while interpretivists researchers seek to understand 'the world of human experience'. Based on this understanding, this study employed the interpretivism paradigm and qualitative research methods.

3.2.1 Justification for using the Interpretivism Paradigm

The interpretivism paradigm was preferred for this work as there is an interconnection between interpretivists' paradigm and qualitative methods. Qualitative methods give rich reports that are necessary for interpretivists to fully understand or interpret contexts. Thomas (2003) maintains that qualitative methods are usually supported by interpretivists, because the interpretive paradigm 'portrays a world in which reality is socially constructed, complex, and ever changing...' Further, Cohen and Manion (1994) and Creswell (2003) argue that to understand the world of participants, one has to gain insight into their backgrounds, beliefs and experiences. Based on this explanation, it was justifiable to use interpretivism paradigm.

3.3 Research Design

Since the study sought to understand lived experiences of students about how guidance and counselling services shape their behaviour, an interpretive phenomenological study design was used. Interpretive phenomenological design helps to interpret human experiences through the descriptions provided by the people involved. These experiences are called lived experiences. In addition, the interpretive phenomenological design helped to describe the meaning of experiences held by each participant. In line with Donalek, (2004), this type of design is used to understand lived experiences of participants. In phenomenological research, participants are asked to describe their experiences as they perceive and have lived them.

They may write about their experiences, but information is generally obtained through interviews or focus group discussions.

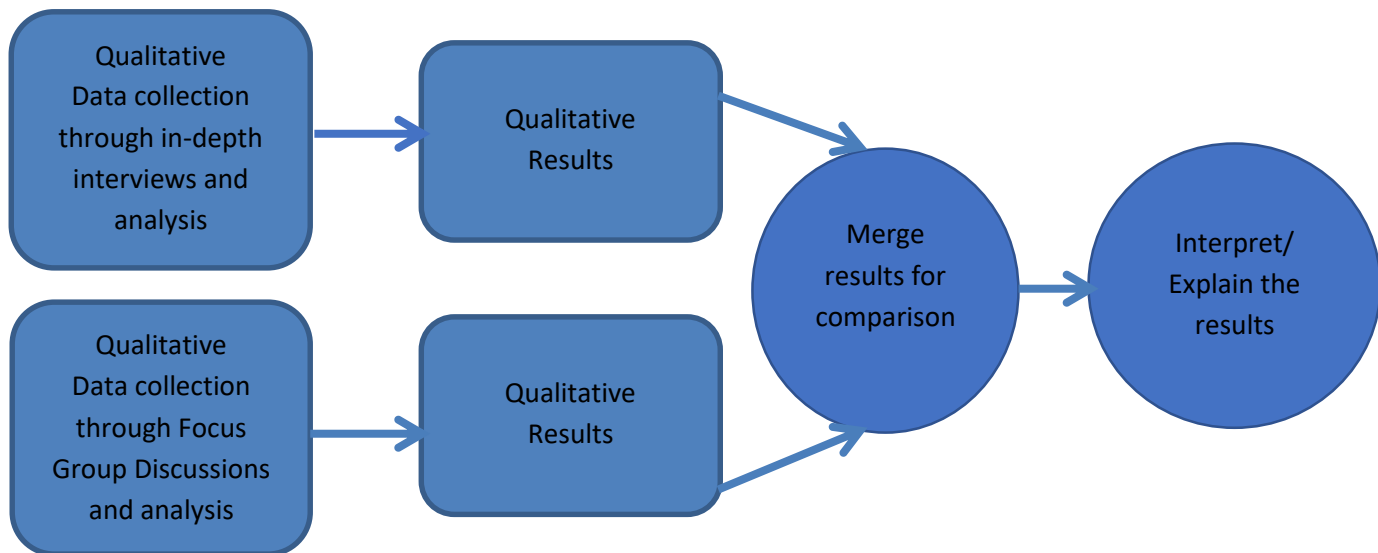


Figure 3.1: Convergent Parallel Design

Source: Creswell, (2012)

The qualitative data collected through the Focus Group Discussions (FGDs) and Interviews provided a basis for understanding the role guidance and counselling provision plays to shape behaviour of students in public universities.

3.3.1 Rationale for Qualitative Research Methods

In order to understand the problem this study was exploring and solicit for relevant answers, the researcher decided to solicit for qualitative methods. In terms of rationale for using qualitative methods in this study, Creswell (2009:4) states that “a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem.” This means that each individual or group becomes the hub of the study. The study designs deal with the situation existing at a given time (or during a given period) in a group or subset of a population.’ The essential feature is that the researcher collects information

relating to a single specified time; these may include social and behavioural attributes and demographic attributes. The researcher describes the situation as it is prevailing, without manipulating the environment. Ndhlovu (2012), states that qualitative research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. This statement is supported by Gall, Borg and Gall (1996) who explained that the researcher records information about the subjects without manipulating the study environment. In relation to this study, qualitative data is presented in form of created themes and verbatim statements without intrusion.

3.4 Study Sites

The study sites for this study were: University of Zambia, Copper Belt University and Kwame Nkrumah University. These sites were chosen because they are among the public universities which frequently experience deviant behaviour by students. These public institutions were also chosen based on the fact that they had experienced student unrest in regard to riots and demonstrations in the academic year 2015/2016.

3.5 Study Population

The target population included all second and third year full time students, DOSAs and Counsellors at the University of Zambia, Nkrumah and Copper belt universities because they had special characteristics that met the requirements of the population for this study. It was assumed that by the time students are in these years of study, they would have received some form of guidance and counselling from the institution where they are enrolled to help them with transition between secondary and university level of education. In a nutshell, the students' would have lived experiences, while DOSAs and Counsellors are responsible for students' welfare and better placed to give valid information.

3.6 Sample

The study sample size was thirty students, four counsellors and one Dean of Students' Affairs per university. The overall sample from three public universities was one hundred and five (105). Students had lived the experiences, and were better placed to give information about the guidance and counselling services provided by the institutions and the relevance it has to them. The student counsellors were part of the sample because they are responsible for guiding and counselling students, while the Deans were included because they are responsible for student welfare.

3.6.1 Justification for the sample size

The sample size used in this qualitative study was adequate and its data is trustworthy. This is based on the principle of saturation (Ritchie, Lewis and Elam 2003:84). Ritchie, Lewis and Elam (2003) argued that there is a point of diminishing return to qualitative data in qualitative studies. For instance, as the study goes on more interviews do not necessarily lead to more information but saturation. Thus, between the twelfth and fifteenth interview, participants start repeating same findings. As such the sample of thirty (30) students per university with a total of ninety (90) students, twelve (12) counsellors and three (3) DOSAs was acceptable (Ritchie et al. (2003:84).

3.7 Sampling technique

This study used purposive sampling procedures to select the sample. Purposive sampling technique was used to select students, Deans of Students Affairs (DOSAs) and counsellors. Kombo and Tromp (2006:77) state that the power of purposive sampling procedure lies in selecting information with rich cases for in-depth analysis related to the central issue under study. In view of this, purposive sampling was chosen for the study because the research required a sample that would provide rich information on the role of guidance and

counselling to shape student's behaviours. The Deans of students' affairs were responsible for students' welfare and so provided the valuable and reliable information on role of guidance and counselling in shaping students behaviour in public universities. The counsellors were responsible for giving counsel to students and thus it was right to include them in the sample. Purposive sampling means that the "researcher handpicks the cases to be included in the sample on the basis of his or her judgement of their typicality" (Cohen et al., 2000: 103). The idea was to purposively select informants who would answer the research questions and who were 'information rich' persons.

The students were selected using purposive sampling procedure. In this method, the researcher purposively targeted a group of students believed to be reliable for the study. Hence from the student population, fulltime second and third year students were targeted as these had been in the university for a while and may have used any one type of the counselling services available.

3.8 Research instruments

In this study, two instruments were used in the collection of data. These were focus group discussion guide and semi-structured interview guide. The instruments were pre tested before being administered to the respondents. This helped to refine them before actual data collection. The study used focus group discussions schedule with small groups of eight (8) students from each university. Interview guides were used to collect in-depth information from the Dean of student Affairs. Triangulation of data was used to enhance credibility of the study findings.

3.8.1 Focus Group Discussion Guide

A Focus Group Discussion Guide is a tool used to collect data from a small group of people in the range of 6 to 12. The focus group guide is a series a questions and prompts for the

facilitator to use. Typically, the researcher asked questions to the group of students and allowed time for participants to respond to each other's comments. The guide is quick and relatively easy to set up. The instrument allowed for group dynamic to provide useful information that individual data collection does not provide. It was useful in gaining insight into a topic that may be more difficult to gather through other data collection methods. The researcher guided the group through the discussion and kept the group focused on the topics for discussion. The research assistants were responsible for recording the focus group discussions. The recordings were used to create a transcript of the events.

3.8.2 Semi-structured Interview Guide

This instrument helped to capture data from DOSAs. The data collected was verified as the researcher had an opportunity to probe further by seeking clarification on the different aspects of the study. The interview schedules were pre-tested and cleaned up before actual data was collected.

In this study, use of interview guide assisted the researcher, to comprehend what was in respondents' minds on the role guidance and counselling plays to shape behaviour of students. This procedure was time consuming but worthwhile as trustworthy data was collected for the study.

3.9 Procedure for data collection

Permission to collect data from the universities was obtained from the administration in each institution visited. The dates and times were also agreed upon with the Dean of students' Affairs prior to collecting data. All the data was collected during normal working hours; that is between 08:00 hours and 17:00 hours. At each of the institutions, consent by respondents to take part in the study was obtained.

The FGD comprised of a small group of eight (8) students from each university. The members in the FGD were drawn from the same sample that had responded to the questionnaires. During the FGD, a digital machine (voice recorder) was used to record the proceedings, while short notes were also taken. This also applied for in-depth interviews, while the respondents to questionnaires wrote in the responses directly on questionnaires provided to them.

3.10 Data Analysis

Qualitative data was analysed using the thematic approach. Qualitative data from Interviews and FGDs was interpreted without intrusion, reflected as derived from respondents and themes created.

3.11 Ethical considerations

Ethics are moral principles adapted by an individual or group to provide rules for right conduct (Gladding, 1988 and Kombo and Tromp, 2006). They also involve making the right decisions of a moral nature about people and their interaction in society. Creswell (2012) also notes that data collection should be ethical and it should respect individuals and sites. In a nutshell, ethical issues are about being sensitive to the rights of other people, bearing in mind that human dignity is better no matter what the truth is. As such, the researcher obtained clearance from the University of Zambia Ethics Committee and a letter of introduction from the School of Education to help get entry to the study sites through the gate keepers. The researcher also sought permission from the Ministry of Higher Education to conduct the study in the selected institutions. These documents are attached as appendices in this thesis. In addition, the researcher explained the purpose of the study to respondents, explained their rights to participate or decline to participate and the right to withdraw if need arises. The researcher also ensured anonymity of respondents' identity and explained to them benefits of

the study. Confidentiality was assured and ensured to all respondents at all times of the study by assuring the participants that no names or institution would be attached to collected data. Before involvement of the participants, the researcher obtained written consent from participants. In order to ensure correctness of the data collected, at the end of data collection, the participants validated the data collected by the researcher. The consent forms are attached as appendices.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The preceding chapter highlighted the methods used to collect data for this study. This chapter presents the findings of the study on the role of guidance and counselling in shaping behaviour of students in selected public universities in Zambia. The data was collected using focus group discussion guides and in-depth interview guides. Qualitative results are presented in line with the research objectives as outlined below.

The objectives of the study were to:

1. Establish whether students in public universities seek guidance and counselling services.
2. Explore how guidance and counselling services were used in the management of various disciplinary cases among students.
3. Examine the kinds of behaviours students benefit from accessing guidance and counselling services.
4. Examine how guidance and counselling services were used to address deviant behaviour by students in public universities.

This study used three sources of data (students, counsellors and DOSAs) so as to have a more holistic approach to the work at hand. Further, the three sets of participants provided an opportunity for triangulating the findings, an approach which increases credibility in the findings (Patton, 1999, 2002).

As stated previously in chapter three, research questions elicited qualitative data. The Qualitative data was analysed using the thematic approach through percentages and frequencies.

4.2 Overview of respondents in this study

4.2.1 Demographics of the student respondents

This section presents the demographics of the student respondents who took part in this study. All the participants that took part in the study were requested to provide their background information before they took part in the FGDs. Table 2 shows the categories, namely gender, age, year of study and mode of study for students that were identified as the most important for the analysis.

Table 2: Demographics of Student respondents

Biographical variable	Variable description	Frequency	Percentage (%)
Gender	Male	44	49%
	Female	46	51%
	Total	90	100%
Age	16-20	33	36.7%
	20-25	57	63.3%
	Total	90	100%
Year of study	2 nd	38	42.2%
	3 rd	52	57.8%
	Total	90	100%
Mode of study - UG	Full time	90	100%

Source: Field data

4.2.2 Demographics of University Staff respondents

This section presents the demographics of the university staff who took part in the study. These were Dean of Students' Affairs (DOSAs) and Counsellors. All the respondents that took part in the study were requested to provide their background information before data was collected. All the respondents who took part in the study in regard to DOSAs had worked over a period of five (5) years in the selected public universities in their current positions and had a post graduate qualification. As regards the students' counsellors, all the twelve had a post graduate qualification in guidance and counselling. They also had worked in their current positions for more than 5 years.

Table 3: Demographics of University Staff

Biographical variable	Variable description	Frequency	Percentage (%)
Gender	Male	06	40%
	Female	09	60%
	Total	15	100%
Qualification	Post Graduate	15	100%
	Total	15	100%
Experience	Over 5 years' experience in Position	100	100%
	Below 5 years' experience in position	-	-
	Total	15	100%
Position	Dean of Students' Affairs (DOSA)	03	20%
	Counsellors	12	80%
	Total	15	100%

Source: Field data

4.3 Theme 1: Seeking Guidance and Counselling Services

As earlier stated, at the beginning of this chapter, research objective one sought to establish whether students in public universities seek guidance and counselling services. The following question was asked: *To what extent do students in public universities seek guidance and counselling services?*

In order to answer this question, the researcher got information from students, DOSAs and counsellors through FGDs and in-depth interviews. The answers are as outlined:

Table 4: Seeking GCS

University	Year of study	Students who sought GCS		Total
		Yes	No	
CBU	2 nd	10	04	14
	3 rd	11	05	16
Nkrumah	2 nd	14	04	18
	3 rd	10	02	12
UNZA	2 nd	10	08	18
	3 rd	07	05	12
Total		62	28	90

Source: Field data

As can be seen from the results in Table 4, 62 (68.8%) of the 90 students said that they sought GCS while 28 (31.1%) said they did not seek the services. These results indicate that students in public universities seek guidance and counselling services, though a small

proportion of those in the study indicated that they did not seek the services. The results are confirmed by extracts from the FGDs as outlined below.

One student said:

‘Yes, I have been to seek for the guidance and counselling services before’.

‘A school or institution without guidance and counselling services is like living life without hope! The services are needed in our university so we, the students can get help to make decisions for a better future’. (2nd year Student)

A student said:

‘I personally have not been to seek counselling before but I once escorted a friend when were in second year’. (3rd year student)

Another student said:

‘Yes, my course mates and I have been to the counselling seek counselling before’.
(3rd year student)

The findings are equally confirmed by Counsellors as indicated below:

A Counsellor said:

‘Sure, students do seek the services from our department’.

Another Counsellor responded:

‘Yes, students do come for guidance and counselling’.

Yet another Counsellor stated:

‘Students access guidance and counselling’.

Reponses from the DOSAs were as follows:

A DOSA said:

‘Yes, our records indicate that students seek guidance and counselling’.

Another DOSA stated:

‘Students seek guidance and counselling’.

While another DOSA said:

‘Students seek services when need arises’.

On the whole, the results showed that students in public universities sought guidance and counselling services.

4.3.1 Types of Guidance and Counselling Services

The participants were asked a follow up question to outline the type of guidance and counselling services offered in the universities. The findings revealed that academic, social, study skills, emotional, interpersonal, problem solving, decision making and recreation are the services offered in the public universities.

All the participants also stated that the universities offered counselling services. The excerpts from FGDs and interviews show the responses.

A DOSA said:

‘This University offers services such as: academic, recreation, social, interpersonal, personal, emotional guidance and counselling’. Help is also given to those with family problems’.

While another DOSA said:

‘In the centre, students access personal, social, academic, study skills, vocational, problem-solving, and counselling, sports, recreation and arbitration’.

Another DOSA said:

‘A number of services are offered namely: sports and recreation, study skills, but also spiritual, personal and social guidance and also counselling’.

The question on the type of GCS offered was equally asked to the counsellors whose responses were similar to those of the DOSAs. The students also gave similar responses.

4.4 Theme 2: Use of GCS in management of disciplinary cases

The second objective sought to examine how guidance and counselling services were used in the management of various disciplinary cases among students. The following question was asked: *How are guidance and counselling services used in the management of various disciplinary cases among students in the selected public universities in Zambia?* The responses are reflected in Table 5.

Table 5: Nature of problems reported

	Year of study	Drug abuse		Handle conflicts		Managing peer pressure		Alcohol abuse	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2nd	12	03	10	04	10	02	09	05
	3rd	12	03	14	02	15	03	13	03
Nkrumah	2nd	10	04	10	03	13	03	10	03
	3rd	12	04	14	03	12	02	12	05
UNZA	2nd	13	01	13	01	11	01	12	02
	3rd	15	01	15	01	14	04	10	06
Total		74	16	76	14	75	15	66	24
		90		90		90		90	

Source: Field data

The results in Table 5 revealed that disciplinary cases were managed through guidance and counselling. The results show that 76 (84.4%) of the 90 students said GCS was used to help them manage the problems they experienced.

A student said:

'I used to have a very high temper, most of the time it was difficult to just let an issue rest when I had problems with fellow students. After receiving guidance and counselling, I have learnt to let go of certain things that may offend me. I appreciate the counsel I got'. (3rd year student)

Another student said:

'I was helped to stay away from pressure to engage in alcohol abuse. The trend was affecting my academic work and social life. Once I abused drugs as well. Life became unbearable. I underwent several sessions of counselling and it helped improve my wellbeing'. (2nd year student)

One student said:

'Conflicts and problems are always there amongst us as students, others are stubborn and would not just want to be outdone by other students. They may go out there and exaggerate an issue and because of that problems arise and guidance and counselling has helped to ease things.'

With regard to how disciplinary cases were managed, one counsellor stated that:

'There is a judicial system in place at this university to handle disciplinary cases. Cases are determined as presented and students are given a chance to be heard.'

Another counsellor said:

'Disciplinary cases are given a hearing by the committee set in place by senate; students are given a hearing and given counsel; Guidance and counselling helps curb some future disciplinary case occurrences; 'Students are guided to avoid getting in trouble.'

Yet another counsellor said:

'Personal counsel is usually given to students individually or as groups. It's a process, students are advised based on the cases involved and some are referred to the DOSA if need be. Usually unless it is a very serious offence that is when reference is made to the DOSA otherwise counsellors resolve these disciplinary cases'.

Another counsellor stated:

'Where human beings are, you should expect frictions or problems. Students come from different backgrounds hence sometimes it is not easy for them to fit in university environment without causing trouble; those who find themselves in trouble are counselled.'

In the same vein, the DOSAs were asked how disciplinary cases are managed. One Dean said:

'Counsellors help instil positive appropriate behaviour and management of stress among students using GCS'; 'Disciplinary cases are handled by disciplinary board who usually recommend counselling.'

Yet another DOSA said:

'Guidance and counselling practices had an impact in resolving student's social problems and disciplinary related issues; guidance and counselling becomes a viable tool to deal with disciplinary cases of students.'

While another DOSA stated:

'Counsellors assess cases by students and do make appropriate referral if need be depending on the nature of the case. Most of the cases are resolved by the counsellors'

The results also seem to suggest that use of GCS were effective in the management of disciplinary cases. This is confirmed by the extracts given below.

A student said:

‘Two girls from my level in the hostel were almost fighting over one who did not want to live in harmony and poured water on the girl’s laptop from my hostel level. The counsellors at the counselling centre helped to resolve this issue as both students failed to agree on how to settle the problem at hand; each wanted to fight and revenge. So when one reported the matter they were both called and counselled to learn to co-exist and live in harmony instead of fighting’.

Students indicated that counsellors are helpful because they arbitrate amongst students who may have personal problems with other students. One student gave personal experience as below:

‘I had a problem with money, I borrowed and it became difficult to pay back, the other student I owed could not understand my position and really gave me a tough time. It then became difficult to get along.’ ‘The counsellors sat both me and the other student I owed down and we agreed on how to deal with the situation as I was given more time to pay back’.

4.5 Theme 3: How Guidance and Counselling Services Shape students’ behaviour

In an attempt to establish whether students who accessed guidance and counselling services benefit from accessing the service, students were asked a question as follows:

To what extent do students who receive guidance and counselling benefit from accessing the services?’

The responses are given in the Table 6.

Table 6 Students who benefited by accessing GCS

	Year of study	Academic Guidance		Social/personal Guidance		Emotional Guidance		Decision-Making	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2nd	10	05	10	01	11	03	12	03
	3rd	11	04	12	03	12	04	09	06
Nkrumah	2nd	10	06	18	00	10	02	15	05
	3rd	10	04	08	03	14	04	10	02
UNZA	2nd	08	05	13	02	13	03	14	03
	3rd	13	04	06	03	10	04	08	03
Totals		62	28	67	12	70	20	68	22
Total		90		90		90		90	

Source: Field data

As can be seen from the results in Table 6, there seems to be a relationship between access to guidance and counselling services and behavioural change of students. The third question was used to establish the extent to which participants who used GCS had benefited from the services. The results below attempt to explain the experiences of students towards the use of GCS as a tool for behavioural change. The results show a significant number of students indicating the benefits.

A student said:

'The services I have received have helped to prepare me for the challenges of the future by supporting my academic and decision making skills. I am ready for social development and community participation'. (3rd year student)

Another student said:

'I can relate with people easily because of the counsel I have received. I have acquired skills for social interaction and I manage my emotions well '. (2nd year student)

One student said:

'Counselling really helps. I once had a problem due to uncertainty of what to expect in a course; I regretted after changing a course from humanities to engineering and almost dropped out of school. Guidance and Counselling was thus helpful in my case'. (3rd year student)

Another student further said:

'At times students want to please parents or do it out of prestige to take a course but their strength is challenged by the work, so counselling helps students to make a change as the counsellors help you see what your strengths are.' (2nd year student)

It was clear from these findings that students who accessed guidance and counselling services benefited from the services. It was stated by all the DOSAs during the interviews that students who accessed GCS tended to perform better in some aspects of their lives. One

DOSA said:

'Students' behaviour improves in regard to academic growth and social adjustment, so guidance and counselling is relevant in shaping students' behaviour'. 'Access to GCS

encourages positive acceptable behaviour among students and helps to cognitively reconstruct their thinking’.

A DOSA said:

‘Sure, I can say those who received guidance performed well.’ ‘I may not have figures right now but I assume that those who received guidance and counselling have an upper hand in regard to performance.’ This is also reflected in annual reports.’

Another DOSA said:

‘The reports show that those who received guidance and counselling performed better and show improved behaviour’. ‘After receiving counselling, some students have confessed to have become more positive about life, confident and record improved results’.

These results are equally affirmed by counsellors as reflected below.

One counsellor said:

‘It provides self-direction and optimum individual development; ‘It helps in understanding one’s strengths, limitations and how to solve problems’.

Further another counsellor said:

‘When students get into the university the services offered are explained to them. As such those who have accessed the service have benefited as they improve behaviour wise’.

‘Students, who receive guidance and counselling, even as group guidance work hard to avoid getting into trouble and remain focused.’ Consequently, their behaviour is shaped positively because of accessing GSC.’

Table 7: Students who benefited students by accessing GCS

	Year of study	Study Skills		Interpersonal skills		Problem-solving skills		Vocational skills	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2 nd	12	03	10	07	12	03	14	03
	3 rd	09	06	10	03	09	06	10	03
Nkrumah	2 nd	15	03	12	03	15	04	16	01
	3 rd	10	02	10	05	10	01	10	03
UNZA	2 nd	14	02	15	02	14	04	10	03
	3 rd	08	03	10	03	08	04	12	05
Sub-Total		68	22	67	23	68	22	70	20
Overall Total		90		90		90		90	

Source: Field data

As can be seen from Table 7, students confirmed having received study, interpersonal, problem and vocational skills. Some students stated that they benefited from accessing guidance and counselling. They stated that the services equally helped to shape their behaviour as indicated in the extracts below:

A student said:

'Accessing guidance and counselling has enhanced my knowledge and skills for the challenges of the future by supporting my career and problem solving skills in readiness for community participation'. (3rd year student)

Another student said:

'When one receives guidance even from the lecturers and counsellors, it helps to perform well; My performance has improved'. (2nd year student)

One student said:

My performance was slightly below what is expected of me as I have always been an 'A class' student but because I was busy with other things it became difficult to resolve problems that affected my performance but after getting counselled my performance is very good'. (3rd year student)

Similarly, results from the in-depth interviews with Deans of Student Affairs (DOSAs) indicated that students who accessed the services benefited in regard to behavioural change.

To this effect, one of the Deans said:

'After receiving counselling, some students have confessed to have become more positive about life, confident and record improved results'.

Another DOSA said:

'Yes, for sure performance is better. Those that access the services have an advantage so performance is definitely better. They definitely, do better in regard to personal, decision making and study skills.'

Further responses from counsellors are highlighted below.

One counsellor said:

'For sure students confirm they perform better than if they did not seek guidance'. 'GCS facilitates career exploration and planning, while it also assures equitable access to opportunities and most importantly positive behaviour of students'.

Another counsellor stated:

'Not done a comparative study but definitely individuals who receive counselling do confirm that their performance on life in general tends to improve'.

Further, another counsellor said:

'The various skills students received through guidance and counselling helped change them for the better and is very relevant to students' wellbeing'.

In a nutshell, the results indicated that the majority of the students that used guidance and counselling services showed positive change in regard to interpersonal, vocational, problem solving and study skills. Similarly, this is the same for all the other components of the guidance and counselling services received by the students in the public universities. The results revealed that DOSAs, counsellors and students believed that guidance and counselling services helped to shape behaviour of students in public universities in Zambia.

4.6 Theme 4: Address deviant behaviour using GCS

The fourth objective sought to examine how guidance and counselling services were used to address deviant behaviour by students in public universities. The following question was asked:

How can guidance and counselling services be used to address deviant behaviour by students in public universities? The results of the question are displayed in Table 8.

Table 8: Types of deviant behaviour reported

	Year of study	Avoid taking part in demonstrations		Avoid taking part in riots		Managing peer pressure		Alcohol abuse	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2nd	10	01	10	01	10	02	09	05
	3rd	16	03	16	03	15	03	13	03
Nkrumah	2nd	17	01	15	00	13	03	10	03
	3rd	10	02	12	03	12	02	12	05
UNZA	2nd	12	01	12	02	11	01	12	02
	3rd	13	04	13	03	14	04	10	06
Total		78	12	78	12	75	15	66	24
		90		90		90		90	

Source: Field data

The responses from the students in Table 8, indicated that GCS were used to assist students manage reported problems in a positive way. The results seem to suggest that use of GCS helped students to avoid stated behaviours. The study established that 78 (86.6%) of the 90 student respondents said the use of guidance and counselling services were very effective in helping them to avoid taking part in demonstrations and riots. However, 12 (13.3%) of the 90 said they would take part in demonstrations depending on the reasons for demonstrations. While 75 (83.3%) of the 90 and 66 (73%) of the 90 respectively indicated that access to GCS helps them to deal with peer pressure positively and alcohol abuse. This result seems to

suggest that behaviour of students can be dealt with positively if they accessed the services herein being referred to. Below are some extracts from student responses:

A student said:

‘Access to guidance and counselling has helped me to avoid taking part in demonstrations’.

‘When I hear that there will be a demonstration, I fear being caught up in the fracas so I decide to leave campus for a safe place and only return when it is quiet.’ (3rd year student)

Another student said:

‘It can be scary when you are caught by the police. I avoid demonstrations because in first year, I was apprehended. I could not come to terms with what I experienced, I had to be counselled.’ ‘If I had been earlier guided and counselled, I would not take part in riots or demonstrations’. (2nd year student)

Asked to further explain how guidance and counselling are used to address the deviant behaviour, one student responded saying:

Another student said:

Guidance and counselling can help to provide a platform for dialogue, instead of demonstrating’. ‘The temptation from peers to engage in a lot of vices is high. If you do not take part for instance in something going on, you are even called a ‘snitch or mole’. (2nd year student)

Another student said:

‘When students want to riot, they consult the union leaders. Like here at ... university, the leader says guys lets go to the roadside but if the union president does not give permission there is no riot, sometimes just a class boycott’. (3rd year student)

One student said:

'Taking part in riots can be taxing; I spent over a month attending court sessions and each time school work was affected.' *'Access to guidance and counselling has broadened my knowledge about the world, counselling has helped me to see things differently'.* *'There can be a lot of peer pressure in campus. If it is not properly managed, one can lose it. I have depended on the counsel I have received from counsellors.'* (3rd year student)

The counsellors from the three universities stated that GCS helped students stay away from deviant behaviour. In regard to a question on how students are helped to manage peer pressure a counsellor said:

'Students that find themselves in trouble are counselled and guided on how to manage pressure of campus life, therefore, deviate behaviour is somewhat addressed.'

Further another counsellor said:

'Unwanted negative effects of behaviour is surely contained through guidance and counselling; 'If this institution did not offer guidance and counselling, we would witness more cases of deviant behaviour, you know our numbers have increased and ages of students dropped, we have younger ones than before. It is counselling that helps address this'. *'Deviant behaviour is surely minimised.'*

A counsellor said:

'Students that find themselves in trouble are counselled and guided on how to manage pressure of campus life, therefore, deviant behaviour is somewhat addressed.'

Further another counsellor said:

'Most of the unwanted behaviours can cause stress among students, so guidance and counselling has been an effective tool in dealing with deviant behaviour'.

Another Counsellor said:

'Students who find themselves on the other end of the law may not want to take chances to be involved in a riot, so if they are counselled and guided before a riot takes place, they would definitely avoid to be part of it.'

In reference to how GCS is used to address deviant behaviour, the responses from the deans revealed that the use of guidance and counselling in dealing with deviant behaviour among students. An extract from a DOSA says:

'There will always be delinquent behaviour among students, however guidance and counselling may help a great deal to minimise these.'

The same DOSA further said:

'Guidance and counselling helps curb some future disciplinary case occurrences; 'Students are guided to avoid getting in trouble.' 'There were mini riots in the academic year 2015/2016 and these cases have been dispensed.'

Another DOSA stated:

'Counsellors assess cases by students and take appropriate referral.' 'Counsellors are trained to even handle students who abuse drugs and exhibit other unwanted behaviour and there has been a change'. Some students are too young and due to peer pressure find themselves in trouble so guidance and counselling helps to address the deviant behaviour'.

4.6.2 Choice of friends, self-esteem and recreation activities

Table 9: Nature of skills acquired

	Year of study	Choose friends wisely		Knowledge on self esteem		Importance of recreation activities		Handle loneliness & lack of friends	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2 nd	12	02	14	03	12	04	12	05
	3 rd	14	02	11	02	12	02	11	02
Nkrumah	2 nd	10	01	13	04	12	03	15	02
	3 rd	15	04	10	03	13	02	10	03
UNZA	2 nd	12	01	16	03	11	02	10	01
	3 rd	15	02	10	01	16	01	16	03
Sub-Total		78	12	74	16	76	14	74	16
Overall Total		90		90		90		90	

Source: Field data

The results from Table 9 seem to suggest that there was effectiveness in the use of GCS in regard to improving students' behaviours. Students further stated that the access of GCS helped them to choose friends wisely, boost their self-esteem, handle loneliness and balance academic and recreation activities. 78 (86.6%) of the 90 students said guidance and counselling services was very effective in helping them choose friendly wisely. 74 (82.2%) of the 90 stated that GCS helped to enhance their self-esteem, while 74 (82.2%) of the 90 and

76 (84.4%) of the 90 said it was effective in helping them handle loneliness and balance academic and recreation activities. Below are some of the excerpts from the FGDs.

A student said:

'Life on campus can be rough, one needs friends to lean on but sometimes it can be difficult to find trusted friends. This may lead to loneliness, so for sure guidance and counselling does help in a way because when you are counselled you learn to handle this'. (3rd year student)

Another student said:

*'I'm able to choose my friends wisely because I use the advice I got through counselling',
'Everyone needs friends; you learn to depend on others. Everyone needs friends as we spend ¾ of our time during the year on campus than home so sure, guidance and counselling definitely makes one realise they need friends.' (3rd year student)*

Another student said:

'One has got to be careful the type of friends you attach yourself with otherwise you can be in trouble, for me guidance has helped to do away with friends who do not add value to what I intend to become and this is because the decision making skills I got.' (3rd year student)

A student shared her experience:

'The counsellors told me 'show me your friends and I will tell you what kind of a student you are'. 'I had gotten myself in troubled and borrowed heavily to live a life style my parents could not afford and promised myself I could clear the credit with the 'BC' but it became difficulty and I got more in debt. I learnt my lesson; I only survived after so much pain and proper counsel, I started to fake illness to avoid my friends and the situation got out of hand. Now I live within my means'. 'Counselling really helped'. (3rd year student)

With regard to the above responses from the counsellors were:

A counsellor said:

‘Students are counselled on the importance of taking part in recreation activities during orientation’.

Another counsellor said:

‘Students receive counsel on how to handle loneliness’.

A counsellor said:

‘During orientation students are given information on what to do if they are stressed out’.

4.6.3 Academic achievement, career, goal setting and interest to learn

Table 10: GCS skills received

	Year of study	Balance between academic & extra activities		Setting academic goals		Becoming interested in learning		Academic achievement with Future career	
		Yes	No	Yes	No	Yes	No	Yes	No
CBU	2nd	15	01	11	04	15	01	12	01
	3rd	12	02	12	03	14	00	14	03
Nkrumah	2nd	14	01	12	03	16	03	14	01
	3rd	14	01	14	01	10	01	14	01
UNZA	2nd	10	02	10	02	14	02	18	01
	3rd	17	01	18	00	13	01	10	01
Total		82	08	77	13	82	08	82	08
Overall Total		90		90		90		90	

Source: Field data

The results in Table 10 shows those students who received guidance and counselling stating that they managed to balance academic work with extra activities. While others reported improved performance coupled with interest for learning and goal setting. Some extracts from the FGDs are outlined below:

A student said:

'I have learnt to set my academic goals clearly and be confident in what I do after accessing guidance and counselling'. (3rd year student)

Another student said:

'Through access to guidance and counselling, I have learnt to set aside time for my school issues as well as have time to socialise with my friends'. 'I now relate my educational goals to next steps and future success.' (3rd year student)

A student said:

'With the help I got from guidance and counselling, I have interest and do better in my courses and even in tutorials'. I have acquired skills for a lifetime of learning and self-management'. (3rd year student)

Table 11: Studying difficult areas

University	Year of study		
		Yes	No
CBU	2 nd	12	03
	3 rd	14	01
Nkrumah	2 nd	10	06
	3 rd	06	08
UNZA	2 nd	10	04
	3 rd	12	04
Sub-Total		64	26
Overall Total		90	

Source: Field data

One student said:

‘Using the guidance I received from a lecturer and also the counsellor, I have learnt to handle difficult study areas of my program’.

A student stated:

‘The guidance I was given helps one to be aware of how much time to spend on my studies. I have learnt how to handle difficult areas of study’.

Another student stated:

‘I engage in some group work that helps me deal with difficult topics. I internalise on work covered in a lecture and tutorials’.

It was revealed during the discussions that guidance and counselling plays a role in helping students change or switch courses.

A student said:

'Guidance and counselling has been helpful to make decisions, I had to change from the course I had initially started with. Work became difficult, I was depressed but counsellors encouraged me to weigh my options and now I'm happy'.

Another student said:

'Sometimes it becomes difficult to clear some courses so with the help of counsellors, one learns to make good decisions on how to survive exclusion from school', 'There is so much freedom here, if I did not take counsel I could have dropped out of school so guidance and counselling has helped'.

Further another student said:

'Sometimes you want to take courses such as engineering and when the going gets rough, it is very depressing, some of us had to get a lot of guidance on how to cope'.

A student said:

'Guidance and counselling helps to get interested in learning. Sometimes work becomes difficult, so when you are guided and encouraged it helps to motivate you'.

A student said:

'If one is not guided properly, you may realise too late that you spent most of the time on other issues other than school'.

Another student said:

'Guidance given during orientation helped a great deal to plan'

Table 12: Respecting other people's opinions

University	Year of study		
		Yes	No
CBU	2 nd	10	02
	3 rd	15	03
Nkrumah	2 nd	10	01
	3 rd	16	03
UNZA	2 nd	11	04
	3 rd	13	02
Sub-Total		75	15
Overall Total		90	

Source: Field data

Respecting other people's opinions was another trait that students were asked about. The results revealed that 75 (83.3%) of the 90 students said guidance and counselling services very effective in assisting them respect other people's opinions. 15 (16.6%) of the 90 students did not attribute the respect for other people to GCS but their upbringing.

One student said:

'Guidance and indeed counselling has helped to change the view I had about others.

I used to think I'm the only one that should be heard more so because academically I'm an excellent student. This got me in trouble that I ended at the DOSA's office. After several

sessions with counsellors, I realised how important it was to respect other people's views.'

(3rd year student)

Another student said:

'Through access to guidance and counselling I have learnt to respect others no matter what I think about them'. However, I also attribute my respect for other people to my upbringing'.

While another student said:

'Guidance and counselling has made me realise other people's opinions matter'. It's not always about my opinion but other people as well'.

Table 13: Availability of counsellors

University	Year of study		
		Yes	No
CBU	2 nd	10	02
	3 rd	15	03
Nkrumah	2 nd	05	05
	3 rd	11	09
UNZA	2 nd	06	14
	3 rd	08	02
Total		55	35
		90	

Source: Field data

Students were asked to state whether counsellors are readily available to attend to students.

The responses were as follows:

A student said:

'Sometimes there are available sometimes not'.

One student said:

'Other times you have to wait for a long time to be seen because we are too many and the counsellors are few'.

Another student said:

'The Chaplain is always available.'

One DOSA said:

'Counsellors are available but the number of students is overwhelming'.

Another DOSA said:

'Counsellors strive to do the best they can. However, the number of students against the counsellors is too little'.

While another said:

'We have more than 30,000 students here against 10 counsellors. This number is too minimal but they do have sessions with the students'.

4.7 Summary of Findings

The study sought to establish the role Guidance and Counselling services play in shaping students' behaviour in public universities in Zambia. Based on the objectives and findings presented in this chapter, the results seem to suggest that guidance and counselling services can help shape behaviour of students in public universities in Zambia.

In regard to the first question that sought to find out whether students in public universities seek guidance and counselling services. It was established that students in public universities

do seek guidance and counselling services. It was established that majority of the students indicated that sought GCS. It was further established that all the three public universities offer guidance and counselling services.

The second question sought to find out how guidance and counselling services are used in the management of various disciplinary cases among students in the selected public universities in Zambia. The results indicated that that guidance and counselling are used in the management of students' disciplinary cases.

Based on the third question, which sought to find out the extent to which students who receive guidance and counselling benefit from accessing the services. The results revealed that students who accessed GCS benefited from the services. It was further established that GCS are a viable tool to positively shape students' behaviour in public universities in Zambia.

The last question in the study sought to find out how guidance and counselling services can be used to address deviant behaviour by students in public universities. It was established that deviant behaviour of students are addressed by accessing guidance and counselling services. The study further revealed that by using guidance and counselling services, students that accessed GCS avoided deviant behaviour.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

In this chapter, the findings of the study on the role of guidance and counselling in shaping behaviour of students in selected public universities in Zambia are discussed. The discussion is guided by the following objectives of the study: (1) Establish whether students in public universities seek guidance and counselling services; (2) Explore how guidance and counselling services were used in the management of various disciplinary cases among students; (3) Examine the kinds of behaviours students benefit from accessing guidance and counselling services; and (4) Examine how guidance and counselling services were used to address deviant behaviour by students in public universities.

In this chapter, effort has been made to reflect, confirm and extend current knowledge and thinking in the role played by guidance and counselling in shaping behaviour of students in public universities in Zambia. As a result, it became easy to interpret and outline what the findings meant to this study.

5.2 Seeking Guidance and Counselling Services

Students, counsellors and DOSAs were the main targets of the research. Therefore, guided by objective one (1), the researcher investigated whether students in public universities in Zambia sought guidance and counselling services. There were one hundred and five (105) respondents who provided information about whether or not students sought GCS. Students, counsellors and deans of student affairs were asked to state if students seek guidance and counselling services.

The results from the study indicate that students seek guidance and counselling services. It was found that 62 (68.8%) of the 90 students in the study said they sought guidance and counselling services, 28 (31.1%) said they did not seek the services. The three DOSAs and twelve counsellors in the study confirmed that students sought guidance and counselling services. This finding is in line with other studies which found out that students in public universities seek guidance and counselling services (Kókul 2010, Nyaga 2011, Chepkemei 2014, Gatua et al (2015)). The results are in agreement with the TPB theory used in the study in regard to perceived behavioural control. This refers to a person's perception of the ease or difficulty of performing the behaviour of interest. Students who sought or did not seek guidance and counselling services had may have had control of the decisions they made. Perceived behavioural control varies across situations and actions, which results in a person having varying perceptions of behavioural control depending on the situation. The students thus had a choice to either seek or not seek the services provided by the university. The other component of the TPB refers to the motivational factors that influence a given behaviour where the stronger the intention to perform the behaviour, the more likely the behaviour will be performed. Some students mentioned that they were encouraged by others to access guidance and counselling. Some stated that personally they had not accessed the services but had escorted friends as in this extract: *'I personally have not been to seek counselling before but I once escorted a friend when were in second year' (3rd year student)*. This could mean that for those that accessed the services, there may have been strong motivation to do so.

Another feature was the type of services offered by the public universities. This study revealed that public universities offer various types of services. This is in support of other studies by Nyaga (2011), Chepkemei (2014) and Gatua et al (2015) which reveal that public universities offer guidance and counselling services.

5.3 Use of GCS in management of disciplinary cases

In this section, the researcher was interested to explore how GCS were used in the management of disciplinary cases of students. This was cardinal because success of a society is among other factors dependent on the level of discipline among the young people who are the future leaders in a given nation. The findings in this study show that guidance and counselling is crucial in maintaining discipline which contributes to a peaceful environment that enhances academic performance and good morals in students through improved skills of social behaviour across the divide of the society. The respondents revealed that disciplinary cases were managed through guidance and counselling. This is based on DOSAs explanations who indicated that Counsellors helped to instil positive appropriate behaviour and management of stress among students using GCS and that it is used in management of disciplinary cases. This study finding consistent with Baker and Gerler (2001) and Abid Hussain (2006) that revealed that school Guidance and Counselling programmes had significant influence on improving discipline problems and fostering positive study habits and study skills. In this study students and counsellors expressed improvement of study skills and fostering healthy interpersonal relationships amongst themselves. An extract from one of the FGDs states;

‘Students sometimes have conflicts with other students, which have to be resolved and GCS helps on how to handle conflict in positive ways.’

Another student said:

‘I used to have a very high temper, most of the time it was difficult to just let an issue end when I had problems with fellow students but after receiving guidance and counselling, I have learnt to let go of certain things that may offend me. I appreciate the counsel I got.’

The counsellors confirmed this finding by stating that: *'guidance and counselling practices had an impact in resolving student's social problems and disciplinary related issues'; 'guidance and counselling becomes a viable tool to deal with disciplinary cases of students.'*

The results are support of the Theory of Planned Behaviour used in this study. The theory reports change of behaviour and attitudes of individuals given interventions. In this case GCS were used as interventions for students' disciplinary cases in which improved behaviour was reported by sets of respondents.

With regard to how disciplinary cases are managed, counsellors stated in this quote:

'There is a judicial system in place at this university it handles disciplinary cases; cases are determined as presented and students are given a chance to be heard.'

Another counsellor stated:

'Students who have cases that the counsellors find difficult to deal with are referred to the disciplinary committee and are advised based on the nature of the offense; some are counselled and others may be given a heavier punishment depending.'

These results above could be interpreted to imply that GCS are used and were valuable in the management of disciplinary cases among students in public universities in Zambia. The findings are in agreement with a study by Salgong et al (2016) which stated that guidance and counselling had improved discipline and academic performance of students in Kenyan education institutions. It further indicated that there was enough proof that lack of guidance and counselling to students leads to indiscipline. The results in this study revealed that the DOSAs and counsellors would like to embrace good discipline in their students which is achieved through provision and access to guidance and counselling services. Therefore, importance of guidance and counselling services in public universities cannot be overlooked

since it is the core factor for discipline to be attained. The responses further indicated that all the DOSAs agreed that guidance and counselling services were offered in their universities and vital for good performance as a result of good discipline emanating from it.

The results in this research are in conformity with Kauchak (2011) who noted that behavioural problems students face may be due to lack of or in some cases improper counsel, which can be resolved through provision of guidance and counselling. This is in line with the findings in other countries whose evidence shows that guidance and counselling services helps students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson 2008; Kauchak, 2011). This study argues that such abilities are not innate; they must be nurtured in the young people through access to guidance and counselling. Another study in support of this finding revealed that in tertiary institutions, guidance and counselling has also been considered a crucial aspect of students' support services in enhancing their competences (Kangai et al 2011). Other studies in conformity with these findings are by Collins (2007), Gatua et al (2015) and Samoei (2012) that revealed that GCS are used in the management of disciplinary cases.

Allen (2002) describes guidance and counselling as an ultimate icon that addresses students' behavioural content, taking into account context, global issues, local priorities, building moral capacities based on rational decision-making, social tolerance, environmental stewardship, adaptable student force and quality of life. This may be interpreted to mean that GCS are useful in the management of disciplinary cases among students. Thus public universities should strengthen guidance and counselling services and encourage students to seek help from guidance and counselling rather than wait to be referred to the counsellor or DOSAs when they are in trouble. Then guidance and counselling would play an even more significant role in the management of student discipline. It may be argued that discipline

problems in educational institutions are perhaps one of the greatest causes of concern for educators globally. It is absolutely necessary to encourage students to exhibit acceptable attitude and behaviour within and outside the university. The rapid expansion of student enrolment in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever increasing demand for educational provision, has made school management a much more complex and difficult enterprise than a few decades ago. This study thus argues that society itself cannot function without the exercise of discipline. Using guidance and counselling to enhance discipline must be continuously practiced if people are to work harmoniously for the achievement of common purpose.

In reference to subjective norms of TPB the study showed that there was the belief among students about whether most people approve or disapprove of the behaviour. It relates to a person's beliefs about whether peers and people of importance to the person think he or she should engage in the certain behaviour.

One of the strengths of any GCS programme in any learning institution is the availability of trained counsellors. All the visited universities had qualified counsellors who all had training related to guidance and counselling. This may explain why the DOSAs and students indicated that the universities offered quality services that were responsive to students' needs. This is in line with what Oladele (1987) observed. According to him the quality of counselling services rendered depends a great deal on the training of the counsellors. However, there was serious problem related to number of counsellors per university and their roles and responsibilities. All surveyed universities had between 4-6 counsellors which were not proportional to the number of students. The American School Counselors Association (ASCA, 2007) suggests an ideal proportion of 1:100 or a maximal proportion of 1:300. The DOSAs, counsellors and students stated that there was need to increase the number of qualified counsellors. In the

present study, counsellors had clearly defined roles and responsibilities however, were sometimes preoccupied with routine works which kept students waiting to be attended to. While counsellors should spend most of their time offering direct service to students, the present study showed that some counsellors spent their time on non-guidance and counselling activities like being unit leaders and other managerial activities. This could be the reason some students failed to access the GCS.

To gain further insight in the question at hand, the researcher had to find out how effective GCS were in management of disciplinary cases among students. In regard to managing conflicts amongst themselves, that the majority 76 (84.5%) of the 90 students indicated that guidance and counselling effectively helped them to manage conflicts amongst themselves. However, 15.5% of the students had contrary views. This may imply that disciplinary cases are dealt with through GCS as evidenced from the numbers of the students who stated that GCS was effective in dealing with disciplinary cases among students. The finding is in line with Simatwa (2007) who observed that students if well guided will do the right things related to learning and will become disciplined. On the other hand, if students were not properly guided or were ignored, they cause discipline problems. Using the perceived power, the results are in line with this aspect of the TPB which refers to the perceived presence of factors that may facilitate or impede performance of behaviour. In this case students indicated that the perceived power they possess contribute to each person's perceived behavioural control over each of those factors over self-discipline.

Similarly, some counsellors confirmed that access to GCS encouraged positive acceptable behaviour among students and helped to cognitively reconstruct their thinking. It is thus safe to argue that access to guidance and counselling services helped to shape behaviour of students in universities. An interview extract from one DOSA sums it all in these words:

'definitely the behaviour of students who receive guidance and counselling is shaped, you see the change in the way students behave'. Braddock (2001) confirms that the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, and decrease school drop outs. The responses of students such as, *'It helps to shape the behaviour of us students not to get in trouble'; 'After being guided we take the right decisions'*, are in line with Braddock's assertion. Anastasi (1990) also agrees with affirmation that the task of educational counselling is to enable students to adjust to his or her studies and to improve the attitude towards studies.

Studies by Gatua et al (2015) and Mikaye (2012) equally revealed that students' wellbeing improved as they accessed GCS. Further the study by Gatua et al shows the impact of guidance and counselling services on students' behaviour modification. To further discuss the above findings, it may thus be argued that guidance and counselling services are very important tools in human development especially in lives of young people who still need guidance in regard to behaviour. One of the hallmarks of guidance and counselling as a package is the transformation that it brings to the life of an individual, in this case a positive change in behaviour. This finding, is supported also by Ogoti (2012) who reports that the outcomes of guidance and counselling services in South Kisii public secondary schools had a positive influence in social, personal students roles, students career development roles and students' academic improvement roles. The possible explanation for the above studies could be probably that access to guidance and counselling plays a critical role in shaping behaviour of students.

The results of study by Conger and Peterson (1984) note that guidance and counselling services; and also the role guidance counsellors' play contributes to students' behaviour modification through imparting and sustaining interpersonal values. Such values include

showing mutual respect to all people and tolerance especially in times of crisis. Thus this confirms that guidance and counselling can shape students' behaviour. Stewart (2003) agrees with the contention that guidance and counselling, and guidance counsellors help to provide social values that propagate students' healthy interactions amongst themselves and their surroundings. This said, it is therefore, safe to argue that guidance and counselling services can indeed shape students' behaviour.

5.4 How guidance and counselling shaped students' behaviour

In regard to objective 3, the question at hand was to establish whether students who access guidance and counselling services benefit from GCS. The study established a prima facie case that students that accessed guidance and counselling services benefitted from GCS. The implication of this finding is that guidance and counselling proved that it had a positive impact on the students who accessed the service as they reported enhanced performance. One of the Deans said:

'After receiving counselling, some students have confessed to have become more positive about life, confident and record improved results'.

These results are further confirmed in the extracts from student's FGDs as outlined below:

A student said: *'When one receives guidance even from the lecturers and counsellors, it helps to perform well; for sure performance is better. Those who receive guidance perform better.'*

One student said:

'My performance was slightly below what is expected of me as I have always been an 'A class' student but because I was busy with other things it became difficult to resolve problems that affected my performance but after getting counselled my performance is very good'.

Further analysis on this finding revealed that guidance and counselling services provided in public universities enhanced the development of students' interpersonal and study skills to a

greater extent as compared to the students in public universities who did not utilise the services. This study thus supports the view that when properly guided students will learn to value their studies and adjust accordingly. This finding is also supported by the study by

Nyaga (2011) who found that access to GCS had a positive impact on emotional, social and academic achievements of students. This finding is also in line with earlier finding by Abid (2006) who found that improvement in study attitudes and study habits resulted in improvement of students' academic achievement. Further, guidance and counselling services foster positive attitude towards interpersonal skills, learning and work and hence, improve academic achievement. These findings are consistent with the Theory of Planned Behaviour used in this study. The TPB supports behavioural change brought about by interventions (Hardeman et al. 2002, Taylor et al. 2007, and Webb et.al 2010). The interventions in this study was students' access to guidance and counselling services as reported in the extracts from the outlined below in this discussion.

During a Focus Group Discussion (FGD), one student said:

'Guidance and counselling helps especially when making decisions with study skills and change of courses. Those who do not receive guidance wish they had sought the service when they are in trouble'.

Counsellors' responses are also in agreement with the results. One counsellor said:

'Guidance and counselling indeed shapes behaviour of students. We see a change in some of the decisions they make. In this sense it does help shape behaviour to improve on study skills and academic life in general'. 'There is a general growth in academic and social growth'. 'Students are provided with self-direction'. 'Further, GCS helps in understanding one's strengths, limitations and how to solve problems'.

This finding is in line with that of Chireshe, (2006), who indicates that access to guidance and counselling provision helps students to enhance their performance. The implication of this finding could be that due to guidance and counselling performance of most students in interpersonal, study, vocational and problem solving skills improved. The study thus argues that guidance and counselling had a positive effect on how to nurture students who have varying abilities, capacities, interests and unlimited potential; and to prepare these individuals to become effective functioning members of their changing societies.

The current study further confirms that guidance and counselling is an activity that utilises interpersonal relationships to enable people to develop self-understanding and to make changes in their lives. This study equally proves that students had found that the counselling sessions were useful and showed improvement in the academic performance.

Finally, the researcher can conclude from this result, that counselling is very effective in improving the students' performance as well as their confidence. There are also studies which have proved that those who attended counselling showed improvement in their grades as compared to those who did not. One such study is that done by Braddock (2001) who states that, the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. In addition, Anastasi (1990) also adds that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. The study thus concludes that accessing guidance and counselling services plays a crucial role in shaping students' attitude towards studies and general wellbeing.

Students reported that guidance and counselling helped them, especially when making decisions of academic or social nature. Further literature in support of this finding is a study

by Nyaga (2011) whose study among university students in Kenya found that guidance and counselling was effective on students' development of academic, social and personal competencies. The findings are equally in line with the theory of Planned Behaviour used in this study. The TPB states that behavioural achievement depends on both motivation (intention) and ability (behavioural control). In this case the theory was applied through the study to show that there was motivation to change and enhanced ability by the students that accessed the guidance and counselling services.

In summary on this objective, the findings show an indication that the services offered helped the students inculcate positive attitudes towards their studies, supporting the role of theory of planned behaviour used in the study. This is in correspondence with Bhatnagar and Gupta (2000) who say that the function of educational guidance and counselling is to enable a student to adjust him to his studies by improving study habits and by removing subject difficulties. Rao (2006) also affirms that educational guidance is meant for assisting the youth to review and reflect on their scholastic achievement. Similarly, the current study showed there was significant relationship between accessing guidance and counselling services and students' performance. This shows that the guidance and counselling services offered in public universities in Zambia have impacted students' interpersonal, study, vocational and problem solving skills reversibly. This upholds the argument from the counsellors and DOSAs who pointed that the guidance and counselling services offered in public universities in Zambia has value addition to lives of students.

5.5 Use of GCS in addressing deviate behaviour

The last objective of the study was to establish how guidance and counselling services were used to address deviant behaviour by students in public universities. The analysis of the data revealed that the use of, and access to guidance and counselling services helped to address

deviant behaviour among students. The results from the study indicate that the use of guidance and counselling services were effective in helping students avoid deviant behaviour. Students said that if they had been guided and counselled they would not take part in riots or demonstrations. This finding is in line with K'okul (2010) Collins (2002) and Gatua, et al (2015); whose studies argued that access to guidance and counselling helped students avoid deviant behaviour, minimised riots and demonstrations. This finding is equally supported by Odeke (1996), who stated that without sound guidance and counselling, many students lose direction and engage themselves in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on. Odeke further says that as a result it would lead to lack of both focus and direction resulting to total failure in life. In this regard, students need guidance and direction to study and make wise decisions and take responsibility of the result or consequences of their choices. Lack of guidance and counselling among young people may result in increased unpleasant outcomes in the society.

As in the words of some of the students: *'if I was guided I would not have taken part in riots or demonstrations'*. The implication here is that if students accessed GCS they could not have taken part in riotous behaviour. Instead, they could have been positively motivated to do what was right. The findings were consistent with those of Owiti (2001) who noted that students with low levels of academic drive frequently participated in indiscipline and lead strikes. Simatwa (2007) found that lack of serious guidance programmes in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions. This implies that using guidance and counselling would proactively prevent occurrence of indiscipline by students in public universities. In the same vein, the theory (TPB) used in the study is applicable to these findings as it states evidence suggests that the TPB can predict 20-30% of the variance in behaviour brought about via interventions, and a greater proportion of intention. Strong correlations are reported between behaviour and both the attitudes

towards the behaviour and perceived behavioural control components of the theory. The TPB was applied to examine students' actual control over their behaviour after accessing guidance and counselling. The results are consistent with the theory as they indicated the degree to which individual students explained a favourable or unfavourable evaluation of the behaviour of interest. It involved a consideration of the outcomes of performing the behaviour if they accessed guidance and counselling. The study equally showed results in line with the theory which indicated likelihood of students' motivational factors that influence a given behaviour where the stronger the intention to perform the behaviour, the more likely the behaviour will be performed.

The results also indicate that access to guidance and counselling has also promoted a balanced leisure time with sports, games, clubs, societies and academics as shown from the respondents. Besides, majority of the respondents agreed that access to GCS has reduced student disciplinary problems. Even so, only a small number of the respondents are not sure if the change in behaviour can be attributed to GCS. Nonetheless, this study confirms that majority of the respondents agreed that guidance and counselling plays a key role in enhancing student discipline. Similarly, some students have affirmed that they understand and respect self and others due access to GCS. The findings are supported by views of Saitoti (2003) who cautioned students against settling academic and other disputes through stone throwing and other punishments. The study also revealed that, guidance and counselling services were used to solve the deviant cases of students in the public universities. The findings were consistent with the findings of Kanumbi (1996); Owiti (2001) who maintained that unrest in education institutions could be a spontaneous response to deeply rooted frustrations and feelings of powerlessness that needs strong guidance and counselling. Oliva (1989) also pointed out that, what is lacking is a type of discipline, which empowers an individual to take responsibility for his action in a socially acceptable way. The study thus

argues that since guidance and counselling are a viable tool to address deviant behaviour and management of disciplinary cases services should easily be accessed. This would address vices such as stone throwing and damage to public and private property. Students should be encouraged to access the services. Further, guidance and counselling should be used as a tool to promote the full growth of the individual student's personality.

To gain deep understanding of how guidance and counselling services are used to address deviant behaviour among students, the students were asked to explain how they deal with peer pressure, take part in demonstrations and riots.

Their responses are outlined as:

'There can be a lot of peer pressure in campus. If it is not properly managed, one can lose it. I have depended on the counsel I have received from counsellors.'

A student said:

'The temptation from peer to engage in a lot of vices is high. If you do not take part for instance in something going on, you are even called 'a snitch' meaning someone who thinks is better so having guidance helps one to handle the pressure.'

Another student further said:

'If not properly handled, you can be in trouble the aspect of being guided helps a lot.'

While another said:

'When students want to riot, they consult the union leaders. Like here at ... institution, the leader says guys let go to the streets but like if the union president does not give permission there is no riot, just sometimes class boycott'.

'Guidance and counselling may help to stop riots, it helps very much'. It provides a platform for dialogue'.

The findings in this study imply that in a public university, discipline is central to developing an environment that is conducive to serious learning. Further, access to guidance and counselling is cardinal to achieve student discipline to address deviant behaviour. In summary in reference to question 4, this study established that GSC is used to address deviant behaviour among students in public universities in Zambia.

5.6 Summary

This chapter has discussed the findings of the study on role of guidance and counselling in shaping behaviour of students in public universities in Zambia. From the findings, it is clear that, Guidance and Counselling Services play a critical role in shaping students' behaviour. The services can be used in the management of disciplinary cases of students. It was established that students who received guidance and counselling benefited from the services.

The implication of the findings are that guidance and counselling services can play a critical role in shaping behaviour of students in public universities in Zambia. In addition, it was clear from the discussion that, the majority of the students, counsellors and all DOSAs alluded to the fact that GCS was a viable tool in shaping students' behaviour. In relation to the theory of planned behaviour change, it implies that if guidance and counselling can be provided to all students in public universities, their behaviour, academic performance, decision making, problem solving, interpersonal, study and vocational skills can change.

5.7 New knowledge contributed

Before the study, the role of guidance and counselling in shaping behaviour of students in public universities in Zambia was not fully known. This study has revealed that students in public universities in Zambia seek guidance and counselling services. This study has contributed to new knowledge in that it is now known that through accessing guidance and counselling students' behaviours can become shaped. In addition, disciplinary cases among

students were managed through the use of guidance and counselling. The study has further contributed new knowledge in that it has established that students who received guidance and counselling services benefited from the services. It is also known now that through the use of guidance and counselling services deviant behaviour by students can be addressed. New knowledge is further known now that GCS is a viable tool for shaping behaviour of students in public universities. In addition, some students that accessed guidance and counselling services confessed to have become more positive about life, confident and recorded improved academic performance.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This concluding chapter broadly makes a review, conclusion and recommendations of the study. It is an attempt to show that the research questions that were raised in chapter one have been answered and also that the researcher has endeavoured to show that the gap in knowledge that was identified during the literature review has been filled.

In this chapter efforts have been made to remind the reader of the purpose of the study and then a summary of the main research findings as answers to the research questions has been presented. The chapter also presents the study's recommendations. Theoretical and practice related implications of the results of the study and its contribution to new knowledge are presented. This is followed by some suggestions on areas for future research and interventions since some of the findings may require further research and may invite more academic debates on them.

6.2 Summary of Findings

6.2.1 Whether students seek GCS

The results from the study indicate that students seek guidance and counselling services.

6.2.2 How GCS resulted in the management of various disciplinary cases by students

The results revealed that disciplinary cases were managed through provision of guidance and counselling.

6.2.3 How guidance and counselling shaped behaviour of students who accessed

The results obtained from the focus group discussions showed that students who received guidance and counselling benefited from accessing the services. The implication is that

guidance and counselling services provided in public universities enhances the development of students' academic, social, interpersonal and study, decision making, problem solving skills to a greater extent. Further analyses of results indicate that, students who received guidance and counselling in regard to perform better academically.

6.2.4 How GCS was used to address deviant behaviour by students

The results from the study indicated that the use of guidance and counselling services were effective in helping students avoid deviant behaviour. Majority of the students stated that if they were guided and counselled, they would not take part in riots or demonstrations.

6.3. Conclusion

This study attempted to answer the question on the role of guidance and counselling in shaping students' behaviour in public universities in Zambia. Based on the data gathered, the study has established that guidance and counselling can shape students' behaviour in Zambia's public universities. The conclusion is premised on responses from students, counsellors and DOSAs who all acknowledge that guidance and counselling can be used to enhance positive behaviour in students and consequently shape the behaviour positively. It may also be concluded that if students are guided on how to handle the social and academic challenges they encounter through the choices they make and also the demands of everyday life they would make informed decisions about their prosperity.

The study shows that accessing guidance and counselling services has an impact on students' academic life. In line with the study objective on how guidance and counselling can be used to manage disciplinary cases among students in selected public universities in Zambia, the study concludes that if students accessed guidance and counselling services, disciplinary cases, demonstrations and riots among students would reduce. The study has also shown that guidance and counselling helps students to be tolerant and co-exist. As a result, to some

extent they related well amongst themselves and resolved personal conflicts. Furthermore, the study concludes that demonstrations and riots could be avoided or minimised if students received counsel early enough. This scenario where riots and demonstration occur every academic year in some public universities could be as a result of students wanting to be heard and feeling that their needs and concerns are not urgently and adequately addressed.

Based on the study findings, it can be concluded that guidance and counselling services can enhance development of students' interpersonal, study, vocational and problem-solving skills in public universities in Zambia. Students, counsellors and DOSAs all acknowledge that guidance and counselling can be used to enhance positive behaviour in students and consequently shape the behaviour positively. It may also be concluded that if all students accessed guidance and counselling services, they would be a general improvement in their performance; and how they would handle the social and academic challenges they may encounter through the choices they make and also the demands of everyday life.

There is enough proof that lack of guidance and counselling to students leads to indiscipline in educational institutions. However, there is enough evidence that access to guidance and counselling make it a great contribution in promoting student discipline. It was revealed during this study that there is need to embrace dialogue in resolution of conflict. This can be enhanced through building a strong relationship between the students, counsellors, teachers and administrators to an extent that they are free to speak out issue that affect both parties.

The study used the Theory of Planned Behaviour. The results affirm the theory in that behaviour can be enhanced positively through interventions. In the case of this study provision and access to GCS was the intervention used to establish the role of guidance and counselling in shaping the behaviour of university students.

Based on the study findings it is recommended that:

- Guidance and Counselling be accessed by all students in public universities as it has potential to shape and enhance positive behaviour in students.
- Public universities need to increase numbers of counsellors to manage disciplinary cases through guidance and counselling. This is because guidance and counselling services is a viable tool in management of disciplinary cases.
- All students in public universities should be encouraged to access guidance and counselling services to enhance their holistic development. This is because there is evidence that this has a positive effect on the development of vocational, interpersonal, study and problem solving skills.
- A mandatory policy should be put in place to offer GSC to all students in public universities. This will ensure that all students benefit from the guidance and counselling services. This is because it has been established in this study that access to guidance and counselling helped to address deviant behaviour of students.
- Public universities need to increase facilities and resources needed for provision of guidance and counselling services. This would enable more students to access the services. There should be adequate provision of materials and infrastructure (counselling rooms) in all public universities.

6.4 Innovations of the study

- This is the first study in Zambia to study the role of guidance and counselling services in shaping behaviour of students in public universities. The findings of the study have shown that guidance and counselling services can positively shape behaviour of students' in public universities in Zambia.
- This study has confirmed that students in public universities in Zambia seek guidance and counselling services.

- The study has added to literature on role of guidance and counselling in shaping behaviour of students in public universities.
- This study has shown that guidance and counselling services can be used in the management of various disciplinary cases among students in the selected public universities in Zambia.
- The study has provided evidence that students who receive guidance and counselling services benefited from accessing the services and consequently exhibit positive behaviour.
- This study has also shown that guidance and counselling services can be used to address deviant behaviour by students in public universities.

6.5 Future Research

A study with a focus on other areas of guidance and counselling could be a worthwhile contribution to the existing literature. The detailed suggestion is given below:

- This study was carried out only in public universities, it is therefore suggested that a replication of this study be carried out in private universities.
- The researcher recommends a study on student discipline in relation to parent or guardian upbringing to be carried out.
- There is need to have a study on the influence of minimal integration of guidance and counselling in selected subjects in the curriculum at colleges of education.
- Further research could be conducted on making guidance and counselling a stand-alone subject in education institutions in Zambia.

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APPENDICES

APPENDIX A

CONSENT FORM FOR PUBLIC UNIVERSITY STUDENTS

Self-Introduction

My name is Abigail Tuchili. I work for Ministry of Education HQs, at Curriculum Development Centre. I am a student at the University of Zambia, currently pursuing a PhD programme in Guidance and Counselling. I am conducting a research titled *“Role of Guidance and Counselling Services in shaping behaviour of students in selected Public Universities in Zambia.”*

I have to conduct discussions with students like you. The purpose is to find out role of guidance and counselling in shaping behaviour students in selected public universities in Zambia. I would like to ask you to take part in the Focus Group Discussions. Your participation is voluntary and any information you give will be kept confidential. If you have any questions with regard to this study, I will be more than willing to answer them.

Thank you

‘I consent (agree) to participate in the group discussions.’

NAME	SEX	YEAR OF STUDY	AGE	SIGNATURE	DATE

APPENDIX B

CONSENT FORM FOR UNIVERSITY MANAGEMENT AND STAFF (DEANS AND COUNSELLORS) – PUBLIC UNIVERSITIES

Self-Introduction

My name is Abigail Tuchili. I work for Ministry of Education HQs, at Curriculum Development Centre. I am a student at the University of Zambia, currently pursuing a PhD programme in Guidance and Counselling. I am conducting a research titled ***“Role of Guidance and Counselling Services in shaping behaviour of students in selected Public Universities in Zambia.”***

In order to do this, I am conducting interviews with university staff like you. The purpose is to find out role of guidance and counselling in shaping students’ behaviour. As one of the members of staff, I would like to ask you to participate in the research by answering my questions. Any information you give will be kept confidential. If you have any questions regarding this study, I will be more than willing to answer them.

Thank you.

‘I consent to participate and will take part in the interview.’

.....

Signature

.....

Date

APPENDIX C

INTERVIEW SCHEDULE FOR DEAN OF STUDENTS' AFFAIRS

Section A: Please fill in the Consent form attached hereto.

Section B: Please answer the following questions

Questions about personal background of participant

1. What is your position in the university?
2. How long have you worked in this university?
3. How long have you served as a Dean of students at this university?
4. What is your highest professional qualification?

Questions on guidance and counselling

5. Does the university offer any guidance and counselling services to students?
6. Do students seek the guidance and counselling services?
7. Outline the services of the guidance and counselling offered to students by the university.
8. How are the guidance and counselling services provided in your university?
9. What role do guidance and counselling services play to shape behaviour of students in your university?
10. What examples would you give to illustrate the point that behaviour of students can be shaped by the guidance and counselling services provided in your university?
11. Are there examples to illustrate how guidance and counselling services have been used to address deviant behaviour of students in the university? Explain.
12. Briefly explain what would be the best way to provide the guidance and counselling to students in the university.

13. How many qualified counsellors does the university have?
14. What would be the ideal number of qualified guidance and counsellors in your university?
15. Explain whether all students receive appropriate guidance and counselling services?
16. How are guidance and counselling services used in the management of disciplinary cases in the university?
17. State whether the university prepares students adequately for appropriate behaviour.
18. Have there been reported cases of deviant behaviour by students reported to your office? (2015/2016)
19. Have there been any cases of disturbances by students reported to your office (riots, class boycotts)? (2015/2016)
20. Do you think the guidance and counselling services provided help to address deviant behaviour by students?
21. How relevant are the guidance and counselling services provided in shaping students' behaviour?
22. Do you think that students who receive guidance and counselling services benefit from accessing the services? Explain your answers in detail.
23. Give suggestions on what can be done to improve the provision of guidance and counselling services in your university.

Thank you for participating in the study.

APPENDIX D

STUDENTS' FOCUS GROUP DISCUSSION SCHEDULE

Section A

Questions about personal background of participant

1. How old are you?
2. How old were you when you were accepted in the university?
3. In what academic year are you?
4. What is your programme of study?
5. In which school is this programme offered?
6. What type of job do you want to pursue?

Questions about guidance and counselling

7. Are you aware whether the university provides guidance and counselling services to students?
8. Have you ever utilised guidance and counselling services in your university?
9. If the answer to question 2 is yes or no; explain why you have/have not used the service.
10. What types of guidance and counselling services are offered in the institution?
11. To what extent do the guidance and counselling services provided shape behaviour of students in the university? Explain your response.
12. To what extent do you think the guidance and counselling services provided to students are relevant in meeting their needs? (Academic, social, personal, spiritual, decision-making skills, vocational, study skills, interpersonal development critical thinking and problem solving skills). Explain your answer.

13. To what extent do the guidance and services offered help you in decisions such as:
choosing friends wisely, respecting other people's opinions?
14. To what extent do the guidance and services offered help you in decisions such as:
handling conflicts with other students, balancing your academic work with extra
activities/recreation?
15. To what extent do the guidance and counselling services offered help to ease examination
anxiety or change of courses?
16. How can guidance and counselling services be used to address deviant behaviour by
students in public universities? (Riots, demonstrations, class boycott, truancy, alcohol
abuse, drug abuse, general misbehaviour).
17. Do students who receive guidance and counselling services benefit from accessing the
services? If the answer to question 7 is 'yes or no' explain your answer.
18. To what extent do the guidance and counselling services help you to enhance your self-
esteem or confidence levels?
19. Are the counsellors readily available to attend to your needs as a student?
20. How are the guidance and counselling services used in the management of disciplinary
cases of students in the university?
21. What suggestions can you recommend to help the university counsellor effectively play a
role in shaping students' behaviour?
22. To what extent do the university counsellors utilise the guidance and counselling services
to help guide and counsel students for the purposes of shaping students' behaviour?
23. What challenges do you think the university counsellors face in shaping students'
behaviour?
24. To what extent do these challenges affect the provision of guidance and counselling in
shaping students' behaviour?

25. What suggestions can you recommend that can alleviate the challenges university counsellors face have in shaping students' behaviour?
26. In your view, how best can the guidance and counselling services provided to shape students' behaviour in the university?

Thank you for participating in the study.

APPENDIX E

INTERVIEW GUIDE FOR UNIVERSITY STUDENTS' COUNSELLORS

Please fill in the Consent form

Tick or write word/sentence in the space provided. Your answers will be treated in the uttermost confidence.

Section A. Profile of Respondent

1. How long have you been working as a University Student Counsellor?
2. 0 – 4 years ()/5 – 9 years ()/10 – 14 years ()/15 – 19 years ()/20 years and above ()
3. What is your highest professional qualification? Certificate/Diploma/University Degree/Post
4. Graduate degree
5. Are you trained in guidance and counselling? Explain.
6. What other roles do you play in the institution? Administration/Lecturing/Any other specify
7. How many students do you attend to monthly () termly/semester () academic year (Explain)

Section B. Guidance and Counselling

8. Does the university offer guidance and counselling services to all students? If yes, explain how the services are offered. If no, explain why the services are not offered.
9. To what extent do students seek guidance and counselling services?
10. Explain what is done to make students aware of guidance and counselling services in the university.
11. Can you explain in detail the types of guidance and counselling services offered by the university?

12. How often are students with learning difficulties given help? Explain.
13. Do students seek help in regard to change of courses/programmes? Explain.
14. Is dropping out of university common among students in the university?
Explain reasons for dropping out.
15. Where there any reported disturbances (such as riots, demonstrations, closure) last year, 2015 and 2016 in your institution? Explain your answer
16. Is deviant behaviour common in the university? If, the answer is yes, explain how guidance and counselling are used to address deviate behaviour of students. If yes to, what could be the reason?
17. How are students with emotional stress helped?
18. Is there an orientation programme for new students in the university? If the answer is yes, explain how this is done.
19. Are students given group Guidance and Counselling? If yes what issues/topics are addressed?
20. Are students given individual Guidance and Counselling? If yes what issues/topics are addressed?
21. To what extent do students seek counselling?
22. Does the university help students to develop individual abilities, social, academic and personal growth? If yes, explain.
23. To what extent do you think the guidance and counselling services helps to shape students' behaviour? Give reasons.
24. How relevant are the guidance and counselling services provided in shaping students' behaviour?
25. Do you have anything else to say on how guidance and counselling is used towards shaping students' behaviour?

26. Explain how are guidance and counselling used in the management of disciplinary cases of students.
27. In your view, do students who receive guidance and counselling services perform better than their counterparts who do not receive the services?
28. To what extent do you think the students who access guidance and counselling services benefit from accessing the services? Explain.
29. Explain how the guidance and counselling are used to manage disciplinary cases by students in the university
30. With respect to the number of university counsellors available, would you wish?
Number remains the same, decrease or is increased? Explain.
31. Give suggestions on what can be done to improve the provision of guidance and counselling services in your university.

Thank you for participating in the study.

APPENDIX F

HSSREC - Full Ethical Clearance



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Telephone: +260 -1- 290258/291777 Ext. 2208
Fax: +260-1-290258/253952
E-mail: drgs@unza.zm

P O Box 32379
Lusaka, Zambia

20th May, 2016

Ms. Abigail Tuchili
Ministry of General Education Headquarters
Curriculum Development Centre
P.O Box 50092
LUSAKA

Dear Ms. Tuchili,

RE: FULL ETHICAL CLEARANCE

With reference to your research proposal entitled: **"An Examination of how Guidance and Counselling Services can Shape Behaviour of Students in Selected Public Universities in Zambia,"** you are hereby given full ethical clearance to proceed with your research.

ACTION:	APPROVED
DECISION:	20th May, 2016
EXPIRATION DATE:	19th May, 2017

You are advised to review the study population which states that "this will include second and third year students, this is a group of students who usually engage in deviant." There is no evidence to this statement and it is stigmatizing.

However, it is recommended that all data to be collected should be kept confidential and that if there are plans for publication or dissemination of results, the names of the participants should not be linked with the research in order to ensure confidentiality.

Please note that you are expected to submit to the Secretariat a Progress Report and a copy of the full report on completion of the project.

Finally, and more importantly, take note that notwithstanding ethical clearance given by the HSSREC, you must also obtain authority from the Permanent Secretary of the appropriate Ministry before conducting your research.

Yours sincerely,

Prof. C. M. Namafe
ACTING CHAIRPERSON - HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc: Acting Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies

APPENDIX G

RESEARCH AUTHORISATION



REPUBLIC OF ZAMBIA

MINISTRY OF HIGHER EDUCATION

Telephone: +260 211 252411
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OFFICE OF THE PERMANENT SECRETARY
P. O. BOX 50464
LUSAKA
ZAMBIA

19th August, 2016

Ms. Abigail Tuchili,
Senior Curriculum Specialist
Ministry of General Education
LUSAKA.

**RE: PERMISSION TO COLLECT DATA FOR DOCTORAL RESEARCH AT UNZA, CBU
AND KWAME NKRUMAH UNIVERSITIES.**

Reference is made to your letter dated 23rd May, 2016 in which you were seeking permission from the Ministry to conduct research and collect data at three of its Universities.

I write to inform you that your request has been granted and you are permitted to proceed with your research. By copy of this letter, the three Universities: The University of Zambia, The Copperbelt University and Kwame Nkrumah University are advised to accord you the necessary support in your research.

David N. Ndopu
Director Planning and Development
FOR/ PERMANENT SECRETARY
MINISTRY OF HIGHER EDUCATION.

Cc: Vice Chancellor University of Zambia
Vice Chancellor Copperbelt University
Vice Chancellor Kwame Nkrumah University

APPENDIX H

Publications

Journal Articles

Tuchili, A. M. and Daniel Ndhlovu (2016). Effects of Guidance and Counselling Services on Students' Interpersonal, Study, Vocational and Problem-Solving Skills in Selected Public Universities in Zambia. *International Journal of Humanities Social Sciences and Education* Volume 3, Issue 12, December 2016, PP 14-20 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online).

Tuchili, A. M. and Daniel Ndhlovu (2017). Shaping Behaviour among Students in Zambia's Public Universities: Can Guidance and Counselling be Useful? *International Journal of Humanities Social Sciences and Education* Volume 4, Issue 1, January 2017, PP 48-54 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online).

Tuchili, A. M. and Daniel Ndhlovu (2017). Behaviour Modification through Guidance and Counselling among Students in Selected Public Universities in Zambia: Is it Possible? *International Journal of Humanities Social Sciences and Education* Volume 4, Issue 6, June 2017, PP 88-94 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online).

Tuchili, A. M. and Daniel Ndhlovu (2017). Guidance and Counselling Services: It's practicality in the management of disciplinary cases among students in selected public universities in Zambia. *The International Journal of Multi-Disciplinary Research* ISSN: 3471-7102 1 Paper-ID: CFP/354/2017 www.ijmdr.net. August 2017.