

**FACTORS INFLUENCING THE PROVISION OF ONLINE GUIDANCE AND COUNSELLING SERVICES IN
SELECTED COLLEGES IN LUSAKA DISTRICT.**

BY

PELEKELO SILISHEBO FRANCIS

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE IN MASTER OF SCIENCE IN COUNSELLING OF THE UNIVERSITY OF ZAMBIA IN COLLABORATION
WITH THE ZIMBABWE OPEN UNIVERSITY**

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DECLARATIONS

I, ***PELEKELO SILISHEBO FRANCIS***, do declare that this dissertation represents my own work and that it has not been previously submitted for a degree, diploma or other qualifications at this or another University.

.....

Student's Signature

.....

Date

CERTIFICATION OF APPROVAL

This dissertation of ***PELEKELO SILISHEBO FRANCIS*** has been approved as partial fulfilment of the requirements for the award of the Degree in Master of Science in Counselling of the University of Zambia in Collaboration with Zimbabwe Open University (UNZA/ZOU).

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Signatures

Date

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DEDICATION

I dedicate this dissertation to my Lovely Grandmother Ms. Sibeso Silishebo, my wife Grace, My Lovely daughter Sibeso, Sisters, Uncles and Aunties for their family support and all my friends.

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LIST OF ACRONYMS AND ABBREVIATIONS.

7NDP	Seventh National Development Plan
AIDS	Acquired Immune Deficiency Syndrome
ASCA	American School Counsellors Association
CAI	Center for Academic Integrity
CASSON	Counselling Association of Nigeria
CPD	Continuing Professional Development
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDE	Institute of Distance Education
ISMHO	International Society for Mental Health Online
LAN	Local Area Network
MDGs	Millennium Development Goals.
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoHE	Ministry of Higher Education
MoE	Ministry of Education (Zambia)
MSSC	Master of Science in Counselling
NAGCAZ	National Guidance and Counselling Association of Zambia
NBCC	National Board for Certified Counsellors.
SMS	Short Messaging System
STI	Sexually Transmitted Infections
SPSS	Statistical Package for Social Sciences.
UCLA	University of California, Los Angeles
UK	United Kingdom
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
UNZA	University of Zambia.
UNZASEDA	University of Zambia School of Education Association
UNZA/ZOU	University of Zambia in collaboration with Zimbabwe Open University
WAN	Wide Area Network
ZOU	Zimbabwe Open University.
ZICTA	Zambia Information and Communication Technology Authority.

ABSTRACT

The purpose of the study was to investigate the factors that influence the provision of online counselling services in selected institutions of higher learning in Lusaka District of Lusaka Province in Zambia. The objectives of the study were to i. To establish the views and experiences of various stakeholders on e-counselling to clients. ii. To assess the factors influencing the provision of e-counselling (if any) iii. To determine challenges of improving online counselling services in Zambia and iv. Suggest measures to alleviate the challenges.

A survey design was used to conduct this research. The sample size was 140 students and 20 counsellors in charge of guidance and counseling services in selected institutions of higher learning in Lusaka District of Lusaka Province in Zambia. Data from students was collected through questionnaires and while questionnaire and interview guide was used for counsellors.

The findings of this study were that: both the counsellors and the students who took part in this study indicated that online counselling has the convenience of corresponding with each other at a range of variant times, online counselling is easily accessible to all those who wish to use it like students.

However, a number of factors affect the integration of online guidance and counseling these included: poor internet connectivity, poor ICT infrastructures, lack of trained counsellors with ICT skills, lack of financial support to help them provide quality counselling services to their clients this is because online guidance and counselling requires more funding to sustain its operations, it requires buying of computes, talk time needed to communicate, other issues were issues of confidentiality while accessing online services from counsellors. The study recommended that: investing in ICT infrastructures, carry out CPD among counsellors, create awareness among counsellors and members of the public.

INTRODUCTION

CHAPTER ONE

1.1 Overview

This chapter includes the overview, background of the study, statement of the problem, purpose of the study, general objective of the study, specific objectives of the study, research questions, significance of the study, delimitation, limitations, theoretical framework, and operational definitions ending with chapter summary.

1.2. Background

Today technology is changing the nature of problems people are having as well as how they are treated. Trends over these years have shown that online or e-counselling has grown in terms of popularity among clients and mental health counsellor's worldwide. Technology assistance such as computer-assisted assessment and information systems have been available and widely used, thus e-counselling continues to grow as well. Grohol (1995), defined e-therapy, also known as e-counselling as a new modality of helping people resolve life and relationship issues. As online counselling services were used as an adjunct to traditional practice, or in-person treatment, Putnam (1998), suggested that individuals with stigmatizing or embarrassing problems were more easily able to acknowledge their problems due to the degree of anonymity offered by online counselling. In terms of advantages, online counselling offers easy access for people who refrain from using conventional psychological services due to difficulties in transportation, personal handicap, need for anonymity, shyness or the fear of face-to face disclosure or interaction, sickness, having no free time for counselling during regular working hours, and living in a remote place (Young, 2005).

It is increasingly common for individuals to go online to seek help regarding counselling problems. This is driven partly by the internet's broad accessibility to a wide range of clients, particularly underserved populations such as those who live in rural and remote areas or without access to adequate transportation, those who are homebound due to physical or mental health challenges, and those who are hesitant about seeking help face-to-face or over the telephone (Barnett, 2005; Perle, Langsam, & Nierenberg, 2011). As internet-based interventions continue to increase in number, scope, and usage, it becomes more important for research to be conducted to determine how these interventions can be applied for the best possible outcomes in developing countries like Zambia hence this current study.

In Watson's (2001), description, ICTs have revolutionized the way people work today and are now transforming education systems. As a result, if schools train children in yesterday's skills and technologies they may not be effective and fit in tomorrow's world. This is a sufficient reason for ICTs to win global recognition and attention. For instance, ICTs are dependable tools in facilitating the attainment of one of the Millennium Development Goals (MDGs), which was achievement of universal primary education by the year 2015. Kofi Anan, the former United Nations Secretary General, pointed out that in order to attain the goal of Universal Primary Education by the year 2015; there was need to ensure that information and communication technologies (ICTs) unlock the door of education systems. This indicates the growing demand and increasingly important place that (ICTs) could receive in education. Since ICTs provide greater opportunity for students and teachers to adjust learning and teaching to individual needs, society is, forcing schools to give appropriate response to this technical innovation. Even though ICTs play significant roles in representing equalization strategy for developing countries, the reality of the digital divide- the gap between those who have access to, and control technology and those who do not, make a huge difference in the use of ICTs in the counselling profession. This means, that the introduction and integration of ICTs at different levels and various types of education is the most challenging undertaking many countries must consider.

According to the 7th National Development Plan 2017-2021 (2017:80-81), the Government of Zambia seeks to transform its mode of delivery of public services from traditional face-to-face interaction to online channels to ensure that citizens and business entities can access services anywhere and anytime. ICT has been identified as a catalyst for socio-economic development by promoting competitiveness as well as being an enabler of good governance. However, there are several challenges regarding access to and utilisation of ICT in Zambia. ICT infrastructure, both public and private, is inadequate and fragmented, resulting in poor connectivity and communication. Further, the public sector, in particular, lacks adequate human resource in the area of computing and information technology. This has been compounded by a weak supportive legal and institutional framework for the development and utilisation of ICT.

Therefore, failure to meet the challenges would mean a further widening of the knowledge gap and deepening of existing economic and social inequalities among the developed and the developing countries like Zambia. Thus, the purpose of this research was to explore the challenges that hinder sustainable provision of online guidance and counselling services in selected Colleges in Lusaka, in order to encourage policy makers and other stakeholders pay the required attention to integrate this technology in their counselling profession.

1.2.1 Global View:

While the provision of face to face guidance and counselling was started by Frank Parsons in 1909 in form of vocational guidance. According to Mallen and David (2005), the integration of internet into the counselling profession dates back in 1972, when some computers from Stanford and University of California, Los Angeles (UCLA) simulated a psychotherapy session that was considered the very beginning of online counselling. According to www.metanoia.org, the first service to offer online mental healthcare was "Ask Uncle Ezra", a facility created by staff of Cornell University in 1986 to help student access online counselling services. By mid-1995 several fee-based online services offering mental health advice had appeared (Zack and Stricker, 2004). At the time the internet went public, this launch went hand in hand with the development of the first self-help groups on the internet who were, in that time, very popular. In 1995, Martha Ainsworth had a couple of psychological complaints where she wanted to get rid of it, so she began searching for a competent therapist. Because her travel requirements made it difficult for her to consult a face-to-face therapist, she searched for an effective alternative online, but only found a dozen webpages that offered online treatment for psychological complaints. Afterwards, Martha Ainsworth wanted to reach the general public with her experiences and founded a sort of clearinghouse for mental health websites, named Metanoia. This database seemed to be a very efficient store-room and by the year 2000, the clearinghouse contained over 250 websites of private practices, and more than 700 online clinics where a therapist could be contacted (Alleman, 2010).

It is also important to acknowledge that although they are not professional psychotherapists, no survey of Internet helping relationships would be complete without mention of the Samaritans (<http://www.samaritans.org.uk>). These trained volunteer crisis counsellors have answered e-mail from despairing and suicidal persons daily since 1994, anonymously and without charge. Their life-saving work has been of immeasurable value. In 2001 alone, Samaritan volunteers responded to e-mail from 64,000 persons. Originally handled by one Samaritan branch in Gloucester, U.K., e-mail services are now available at 68 branches, including Hong Kong and Perth among others.

1.2.2 African View:

From a long time, African societies had various forms of counselling in their communities. Young people and children were provided with counselling so that they could grow well and develop into responsible people in their communities. The elders in Africa had their own way of culturally-based counselling services. Rabnison (1987), notes that in Africa guidance and counselling for individuals have always formed part of strategy to combat personal people's problems. In African societies, uncles, aunts and other relatives played roles of counsellors by

providing information that young people needed as they grow up. The ministers of education in Africa have long been aware of the growing number of social problems among the learners Winsome (2000), states African education saw the need of providing guidance and counselling in schools for the learners so that learners are exposed to important information so that they are able to make better decisions.

While ICT continues to advance in Western and Asian countries, African countries still experience a lag in its implementation, and that continues to widen the digital and knowledge divides. In a recent study by Kiptalam et.al (2010), observed that access to ICT facilities is a major challenge facing most African countries, with a ratio of one computer to 150 students against the ratio of 1:15 students in the developed countries. Whereas results indicate that ICT has penetrated many sectors including banking, transportation, communications, and medical services, the Kenyan educational system for example seems to lag behind. Further, recent report by the National Council for Science and Technology (2010), indicated that computer use in Kenyan classrooms is still in its early phases, and concluded that the perceptions and experiences of teachers and administrators do play an important role in the use of computers in Kenyan classrooms.

Even though some people argue that guidance and counselling has always been part of an African heritage, the integration of guidance and counselling services into the education system began only in the late fifties. The National Council for Science and Technology (2010), further notes beginning of guidance in some African countries can be dated back to the fifties in countries such as Nigeria which made a lot of studies in the field of guidance and counselling. Countries such as Botswana introduced guidance and counselling in 1963. However, the provision of e-guidance and counselling in African schools have faced a lot of problems which include lack of recognition of guidance and counselling as an integral part of education system.

1.2.3 Zambian View:

In Zambia guidance and counselling has been there in the society; counselling was manifested in the relationship between elders and young people. Counselling was seen in ceremonies such as initiation ceremonies. The idea of setting up guidance and counselling in Zambia was initiated around 1967. MoE (1996), states that national education policy “Educating Our Future” affirmed the provisions of guidance and counselling services in schools and even said would strengthen the guidance and counselling services for its children. However, the role of ICT in the provision of guidance and counselling was not spelt out. Furthermore, Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) (2013) – Zambia Education Curriculum

Framework a curriculum policy did not provide the role of ICT in guidance and counselling in any of the two curriculum pathways in schools.

The integration of e-counselling in Zambia is a new concept that is slowly taking shape for example, U-Report, in partnership with National AIDS Council, UNICEF and CHAMP was first launched in Kitwe during the commemoration of the 2012 world AIDS day, and later on launched in Lusaka in early 2013. It is an innovative, free and strictly confidential SMS platform that is equipped to reach young people in a friendly and targeted manner. It allows real-time, two-way communication with trained SMS-counselors on issues of HIV and sexually transmitted infections (STI) and it is accessible from any mobile network in Zambia. As of 31 January 2014, 36,256 U-Reporters had joined the programme, 44 per cent female and 72 per cent aged 15-24 years. Over 25,000 U-Reporters had engaged counselors through SMS, generating over 113,000 SMS. Most U-Reporters reside in Lusaka (50 per cent) and Copperbelt (30 per cent) provinces where the programme was being piloted. On average, each of the three SMS counselors, working in shifts over 24 hours, attended to 90 SMS requests per day (<https://www.unicef.org/zambia/partners>).

Another organization that provide e-counselling in Zambia is Childline Zambia which is a Toll Free Telephone counseling and guidance service. This service aims at promoting a child protection and is accessible for both child callers and those calling on behalf of children. This service was introduced as a response to the child protection and welfare needs of a children living in Zambia in 2014. A team of partners comprising of Ministry of Community Development, Mother and Child Health, Plan Zambia, Save the Children Sweden and UNICEF, who all have child protection and participation programs facilitated the introduction of the Childline in Zambia. The project provides a free, emergency phone number for children to call in a crisis, available 24 hours a day, all over Zambia. LifeLine/ChildLine Zambia runs two helplines thus 116 child-helpline and 933 Gender Based Violence line (<http://www.lifelinezambia.org.zm>).

In summary, the growth of the internet has created excellent opportunities for providing accessible counselling via computers. Many counsellors have begun to grasp the enormity of the opportunity to reach multiple groups of underserved populations who will gain from Internet/Web-based services. This situation can be seen in Zambia where today many Zambians have turned to online platforms to seek counselling services and many online platforms such as Facebook pages seem to be waiting to provide such services. These online platforms offer different kind of services to their clients. What is not known is how much online guidance and

counselling can do in Zambian Colleges. This and many other questions is what this research sought to establish.

1.3 Statement of the Problem.

Zambia is a developing country. Like many other developing countries, the methods and techniques used to administer effective counselling services are mainly based on the traditional face-to-face counselling. But this traditional way of counselling has proved to be a challenge in Zambia (Makumba, 2013). The study conducted by Tembo (1980), in Zambia showed that most schools do not have proper office accommodation for conducting guidance and counselling. He added that guidance and counselling teachers have to share offices with other senior teachers and in many cases these offices are overcrowded. This lack of proper office accommodation makes pupils un-free, uncomfortable and are unable to freely express their problems to the counsellor. But many counsellors and students are unaware of, or have little knowledge about the use and the integration of ICT into counselling. The problem is not only attributed to the practitioners in the field. Indeed, other factors like the use of ICT might also hinder the integration of ICT into counselling. What is not known is how much are our counsellors prepared to embrace in this new methods of counselling, how much information is available to the clients with regards online counselling. The researcher recognizes the serious nature of the problem and intends to understand it. This study sought to explore the views and expressions of various stakeholders on factors influencing the provision of online guidance and counselling services in selected Colleges in Lusaka district. The findings are meant to provide guidelines for e-counselling researchers to consider, thereby aiding in the development of e-guidance and counselling in Zambia.

1.4. Purpose of the study.

The purpose of the study is the intent of the study. The purpose of the study is a statement of "why" the study is being conducted, or the goal of the study (Beckingham, 1974). The Cambridge Rindge and Latin school (2004), also defines purpose of the study as a sentence written, which states, in some detail, what the researcher is to learn about in his research. This study sought to explore the factors that hinder sustainable provision of online guidance and counselling services in selected Colleges in Lusaka District.

1.5 Objectives of the Study

1.5.1 Main Objective

The main objective was to explore views and experiences of various stakeholder on the factors influencing the provision of online guidance and counselling services in selected Colleges in Lusaka district.

1.5.2 Specific Objectives

The specific objectives of this study were:

- i. To establish the views and experiences of various stakeholders on e-counselling to clients.
- ii. To analyze factors influencing the provision of e-counselling (if any).
- iii. To determine challenges of improving online counselling services in Zambia.
- iv. Suggest measures to alleviate the challenges

1.6. Study questions.

- i. What are the views and experiences of counsellors on e-counselling to clients?
- ii. What factors might have influenced the provision of e-counselling in Zambia (if any)?
- iii. What challenges that have been associated with the provision of e-counselling in Zambia?
- iv. What measures can be put in place to alleviate the challenges

1.7 Significance of the study.

The researcher decided to undertake this study due to the following reasons: The first being to provide sufficient explanation of the factors which might have hindered effective delivery of online guidance and counselling services in urban Zambia. The second being to provide policy makers and health care administrators with evidence based information on constraints faced by online guidance and counselling services in urban areas, to enable them design viable interventions which would improve online guidance and counselling services in urban Zambia and indeed the entire country at large. The third being to identify gaps in online guidance and counselling services such as availability of counselling facilities, lack of skills among counselling professionals, equipment, personnel, budgetary allocation, access to online guidance and counselling services by people in rural urban. Lastly, the information generated by this study would be useful to researchers and scholars in the areas of online guidance and counselling services in Zambia and elsewhere as it will build on existing knowledge of guidance and counselling delivery in urban areas.

1.8 Delimitation

Cresswell (1994), says that delimitations are used to address how the study is narrowed in scope. The study was conducted in five (05) colleges in Lusaka District of Lusaka province. This study focused on the factors affecting the provision of online guidance and counselling services selected colleges in Lusaka District. Lusaka district was chosen as the research site because according to ZICTA (2015:2), indicates that Zambia has 10.1 million people with access to internet and the majority of these households are in Lusaka with 18% followed by copper belt with 15%. Therefore, the findings of this research would give a clear picture of where the country stands in terms of online guidance and counselling provision.

1.9 Limitations

Best and Kahn (2009), say that limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of a particular study. The study was conducted during the full time working period and it was not easy for the researcher to manage it as time was divided between attending to work and going into the field to collect data. The study was also not funded and its success depended on the researcher's financial resource who was also financially constrained and this limited the adequate and successful organization of resources needed for the study. Further, there was also inaccessibility to data especially that is in written form as there is generally little written and researched literature about the topic. These factors may have affected the accuracy and quality of information collected in this study, but not necessarily the overall outcome of the study.

1.10 Theoretical Perspective

This study views ICT implementation as an example of innovation adoption and thus invokes one innovation diffusion theory, Rogers' (2003), Perceived Attributes was used in this study. The theory stipulates that if the perceived advantage to the use of an innovation is positive, there is a greater likelihood that it will be adopted rapidly. Diffusion of Innovation theory was developed by Rogers in 1995. Rogers (1995:5) defines diffusion as "the process by which an innovation is communicated through certain channels over time among members of a social system". An innovation, according to Rogers (1983:11), is "an idea, practice, or object that is perceived as new by an individual or other unit of adoption". The innovation-diffusion model states that an innovation (technology) is passed on from its source to end users through a medium of agents and its diffusion in potential users for the most part dependent on the personal attributes of the individual user.

The perceived attributes according to Rogers (1995), are the characteristics of innovation that have an impact on the likelihood of acceptance and adoption like the adoption of information

communication technology in guidance and counselling, and also on the rate at which this process develops. Innovation attributes supporting diffusion are: relative advantage, compatibility, complexity, observability and trialability. Rogers (2003:229), defines relative advantage as “the degree to which an innovation is perceived as being better than the idea it supersedes”. The cost and social status motivation aspects of innovations are elements of relative advantage. For instance, while innovators, early adopters, and early majority are more status-motivated for adopting innovations, the late majority and laggards perceive status as less significant. Moreover, Rogers categorized innovations into two types: preventive and incremental (non-preventive) innovations. “A preventive innovation is a new idea that an individual adopts now in order to lower the probability of some unwanted event” (Rogers, 2003:233). Preventive innovations usually have a slow rate of adoption so their relative advantage is highly uncertain. However, incremental innovations provide beneficial outcomes in a short period. When faculty members face the new demands placed on them, they will adopt ICT. If teachers see that ICT has value in their instruction, then they will use it (Sahin, 2006). To integrate ICT successfully into higher education courses, teacher education faculty should see the need for providing helpful experiences for themselves and their students (Mugisha, 2007). To increase the rate of adopting innovations and to make relative advantage more effective, direct or indirect financial payment incentives may be used to support the individuals of a social system in adopting an innovation.

Rogers (2003:15) states that “compatibility is the degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of potential adopters”. Lack of compatibility in ICT with individual needs may negatively affect the individual’s ICT use (Sahin, 2006). Akankwasa (2008), stated that each innovation influences teachers’ opinions, beliefs, values, and views about teaching. If an innovation is compatible with an individual’s needs, then uncertainty will decrease and the rate of adoption of the innovation will increase. Rogers (2003:15) defines complexity as “the degree to which an innovation is perceived as relatively difficult to understand and use”. As Rogers stated, opposite to the other attributes, complexity is negatively correlated with the rate of adoption. Thus, excessive complexity of an innovation is an important obstacle in its adoption. A technological innovation might confront faculty members with the challenge of changing their teaching methodology to integrate the technological innovation into their instruction (Munyantware, 2006), so it might have different levels of complexity. This suggests that if computer hardware and software are user-friendly, then they might be adopted successfully for the delivery of course materials.

According to Rogers (2003:16), “trialability is the degree to which an innovation may be experimented with on a limited basis”. Also, trial-ability is positively correlated with the rate of adoption. The more an innovation is tried, the faster its adoption is. Then, the innovation may be changed or modified by the potential adopter. Increased reinvention may create faster adoption of the innovation, which is especially helpful for later adopters. However, Rogers stated that earlier adopters see the trial-ability attribute of innovations as more important than later adopters. Rogers (2003:16) defines observability as “the degree to which the results of an innovation are visible to others”. Role modeling (or peer observation) is the key motivational factor in the adoption and diffusion of ICT (Munyantware, 2006). Similar to relative advantage, compatibility, and trialability, observability also is positively correlated with the rate of adoption of an innovation. In summary, Rogers (2003), argued that innovations offering more relative advantage, compatibility, simplicity, trialability, and observability will be adopted faster than other innovations. Rogers does caution, “getting a new idea adopted, even when it has obvious advantages, is difficult”, so the availability of all of these variables of innovations speeds up the innovation-diffusion process. Adopters tend to have greater risk tendencies and the higher the risk, the shorter the rate of diffusion of a typical innovation. Research showed that all these problems influenced faculty members’ likelihood of adopting a new technology into their teaching. Using Rogers’ theory, Kim (1999), found out that where there is an uncertainty, confusion and support problem, an innovation becomes incompatible, complex and intimidating. Adopters tend to have greater risk tendencies and the higher the risk, the shorter the rate of diffusion of a typical innovation. According to Rogers, the above characteristics determine between 49 and 87 percent of the variation in the adoption of any new product. These characteristics have also been used by researchers in different fields and have been discovered to predict the adoption of an innovation among the affected social system. Therefore, adopting Rogers’ (2003), perceived attributes and innovation characteristics, the current study considers cost of ICT training materials, skills development in ICT and administrative support as possible factors influencing the integration of ICT into counselling in selected colleges in Lusaka District.

1.11 Definitions of operational terms

The definition of terms explains how the following terms had been used in a study:

Online Counselling: Online counselling is simply communicating with a qualified, professional counsellor/therapist by email or chat through your computer, Instead of having to make a visit to your counsellor’s office; you can receive the same professional care in the comfort of your own home (Grohol, 1995).

Guidance and counselling: This is a process of helping the individual to understand himself and his world better and thus be better equipped to solve life problems and overcome obstacles to his or her personal growth, which could be educational, vocational, social or personal (Makinde, 1983).

Guidance: This is an assistance given to an individual either by an adult or counsellor in order to help them discover themselves and cope with life situation.

Counselling: This is a relationship which exists between a counsellor and a counselee in order to provide solution to a problem encountered by the counselee.

Counsellor: Is one who counsels, assists or help the students or an individual to solve academic and psychological problems (Makinde, 1983).

Counselee: Is one who seeks advice or help from the counsellor in solving his/her personal problems.

Information Communication Technologies (ICT): refers to the computer and internet connections used to handle and communicate information for learning purpose.

E learning: Is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation (Cherry, 2012).

Factor: a circumstance, fact, or influence that contributes to a result, a number or quantity that when multiplied with another produces a given number or expression.

Stakeholder: A stakeholder is anyone who has a “stake” in a program. Some examples of Stakeholders in MoHE include donors, students, counsellors, parents, policy makers, journalists/media and the private sector (Makumba, 2013).

1.12 Summary of the chapter

This chapter has provided some background information on e-counselling and when the world and Zambia began using e-counseling services to its clients. The chapter explained the importance of integrating Information Communication Technology in the area of counselling profession. Further, the chapter, explained why there is need for investigation factors that might have influenced effective implementation of online counseling in the world and Zambia in particular. The chapter also highlighted the introduction, statement of the problem, objectives, research questions, limitations, delimitations and operational definition of terms of the study. The succeeding chapter supplied information on the review of literature related to this research.

CHAPTER TWO

LITERATURE REVIEW.

2.1 Overview.

Literature review refers to the documentation of a comprehensive review of the published and unpublished work from secondary sources of data in the areas of specific interest to the researcher. A literature review is an account of what has been published on a topic by accredited scholars and researchers (Galvan, 2013). The goal of a literature review is to update readers with the current literature about the topic under study and probably form the basis for another research direction. This chapter reviews the related and relevant research in the area of counselling and e-guidance and counselling. There has been a lot of research on e-counselling, but little research has been carried out about Zambia regarding e-counselling implementation. However, the specific idea in this chapter is to point out or identify research areas in e-counselling with effective methods and models to help students in academic, health and career development. This chapter therefore, reviews the relevant literature on the study topic: factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka district. The literature has been presented in line with the set objectives.

2.2 Integration of ICT into counselling services.

The advent of ICT has brought about the diversity in counselling methodologies. It was discovered gradually over the years that it is possible to administer e-counselling in schools to provide remote counselling to students over a long distance. Researchers in this area have given several definitions of e-counselling. For the purpose of this study, e-counselling is an electronic way of receiving supportive counselling either through an exchange of emails, live webcam session over the internet or via telephone and through digital games. Though face-to-face counselling was the predominant practice before the emergence of e-counselling, e-counselling has an edge over face-to-face because of its versatility and relative low cost. E-counselling uses ICT resources to engage clients in counselling services. E-counselling is often referred to by many scholars as online counselling or internet counselling (Mallen and David, 2005).

The world is now a global village for which information can easily be shared irrespectively of the distance and location. Challenges posed by the traditional face-to-face counselling have practically been fully or partially dealt with through the advent of ICT and this has opened up a new era for the counselling profession. Thus, ICT has created opportunities for counselling centers to be established and reach many people around the world. Zamani (2009), indicated that “technological advances and emphasis on time-limited, inexpensive treatment has ushered in

counselling through the use of communication via internet”. Counselling is a necessity and indispensable tool in senior high school education.

In Zambia President Mwanawasa indicated that the government intended to bridge the digital divide amongst Zambians, and outlined activities that the National ICT Policy must address to contribute to national development. According to Mwanawasa, the creation of an innovative, market responsive, highly competitive, coordinated and well regulated ICT industry was a necessity if Zambia was to be globally competitive (www.pambazuka.org). In 2015 in line with the new curriculum, government through Ministry of General Education integrated information Communication Technology in the education system. While the introduction of ICTs was welcome and being taught in most schools, the teaching of ICT still remained a daunting assignment in the rural schools and community schools of the country. This is because, most rural and community schools country wide have no infrastructure or enough equipment to use for subjects like ICT’s and computer studies. And yet pupils in these disadvantaged schools are required to write subjects like ICTs and computer studies (www.daily-mail.co.zm). What is not known is how big the issue is in terms of integrating ICT into guidance and counseling hence the need to carry out this current study.

2.3 Benefits of Online Guidance and Counselling Services

In spite of the benefits associated with the traditional face-to-face counselling, e-counselling is more flexible and has diverse benefits to deal with students’ health, academic and career development. The underneath are some benefits of e-counselling services.

2.3.1 Accessibility

Web counselling is easily accessible to all those who wish to use it. Online therapy overcomes barriers that may preclude others from seeking therapy. For example, individuals residing in rural or remote areas where there is no counselling services can benefit from the accessibility of online counselling. Mallen and David (2005), argues that those that are physically disabled or unable to leave their home can also easily access such services with little inconvenience. Those that have visual and hearing impairments can also benefit from such services. Web counselling has also shown to be effective in encouraging children and teenagers to receive therapy as they seem to be more comfortable with using the internet.

2.3.2 Convenience.

Online therapy is convenient to use. Both the therapist and the client have the convenience of corresponding with each other at a range of variant times. Unlike the face-to-face method, clients are not confined to the limits of traditional counselling services. E-counselling is intended to

increase easy accessibility, save resources and decrease frustration. Life design development process is continuous and must be consistent with the monitoring of students' life development. Thus, e-counselling offers the opportunity for students to access the service anytime including the holidays. In this way counsellors are able to keep in touch while students are far apart. As a result, e-counselling makes it convenient for students to contact counsellors remotely. This style of therapy can take away the hassle of scheduling and setting appointments more common in traditional settings. This also creates an opportunity for the therapist to extend their services to more clients as appointments can be potentially scheduled over 24 hours and reach a larger geographical region (Bloom, 1997). But what is not known is how issues like social contact are affected in this kind of counselling especially in Zambia.

2.3.3 Affordability

According to Mallen (2005), he argues that web counselling has been shown to be more economical for both the counsellors and the clients. This is because the counsellor and counsee may live far apart from the counselling unit or office. Instead of the time and traveling expenses involved to enable the parties to meet, e-counselling offers both parties the alternative to engage in counselling services, thereby saving time and travel expenses. Especially for those therapists who are unwilling or cannot afford to rent commercial space thereby lowering overhead costs of capital, property, commuting and administration procedures when compared to traditional counselling services. But this need to be investigated considering that the country's ICT sector development is still facing challenges.

2.3.4 Social stigma.

Online counselling may also be effective in eliminating social stigma associated with receiving therapy. Young (2005), argues that for those who are uncomfortable with receiving therapy, online counselling allows access to such services in private without having to visit the counselling centre. Counselling can take on a whole different image when executed by the client in their own home through the computer. It may also allow the client to feel less stigmatised without having to be seen by others in the waiting room, the administrative staff or any other person who just happens to be walking past at the time the client walks through the door. Because of this, online counselling clearly does offer the client a degree of anonymity that may reduce such social stigma and therefore prompt them to seek assistance when they might otherwise have hesitated. But very little is known in Zambia considering, the country's cultural diversity and historical background.

The absence of face to face contact can also prompt clients to communicate more openly without concerns for bias of race, gender, age, size or physical appearance. This may lead to an increased level of honesty and therefore higher validity in the case of self-disclosure. The internet clearly offers a level of anonymity that is perceived by many users as non-threatening through allowing an 'invisibility' that can be disinhibiting.

2.3.5 ICT and the Youths.

Information and communication technologies are used by youth and adults alike at a dramatically increasing rate. The cyber world provides young people with unprecedented opportunities for communication with others both in and out of their existing face-to-face social networks (Mishna et al. 2010; Cassidy et al. 2009) and with unparalleled opportunities for learning and self-exploration (Blais et al. 2008). Particularly for students of the Millennium generation, use of ICT has become the norm (Maples and Han, 2008). The majority of college students use texting, social media and the Internet to connect and explore educational opportunities, and they use it as their primary source of entertainment and to obtain assistance with health and relationships (Suzuki and Calzo 2004). In a survey among college students, all of the 7,421 participants reported using the Internet (Jones et al. 2007). While these findings may be true in other countries, in Zambia no studies have been carried out to verify this information considering that the ICT sector is still developing.

2.4 Disadvantages of Online Guidance and counselling Services.

Disadvantages of Counselling or Therapy by Email Remote counselling via email carries many disadvantages as well as advantages in comparison to traditional, face-to-face counselling. Communication and the Counselling Relationship. The underneath are some challenges of e-counselling services.

2.4.1 Awareness of body language.

The individual's inner emotional state is communicated through our bodies. We give each other messages through body movement, the intonation of one's voice, facial expressions, posture, gestures and eye contact. Some of these movements may be slight or fleeting but in the heightened atmosphere of one-to-one counselling they are more often than not registered. Counsellors need to be aware of two sets of body language, our own and that of our client. As a helper our body needs to demonstrate behavior that is facilitative. In psychological terminology, non-facilitative behavior is called adverse stimulus. This occurs when we display an attitude that is off-putting to the client. Counsellors may display signs of non-attention; for example, looking bored, yawning, fidgeting or showing distractive behavior. Another example of adverse stimulus is punitive attention -when the helper looks stern, perhaps tight lipped, raising their eyebrows or

staring fixedly at the speaker. It is not difficult to appreciate how this type of response acts as a deterrent to accessing any material that the client senses the helper may disapprove of (Egbochuku, 2008). Other mannerisms like picking at your fingers, shrugging or sniffing could be distracting to the client. This all seems so obvious and we may think we avoid all these, but it can be a revelation to watch ourselves in the act of counselling on video.

2.4.2 Posture

According to Egbochuku (2008), he opined that posture reveals the degree of interest we have in the client. When we sit back, away from the other, we display an attitude of distancing ourselves; and when we lean towards them we engage and show interest. Similarly, when we cross our arms and legs we convey the message that we are less open to the other person. We are in some way protecting ourselves by closing off. In contrast, a relaxed and attentive posture tells the client that we are comfortable with ourselves and with them in the helping process. Although it would be unnatural to sit totally still throughout, too much shifting around can be distracting and fits into the category of fidgeting'. As with everything in life, there are always exceptions to the rules and sometimes what seems a mistake often proves to be useful. Others think it's good to learn the skills and also retain as much of ourselves as possible so that we respond in both a spontaneous and an appropriate way.

2.4.3 Tone of voice during counselling services

The tone of one's voice also acts as an indicator of the individual's thoughts and attitudes. If the counsellor speaks too quietly or hesitantly the other person may find it hard to have confidence in her as a helper. It would be counterproductive to be too forceful or overbearing in the way we interact. If, as counsellors, we talk clearly at a fairly steady level rather than sounding rushed or excited, and without mumbling or stumbling over our words, then we are probably getting it right. Sometimes it is appropriate to mirror the tone of the client's voice to help them hear the emotion conveyed. Although humor can be useful at times, when used sparingly, it is not a good idea to adopt a jocular manner with your clients. It can inhibit their expression of deeper feelings. It is neither the counsellor nor the client's obligation to entertain or cheer up the other. In fact this approach would totally defeat the potential benefits of having counselling (Egbochuku, 2008).

2.4.4 Technological Failure.

Therapy Online's web site states that clients can expect their counsellor to reply to their e-mails within a specified time frame. The web site also notes that Therapy Online's technological equipment or the client's equipment could fail unexpectedly and at any time. Clients are advised to send their latest e-mail again if they suspect the latter. The same advice is given if they think

there has been an unwarranted delay in the counsellor's response. As a failsafe measure, clients can use our toll-free telephone number if they have concerns of this nature (Bloom, 1997).

2.5 Factors influencing the provision Of E-Counselling Services.

The advantages of conducting counselling via the Internet are mitigated by numerous concerns. In a recent survey of 38 counsellors, counselling students and counsellor educators, more than one-third of the participants said they would not use the Internet for counselling or counsellor education (Kirk, 1997). The reasons provided for this cautious stance include the lack of security for confidential material, including the difficulty of verifying the identity of the client and counsellor; lack of visual cues; and the negative impact of physical absence on relationship formation. Related to security is a concern that clients receiving services via the Internet have to manage their own privacy on their computer and their immediate surroundings. Guterman and Kirk (1998), also discuss the need for procedures to address the situation of clients who threaten to endanger themselves or others. Lee expresses concern about technological failure, either at the client's or the counsellor's location.

Another concern is the question of whether counselling is really possible by e-mail. Robson and Robson (1998), develop the argument that therapeutic intimacy is severely limited on-line. They conclude that, "the relationship that is necessary in client-centred counselling could not be facilitated in its wholeness thorough computer communication." Inequitable access to the Internet is yet another concern. While some research in its early stages seems to show that the Internet enables greater accessibility for some clients, especially ill or disabled persons, other potential clients may be excluded. In particular, clients who experience 'techno anxiety', those lacking computer literacy, those with low income, or less education may not have the means or the desire to access services via the Internet. In many African countries like Zambia, Internet is horrifically expensive. But the provision of online counselling requires good availability of internet services, yet many customers both in urban and rural areas have continued to receive erratic provision of internet services from the current service providers.

In Zambia the 1996 National Education Policy, "Educating Our Future", provides no clear policy guideline on the role of guidance and counselling teachers. It merely highlights that it will collaborate fully with all other interested agencies and further strengthens its own child guidance and counselling services. Such a vague policy is a recipe for challenges to guidance and counselling teachers. There is need to identify these challenges in order to alleviate them in schools (Kwalombota, 2014).

2.6 Measure of improve Online Counselling Services.

To address the concern regarding the security of e-mail, there is need encourage all clients to use encryption software. This reduces the risks associated with the transmission and storage of confidential counselling material. However, it is important to recognize that clients may not have appropriate software and/or the skill to encrypt their e-mail. If they do not have suitable software, free software, available on the web, is recommended. Therapy Online's web site also states a recognition that some clients will feel more distressed if they are asked to acquire and learn how to use encryption software. These clients are welcomed to use the services without e-mail encryption provided they are willing to accept full responsibility for the risks of using non-encrypted e-mail. Counsellors who are blind cannot see their clients' nonverbal behaviour. They must attend closely to tone of voice, volume, choice of words, and changes in speech patterns (Hines, 1994). Text-based counsellors must develop similar compensatory skills. It is our experience that careful attention to basic counselling skills, in written form, is highly effective in establishing and maintaining a therapeutic relationship. The liberal use of empathy, warmth, paraphrasing, interpretation, and immediacy seem especially important to clients.

This measures cannot be accurately represent the Zambian situation, considering that Zambia is a country with 72 tribes with different cultural orientations. For this reason this research attempted to bridge this gap in literature review.

2.7 Chapter Summary.

The reviewed literature showed that globally, Africa and Zambia there were some form of guidance and counselling services which were provided to people and students as well. It has also shown that guidance and counselling services were predominantly found in secondary schools, colleges and Universities. From the studies done in secondary schools, it has been established that guidance and counselling services available have benefited most pupils. The literature has further shown that the world is now a global village for which information can easily be shared irrespectively of the distance and location. Challenges posed by the traditional face-to-face counselling have practically been fully or partially dealt with through the advent of ICT and this has opened up a new era for the counselling profession. However, there has not been any study done to investigate the factors that influence the provision of e-counselling services in higher educational institutions in Zambia, to find out if these services are available in educational institution of learning and whether students are benefiting from these. Despite what has been stated above, very little is known in terms of online guidance and counselling in Zambia, not much literature is available on the same. It is this gap in literature that this study was trying to fill in.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter is comprised of the research design, study population, study sample and the sampling procedure used. It also looked at instruments for data collection, procedure of data collection, data analysis and ethical consideration before ending with a chapter summary.

3.2 Research Design

The study used a descriptive survey design in conducting this research with support of evaluative quantitative data collection techniques. Sidhu (2003), states that a descriptive survey usually involves collecting data from a sample of people selected to accurately represent the population under study. The survey approach was used because of its ability to collect data from a large population through the use of questionnaires and its emphasis on fact finding. Both the qualitative and quantitative techniques was applied in data collection. This was so because, the researcher aimed at in-depth understanding of phenomenon from the point of view of the researched.

3.3 Study Population

The study populations was from five (05) colleges in Lusaka district of Lusaka Province. It focused on students and counsellors from Lusaka district. The town was chosen because it has a presence of both students and counsellors who have high access to internet services.

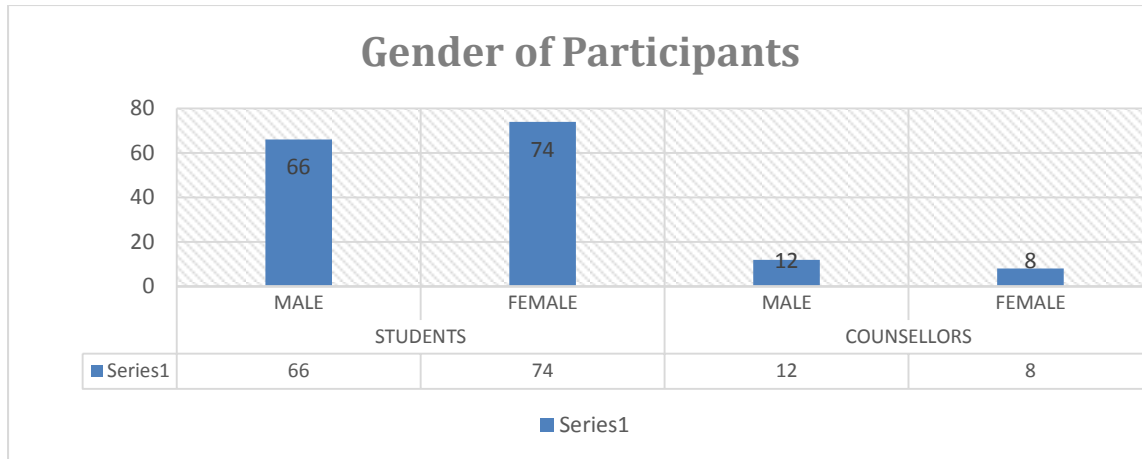
3.4 Study Sample

Sample size refers to the number of participants selected from the universe to constitute a desired sample (Coleman, 1990). The total sample comprised one hundred sixty (160) participants, consisting 140 students and 20 counsellors. The participants were drawn from colleges which provide education and those providing health sciences courses.

3.5 Characteristics of Respondents

3.5.1 Gender of participants.

Figure 3.1 below shows the sex of participants who participated in this study.



The figure above shows that the total number of participants were 160. From this figure it is clear that half of the participants were male and female. It was comprised of 66 male representing 43%, 74 female representing 46%, and 12 male counsellors representing 7.5% and 08 female counsellors representing 05% of the participants.

3.5.2 Age of participants.

The student and counsellors were requested to indicate their age. The figure below shows their responses.

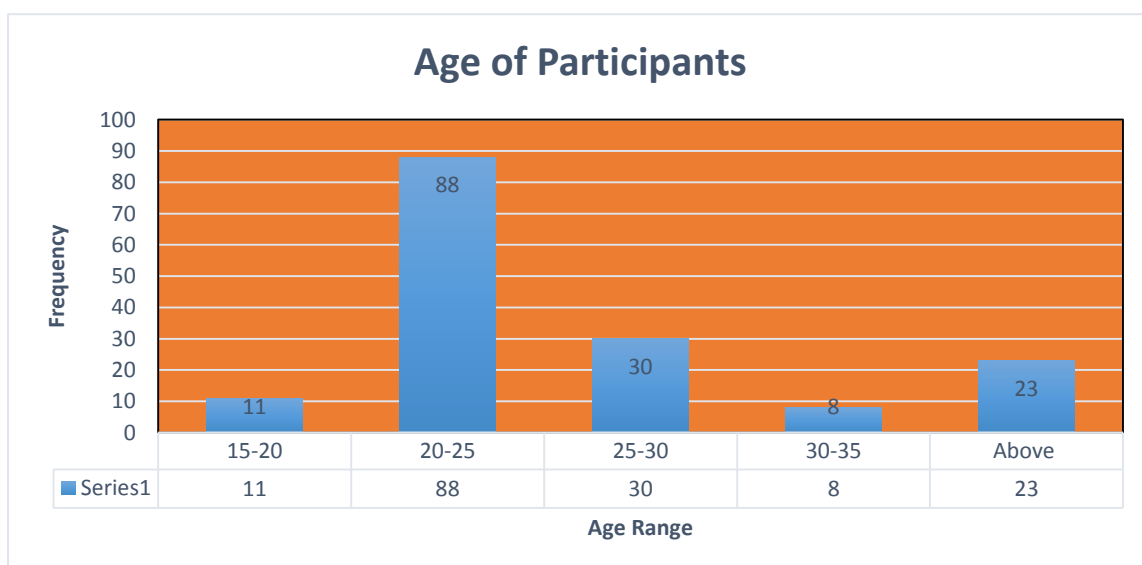


Figure 3.2: The table below shows the ages of participants.

(Source: Author, 2018).

From the figure below, it is clear that the ages ranged from 15 to above 35 years. The data revealed that those that were between 15-20 were 6.9% (11), 20-25 years of age were the majority representing 55% (88) of the respondents, and 25-30 were representing 19% (30), 30-35 constituted 5% (08) while those above 35 were representing only 14% (23) of the population.

3.5.3 School of Students who participated in the study.

The table below shows the Schools of respondents, they ranged from school of Education, Humanity and Social Sciences, Natural Sciences and other schools.

Table 3.1: Schools of students who participated in the study:

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Education	61	43.6	43.6	43.6
Humanity and Social Sciences	33	23.6	23.6	67.1
Natural Sciences	40	28.6	28.6	95.7
Others	6	4.3	4.3	100.0
Total	140	100.0	100.0	

(Source: Author, 2018).

From the table above, the data revealed that those that were in Education were the majority representing 43.6% (61) of the respondents, seconded by those in Humanities and social sciences 23.6% (33), followed by those in Natural sciences at 28.6% (40) and ending by those from others schools like built environment and business at 4.3% (06).

3.6 Sampling Procedure

Purposive sampling procedure was be employed in coming up with the study sample of counsellors. Purposive sampling is simply a sampling method that targets a particular group of people in order that subjects with similar characteristics are selected for the study (Winter, 1989). The reason for this was to ensure that the sample contains the desired characteristics are selected. A simple random sampling was applied to select students in the study. This approach is appropriated as it prevents bias (Lay, 2004). The simple random technique had the advantage of

allowing each student an equal chance of being selected for the sample and was a better way of obtaining a more representative sample of respondents for this kind of the study. In addition student were selected as respondents because they are also stakeholders in as far as quality of providing online guidance and counselling is concerned.

3.7 Research Instruments.

The researcher collected data primarily through questionnaires in order to obtain detailed information. The questionnaires for both students and counsellors was used because of the ability to collect data from large sample and their rigidity against biasness. Questionnaires also serve time both when collecting and analyzing data as the data was collected from different samples. Furthermore, an interview guide was used for counsellors. Interviews were used for data collection from counsellors. The use of interviews to generate data in qualitative research is widely recognised. It is worth explaining the reasons for the use of Semi structured interviews. Its main advantage over the structured interview or the questionnaire was that it gave more latitude to respondents and interviewers and allowed them to explore issues emerging from the research. Interviews can be built around the emerging response of each interviewee rather than being bound by pre-decided issues.

3.8 Procedure for Data Collection

Permission was obtained from various institutions that took part in this study after producing a clearance letter from the University Of Zambia (UNZA) Institute of Distance Education (IDE). Thereafter, questionnaires and face to face interviews were used to collect data from each respondent. The respondents were given one week to complete the questionnaires. After the respondents completed the questionnaires, the researcher then collected them back for analysis and entering of data.

3.9 Reliability and Validity

Ndhlovu (2012) says that, “Validity of a test or instrument is a measure of how well an instrument measures what it is supposed to measure. Reliability is a measure of how consistent the results from an instrument are.” In order to ascertain reliability of the instruments used, respondent validation was done. It was done by verifying the results with respondents. In order to ensure that the results were valid, the researcher cross-checked the respondents’ responses with those of other respondents obtained by a different instrument.

3.10 Data Analysis

Data was analysed using both qualitative and quantitative methods. Qualitative data which was collected from open-ended items in the interviews was analysed using thematic content analysis, as themes and sub– themes that were emerging from the data. The quantitative data collected from closed-ended questionnaire was analysed by the use of descriptive statistics in form of percentages and frequencies. The Statistical Package for Social Sciences (SPSS) was used to enhance the analysis. Computer generated tables of frequencies and percentages were used in describing variables which were presented in the form of tables, pie charts and figures. This allowed objective interpretation for valid generalisation, conclusion and recommendations for future studies. Qualitative data was analyzed using thematic analysis.

3.11 Ethical Considerations

Cohen (2007), cites Canvan who defines ethical issues as, “... a matter of principled sensitivity to the rights of others and that while truth is good, respect for human dignity is better.” Because the goal in research is to ensure that no party is offended or suffers adverse consequences from the research activities, thus ethical issues were highly considered in this study. Permission was first sought from the registrar’s offices of the respective institutions. Participants were informed about the nature and purpose of the study and informed consent was sought before data was collected from them. Respondents were also assured of high levels of confidentiality. In addition, the respondents were informed that the information gathered is purely for academic purposes.

3.11 Chapter Summary

The chapter was organized into the following main parts: research design, target population, sample size, sampling procedure, research instruments, data collection procedure, validity and reliability, data analysis and ethical consideration. A descriptive survey design was used in conducting this research. Both qualitative and quantitative approaches were used in data collection and analysis. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey seeks to describe the state of affairs as it exists and can be used when collecting information about peoples’ attitudes, opinions, habits or any of the variety of education or social issues among others.

Purposive sampling was used to select the counsellors that participated in the study. Purposive sampling was used to ensure that specific groups were represented according to the researcher’s discretion. This method helps target a group which is suitable to bring out rich information related to the central issue being studied for in-depth analysis. A simple random sampling was

applied to select students in the study. This approach is appropriated as it prevents bias. The simple random technique had the advantage of allowing each student an equal chance of being selected for the sample and was a better way of obtaining a more representative sample of respondents for this kind of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

The findings for both questionnaire and interviews conducted on the factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka District were presented under themes which were derived from the research objectives of the study. The themes are sub-divided which furnish some relevant data as contained in the questionnaires and interview schedules. The sources of information came from the students and counsellors from various institution of higher learning in Lusaka. The findings are presented according to the research objectives. The research objectives of this study were: to establish the views and experiences of various stakeholders on e-counselling to clients, to assess the factors influencing the provision of e-counselling (if any), to determine challenges of improving online counselling services in Zambia and to suggest measures to alleviate the challenges

4.2 Views and experiences of various stakeholders on e-counselling to clients.

In order to establish the views and experiences of various stakeholders on e-counselling to clients the counsellors and students from various colleges were interviewed and focus group discussions were held with the various stakeholders.

4.2.1 Student's knowledge about Counselling Services in their institutions.

This question wanted to find out students' knowledge of guidance and counselling in their respective colleges.

Table 4.1: The table below shows student's knowledge about counselling services in their institutions.

Var	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	91	65.0	66.4	66.4
No	46	32.9	33.6	100.0
Total	137	97.9	100.0	
Missing 9	3	2.1		
Total	140	100.0		

(Source: Author, 2018).

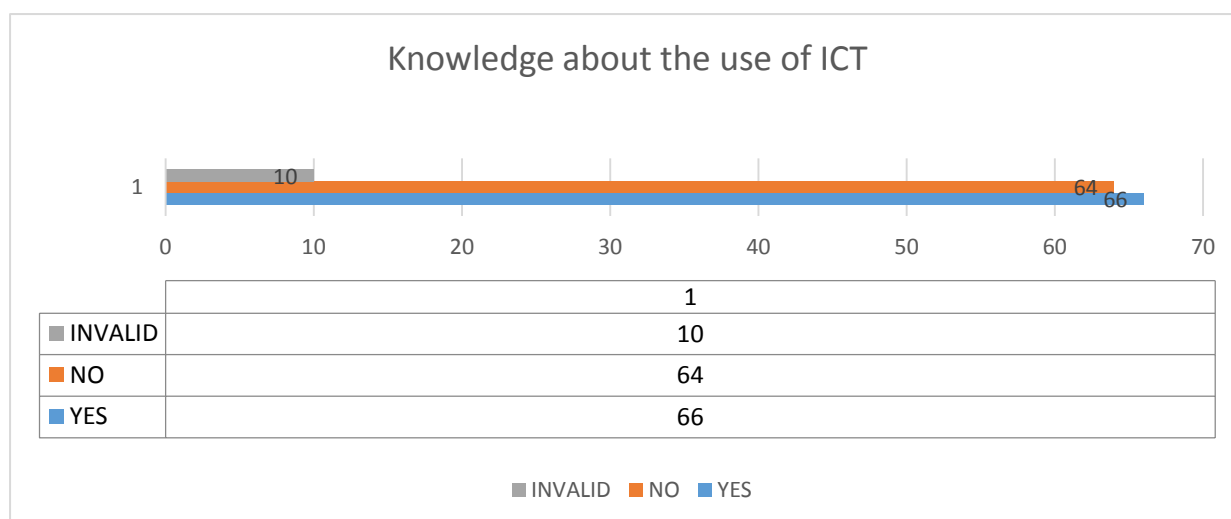
Table 4.1 above shows that the majority of the respondents in this study 65.0 % (91), showed that they were aware of the presence of counselling services, while 32.9% (46), while 2.1% (03)

were invalid responses. Those who indicated that they don't know this owes to the fact that some colleges which were sampled in this study have no counselling services offered to their students.

4.2.2 Students' views regarding the use of ICT in guidance and counselling.

This questions sought to find out from students whether they have knowledge regarding the use of Information Communication Technology in guidance and counselling.

Figure 4.1: Knowledge of students regarding the use of ICT in guidance a counselling.



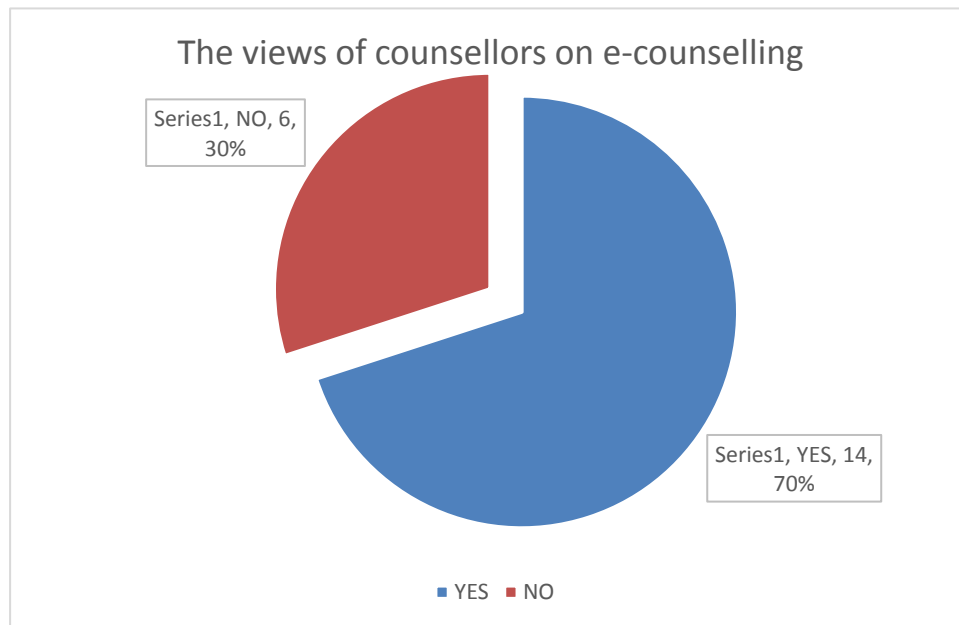
(Source: Author, 2018).

The figure 3 above shows that the majority of the respondents 47.1% (66) indicated that they are aware of the use of ICT in Guidance and Counselling, followed by those who have not heard of ICT in guidance and counselling 45.7% (64), and 7.1% (10) were invalid responses. This information clearly shows that the majority students who took part in this study have knowledge regarding the use of ICT in guidance and counselling with some having using facilities like face book and what sap to share some problems.

4.2.3 Counsellors' views regarding the use of ICT in guidance and counselling.

This questions sought to find out from counsellors whether they have knowledge regarding the use of Information Communication Technology in guidance and counselling.

Figure 4.2: Views of counsellors regarding the use of ICT in guidance and counselling.



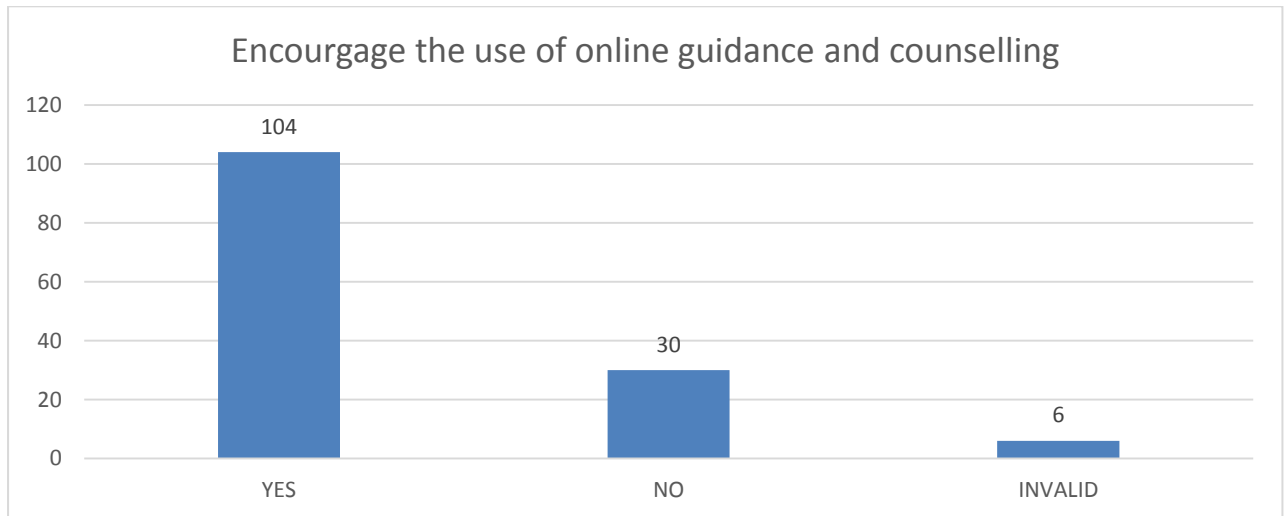
(Source: Author, 2018).

From the figure above it is clear that the majority counsellors 14 representing (70%) views were that the integration of ICT into counselling is good, only a small portion of 6 representing (30) were of the view that the integration of ICT into counselling was not good. The results shows the various stakeholders must work together and find means of integrating ICT into counselling as the world became a global village due to the use of ICT.

4.2.4 Views of students on the establishment of online Counselling.

The figure below shows the respondents views on the establishing of online guidance and counselling.

Figure 4.3: Views of stakeholders on the establishment of online counselling.



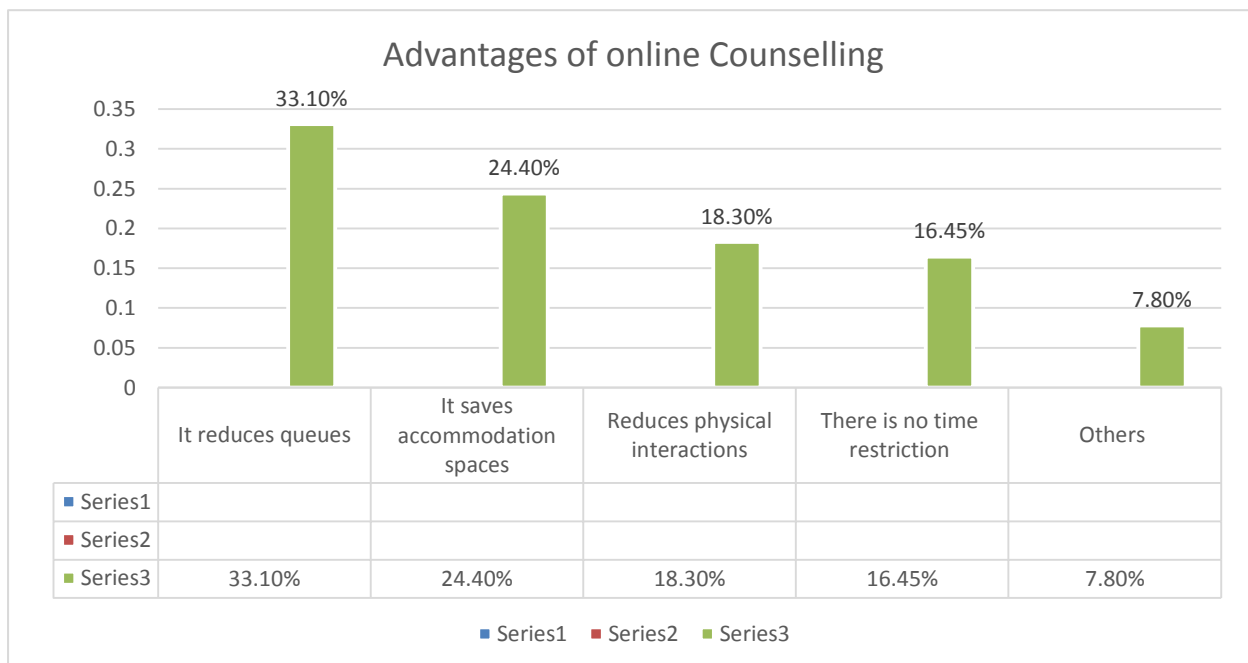
(Source: Author, 2018).

From figure 4.3 above it is clear that the majority of the respondents 74.3% (104), while 21.4% (30) stated that they would not encourage the introduction of online guidance and counselling in institution of higher learning and 4.3% (06) where invalid responses.

4.2.5 Advantages of using online Counselling.

The figure below shows the responses of students and counsellors with regards the advantages of using online counselling.

Figure 4.4: Advantages of using online counselling.



(Source: Author, 2018).

From the results it is clear that the majority respondents 33.1% (53) indicated that online guidance and counselling reduces queues, followed by 24.4% (38) who indicated that it saves accommodation spaces, 18% (29) indicated that it reduces physical interactions , while 16.4%(27) indicated that there is no time restriction, with others which stood at 7.8% representing (13) respondents each.

One counsellor from one of the college indicated that with regards to time restrictions stated that:

“Online counseling is effective for clients who may have difficulty reaching appointments during normal business hours. Most of our students are always busy with studies and sometimes do not find time to seek guidance and counselling during normal working hours. Additionally, research is demonstrating that online counseling may be useful for disabled and rural people that traditionally under-utilize clinical services in most places in our country”. She said.

Another student from one of the college indicated that:

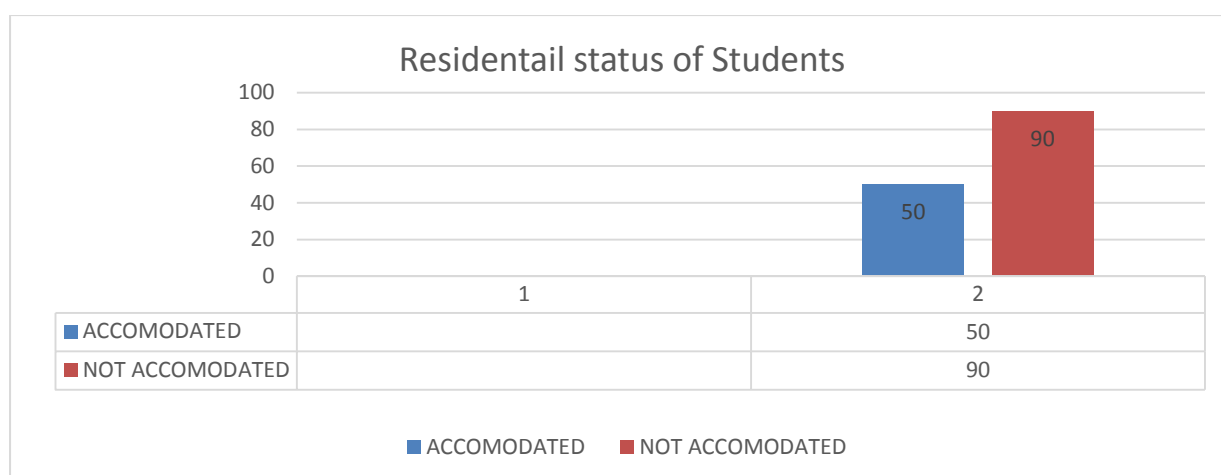
“Online counselling offers the opportunity for students to access the service anytime including the holidays. In this way counsellors are able to keep in touch while students are far apart. As a result, e-counselling makes it convenient for students to contact counsellors remotely”. She said.

“Online counselling is good because a client is at greater ease and feels less intimidated than they would in traditional face to face settings where they have to face the counselling face to face. This makes clients more likely to be honest and thus allow the counselor to provide better treatment”.

4.2.5.1 Residential Status of students

The figure below shows the residential status of the students who participated in this study from various institutions.

Figure 4.5: The figure below shows the residential Status of students.



(Source: Author, 2018).

The data from the **figure 4.5** above revealed that those who were not accommodated were in the majority of 64.3% (90), while those who were accommodated were in minority of 35.7% (50). This information means that most students are not having accommodation in their respective colleges therefore, they have to travel from their boarding houses or where they live to come to college and seek certain services like guidance and counselling which they can access via internet if it was provided.

As one counsellor from one of the college stated that:

“Online counselling will greatly serve accommodation challenges which is a big problem in this country. In most cases many of us counsellors have no rooms to work from as we are made to share with other members of staff in one room. This makes our clients unconfutable and issues of confidentiality are affected in that kind of environment”.

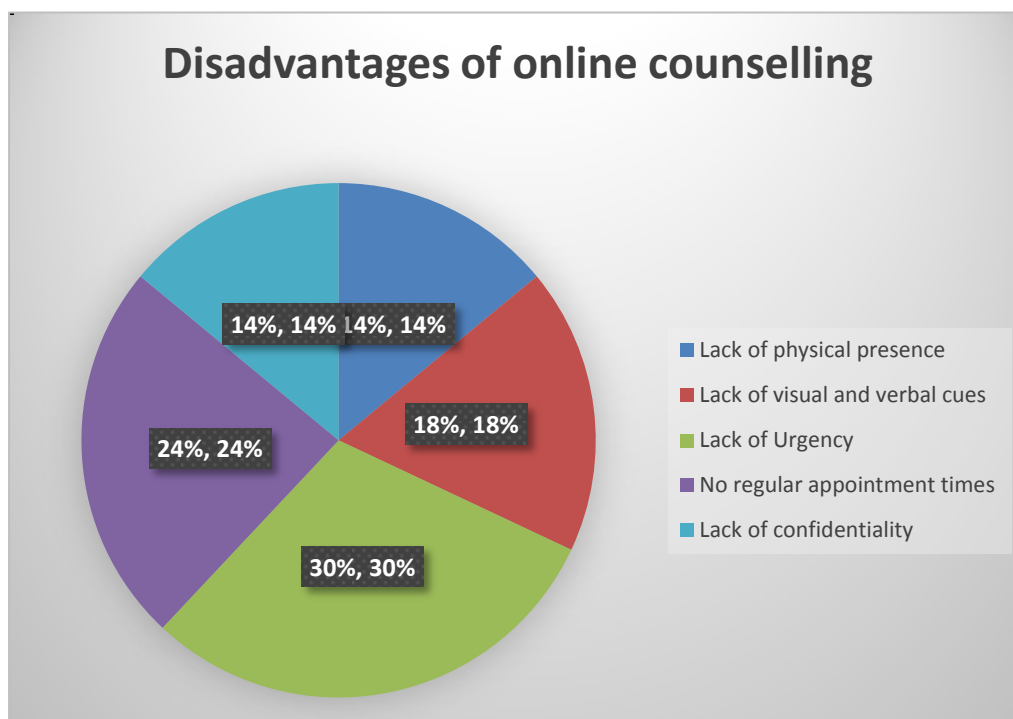
4.3 Factors influencing the provision of e-counselling.

This objective sought to find out from the various stakeholders of the factors influencing the provision of guidance and counselling services. The following are the views and expressions.

4.3.1 Disadvantages of using of online Guidance and Counselling.

The figure below shows participants’ responses with regards disadvantages of using online counselling.

Figure 4.6: Disadvantages of using online Guidance and counselling.



(Source: Author, 2018).

From the results in figure 4.6 above it is clear that the majority 30% (42) indicated that the major disadvantage is lack of urgency, followed by 24% (37) who indicated that there is no regular appointment, 18% (26) indicated lack of visual and verbal cues, while lack of physical presence and lack of confidentiality stood at 14% representing (20) respondents each. This clearly shows that despite some benefits of online counselling there exists as well some challenges to it.

One students stated that:

“You know our Zambia culture where we feel good to talk to someone you can see may not work well with this system. So issues of lack of a physical presence of another person in the same room may make some people feel less emotionally intimate and less comforted in times of distress”. He said.

Another counselor from another college stated that:

“Gesture and body language are the most important forms of communication in counselling, being practiced even before humans were able to produce ‘sound’ verbal language. As counsellors we can get a lot of information from a client which may not be easy in an online facilities since the two are in different locations”.

On the issue of having no regular appointment time one counsellor stated that:

“Just as the freedom to work without fixed appointment times can be an advantage for some clients, the absence of the structure which fixed appointments provide can be a disadvantage for others. Many clients prefer the structure of ‘having’ to attend a session at the same time every week”. She said.

4.3.1.1 Students’ mode of financing their Education.

The table below shows the mode of financing Education of respondents, they ranged from personal, through family, through government and other means.

Table 4.2: Mode of Financing Education

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Personal	16	11.4	11.4	11.4
Through	95	67.9	67.9	79.3
Government	20	14.3	14.3	93.6
Donors	9	6.4	6.4	100.0
Total	140	100.0	100.0	

(Source: Author, 2018).

The data from the table above revealed that those that were paying through family means were in majority 67.9% (95), followed by those been financed through government 14.3% (20), then personal at 11.4% (16) and ending by those who were been supported by other means at like donors support 6.4% (09).

One student from one of the college stated that:

Most of the students were paying for themselves and were finding it to raise money for tuition fees, therefore, the coming of online counselling can be seen as an additional cost on their education. This is because online counselling requires access to the internet which in most cases requires the buying of bundles and talk time considering that the internet is poor in most institution of higher learning.

4.4 Challenges facing the provision of online guidance and counselling.

The participants who took part in this study indicated that there a number of challenges that affect the provision on online guidance and counselling in Zambia. *Firstly, it was issues of low computer literacy:* It was clear from the study that 60 respondents representing 38% indicated

that low computer use is a challenge this is because for people who have low computer literacy, using an online career counseling tool on the Internet may produce some difficulties, as it is typically delivered as a self-help intervention. There may be no avenue for the individual to ask concerns, clarify directions, acquire support, and otherwise get individual guidance. It would not be uncommon for individuals with low computer literacy, while using an online career counselling tool, to experience some problems in answering questions and to feel disappointed and confused.

Secondly, college and university syllabus 80 (50%). It was issues of the way in which College and University syllabus are designed. Most of the counsellors who took part in this study indicated that most colleges and Universities in Zambia are designed in such a way that they don't include components of information and communication technology in guidance and counselling courses.

Another is that many counsellors are not computer literate and this defeats the whole concept of introducing online guidance and counselling in colleges and other higher learning institutions. One counsellor stated that:

“Most of us counselors are not computer literate therefore making it difficult for us to participate effectively in the digital world. As most of us are still comfortable with the traditional face to face kind of providing guidance and counseling, yet the world is moving from that aspect”. She said.

Another factor is the issues of poor network connectivity in many institutions. One students from one of the college stated that.

“We are facing challenges of network connectivity as in most cases the college internet is erratic and poor making use of the internet very difficult. Today's world is dependent on the use of the internet for researching as many new books are found on the internet. Yet we go for many days without internet and even when it is available, the connectivity is always poor making it difficult to research”. He said.

4.5 Measures to improve the integration Online of Guidance and Counseling.

The study also sought to find out ways of improving the integration of online guidance and counselling in colleges and the following emerged: over 100 respondents who took part in this study representing 62% indicated that developing a curriculum suitable for the Zambia context and based on the Zambian guidance and counseling services; provision of appropriate

information communication technology infrastructures by government and other concerned stakeholders; sensitization of counsellors and clients on the advantages of using online guidance and counseling as opposed to traditional face to face system; improvement of funding to various colleges by government, engaging more qualified counsellors in colleges, carry out capacity building and Continuing Professional Development (CPD) by relevant professional boards like Zambia Counselling Council (ZCC) and collaboration with stakeholders.

4.6 Chapter Summary.

The data presented in this chapter was organized into two parts that is, results from the questionnaires and results from interviews. The results from both questionnaires and interviews were similar and clearly showed that the majority of the respondents strongly felt that the integration of online services into guidance and counselling was a good move. This is because online guidance and counselling has many benefits such as it reduces queues it saves accommodation spaces, it reduces physical interactions and that there is no time restriction. However, they indicated that there are number of factors that hinder the integration information and communication technologies services into guidance and counselling. These included lack of ICT skills among counsellors, lack of proper ICT infrastructures, lack of awareness and poor internet connectivity among others.

From these findings it is clear that while provision of online guidance and counselling is appreciated by many. There are number things that still needs to be done in order to make a reality in colleges and the country as whole such as adequate provision of information and communication technology infrastructures among others.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview.

The purpose of this study was to explore the factors affecting the provision of online guidance and counselling services in selected Colleges in Lusaka District. The previous chapter presented the findings of the study. This chapter gives a discourse of the findings of the study. The discussion is based on the four objectives of the study which were: i. to establish the views and experiences of various stakeholders on e-counselling to clients. ii. to assess the factors influencing the provision of e-counselling (if any), iii. to determine challenges of improving online counselling services in Zambia and iv. Suggest measures to alleviate the challenges.

5.2 The views of stakeholders on the provision of E-Counselling services

In spite of the benefits associated with the traditional face-to-face counselling, e-counselling is more flexible and has diverse benefits to deal with students' (clients) health, academic and career development as established from this study. The underneath are some views of stakeholders on the provision of e-counselling services.

5.2.1 Convenience.

The findings of the study indicated that online guidance and counselling is convenient to use for its clients. This is because both the counsellor and the counselee have the convenience of corresponding with each other at a range of variant times. Unlike the face-to-face method which is practiced in this country, in online counselling clients are not confined to the limits of traditional counselling services. Online counselling is intended to increase easy accessibility, save resources and decrease frustration. These views were consistent with Bloom (1997), who states that e-counselling was good as it offers the opportunity for students to access the service anytime including the holidays. In this way counsellors were able to keep in touch while students who were far apart. As a result, e-counselling makes it convenient for students to contact counsellors remotely. This style of therapy can take away the hassle of scheduling and setting appointments more common in traditional settings. This also creates an opportunity for the therapist to extend their services to more clients as appointments can be potentially scheduled over 24 hours and reach a larger geographical region.

5.2.2 Accessibility

The participants who took part in this study indicated that online guidance and counselling was easy to access than face to face traditional system. Web counselling was easily accessible to all those who wish to use it like students. Online counselling overcomes barriers that may preclude

others from seeking therapy. Many students in Zambia spend month away from their colleges and Universities and this can help them to get in touch with their counsellors on issues that affect them. For example, individuals residing in rural or remote areas where there was no counselling services can benefit from the accessibility of online counselling. These findings were consistent with Hines (1994), who argues that those that are physically disabled or unable to leave their home can also easily access such services with little inconvenience. Those that have visual and hearing impairments can also benefit from such services. Web counselling has also shown to be effective in encouraging children and teenagers to receive therapy as they seem to be more comfortable with using the internet.

5.2.3 ICT and the Youths.

The findings of this study showed that that the majority of the respondents in this study 86.4% (121) responded that they have shared or aware of someone who shared their problems through social media. Information and communication technologies are used by youth and adults alike at a dramatically increasing rate. These views are consistent with Suzuki and Calzo (2004), who argues that the majority of college students use texting, social media and the Internet to connect and explore educational opportunities, and they use it as their primary source of entertainment and to obtain assistance with health and relationships. In a survey that was conducted among college students, all of the 7,421 participants reported using the Internet (Jones et al. 2007). The cyber world provides young people with unprecedented opportunities for communication with others both in and out of their existing face-to-face social networks and with unparalleled opportunities for learning and self-exploration (Blais et al. 2008). Particularly for students of the Millennium generation, use of ICT has become the norm (Maples and Han, 2008).

5.2.4 It saves accommodation challenges.

Participants in this study indicated that online guidance and counselling can serve accommodation challenges which the country was currently facing. For example, one of the study conducted by Tembo (1980), in Zambia showed that most schools did not have proper office accommodation for conducting guidance and counselling. He added that guidance and counselling teachers have to share offices with other senior teachers and in many cases these offices are overcrowded. This lack of proper office accommodation makes pupils un-free, uncomfortable and are unable to freely express their problems to the counsellor. But many counsellors and students are unaware of, or have little knowledge about the use and the integration of ICT into counselling.

5.2.5 Social stigma.

Findings from this study indicated that online guidance and counselling can eliminate social stigma associated with receiving counselling in many societies in Zambia. These findings were consistent with Young (2005), who found that for those who were uncomfortable with receiving therapy, online counselling allowed access to such services in private without having to visit the counselling centre. Counselling can take on a whole different image when executed by the client in their own home through the computer. It may also allow the client to feel less stigmatised without having to be seen by others in the waiting room, the administrative staff or any other person who just happens to be walking past at the time the client walks through the door. Because of this, online counselling clearly does offer the client a degree of anonymity that may reduce such social stigma and therefore prompt them to seek assistance when they might otherwise have hesitated. Egbochuku (2008), argues that the absence of face to face contact can also prompt clients to communicate more openly without concerns for bias of race, gender, age, size or physical appearance. This may lead to an increased level of honesty and therefore higher validity in the case of self-disclosure. The internet clearly offers a level of anonymity that is perceived by many users as non-threatening through allowing an 'invisibility' that can be disinhibiting.

5.3 Factors that have influenced the Provision of e-guidance and counselling.

E-counselling is a new and beneficial method of helping individuals work through life's challenges and issues without being in the same physical proximity of their therapists. Introduction of the service in Zambia is no doubt, a gigantic venture. As such, there are numerous factors facing its delivery. They include the following-

5.3.1 Poor internet connectivity.

The participants who took part in this study indicated that most internet facilities at their institutions were poor. Yet effective provisions of online guidance and counselling requires an effective internet connectivity throughout. Surry and Ely (2001), argues that it was not unusual for computers to fail and internet connections to falter. For example, those who are in remote areas may have less than perfect transmission that drops out regularly or there is always the possibility of servers crashing and network connections faltering. Dunaway (2000), argues that, the ability to benefit from online therapy is also partly determined by the client's computer skills and knowledge, especially if the communication setting involves installing and learning new software and/or hardware. This may disrupt the session and can potentially be distressing for the client.

According to the 7 National Development Plan 2017-2021 (2017:80), ICT infrastructure, both public and private, was inadequate and fragmented, resulting in poor connectivity and communication. For example, the 2016 E-Government Development Index published by the United Nations Department of Economic and Social Affairs ranks Zambia at 132 out of 193 countries. Another agency of the United Nations, the International Telecommunications Union in its 2015 ICT Development Index places Zambia at 153 out of 167 countries. The 2015 Network Readiness Index or Technology Readiness Index by the World Economic Forum shows that Zambia ranks 116 out of 139 participating countries. Zambia's poor performance in these indices indicates a clear need for accelerated ICT development to effectively and efficiently support the economic stabilisation, growth and diversification aspirations.

5.3.2 Lack of Qualified Counsellors.

Many of the counsellors who took part in this study 80 % (16) of them indicated that they have no skills in ICT or related studies. In Zambia, there are no professionally trained and licensed counsellors but three quarters of the population are not yet conversant with the skills and rudiments desired for internet counselling as this study has shown. These findings are consistent with Robson and Robson (1998), who argues that a counsellor cannot be expected to counsel or operate on the website when he/she is not acquainted with the computer skills. Therefore, effective implementation of online guidance and counselling in Zambia means that every professional counsellor must be computer literate and must have the desired extra training for counselling clients online. There was also lack of counsellor competence in integrating e-counselling in their services. This lack of skills in ICT services had the potential to hamper the integration of online guidance and counselling in the Zambia.

5.3.3 Lack of awareness.

From this study it was clear that the majority of the Zambia populace have not heard about e-counselling not to talk of experiencing it. From the study it was clear less than half of the respondents 47.1% (66) indicated that they are aware of the use of ICT in guidance and counselling, followed by those who have not heard of ICT in guidance and counselling 45.7% (64). Online counselling has not actually been introduced in Zambia and individuals have not recognized online counselling. Clients have not found it easy and are very naïve to meet counsellors face to face not to talk of having online connection.

5.3.4 Financial constraints to support online counselling.

The fifth challenge is that of financial constraint in many organisations that took part in this study. This was because e-counselling involved the use of ICT related components which was never available to all counsellors and not also affordable by every individual in Zambia. This

simply meant that it would be long to have e-counselling services experienced and generalized in Zambia. People may find it difficult to foot the bill of e-counselling charges that they would always resort to informal advice seeking.

5.4 Measures to improve e-guidance and counselling services.

5.4.1 Staff Development

Many counsellors 80% (16), interviewed in this study indicated that they needed some kind of staff development in the provision of online counselling. Kim (1999), states that effective professional development raises the quality of learning and teaching in all institutions, it should be available for all members of the institution workforce and tailored to their individual needs. The findings indicated that there was need to equip counsellors with computer technology skills and knowledge through effective training on how to use computers in teaching. Hsin-Kai, et al (2007), reported that counsellor's technological skills for example technology proficiency and computer literacy were critical for successful implementation of ICT in the counselling profession. Counsellors needed to understand the enabling conditions of certain technologies in order to engage students in ICT-based counselling activities successfully. Counsellors who had lower ICT proficiency were usually not willing and had less confidence to use ICT for counselling (Windschitl and Sahl, 2002). Counsellors who have strong engagement towards their own professional development were more motivated to undertake activities which lead to a better understanding of the goals of an innovation. Therefore, counsellors needed to be trained on educational technologies and the integration of computers into the counselling profession through professional boards like Zambia Counselling Council. Counsellors also needed effective tools and techniques and assistance that can help them develop computer based projects and activities especially designed to raise the levels of counselling.

5.4.2 Curriculum reforms at Colleges and Universities.

The results of this study had shown that many colleges and Universities offering a curriculum in guidance and counselling which did not equip their students with ICT skills needed to effectively provide e-guidance and counselling. It is clear from the study that one of the challenges that has caused resistance to provision of e-counselling eminent from the way the counsellors were trained. Most colleges and Universities if not all in this country did not train their student counsellors on the concepts of e-counselling. For example, the University of Zambia which trains counsellors at both under graduate and postgraduate level does not contain any topic or topics that focus on e-counselling programmes. This is because counsellors are the key figures in arranging and carrying out the e-counselling service and message so government needed to

ensure that institutions that train guidance counsellors anticipate new development and prepare prospective counsellors for their future roles by enshrining e-counselling and making it compulsory in their training programmes.

5.4.3 Security Concerns.

It was clear from the study that most respondents argued that they fear to access online services even if they were provided due to security issues. Kirk (1997), argues that security issues were serious when dealing with online counselling and therefore suggest that to address the concern regarding the security of e-mail, we encourage all clients to use encryption software. This reduces the risks associated with the transmission and storage of confidential counselling material. However, since they recognized that clients may not have appropriate software and/or the skill to encrypt their e-mail. If they do not have suitable software, free software, available on the web, is recommended. Therapy Online's web site also states a recognition that some clients would feel more distressed if they were asked to acquire and learn how to use encryption software. These clients were welcomed to use the services without e-mail encryption provided they were willing to accept full responsibility for the risks of using non-encrypted e-mail.

5.4.4 Creating Awareness among the Public.

It was clear from the study that one of the challenges was lack of sensitisation among counsellors and members of the public students included. There was a need for public awareness about the service therefore government should throw public enlightenment programmes to ensure its publicity and letting people know about its benefits. The public would be encouraged to boast the provision and accessing of e-counselling service. While western education was introduced into the country about 1807, guidance and counselling was formally introduced in recently in the 1980s. That is after more than a century. Educational instruction and administration had been entrenched in the educational system long before it. Some educational practitioners tend to view it as an intruder.

5.4.5 Provision of Funding for Counselling Services.

This study had shown that most counsellors who participated in the study complained of lack of financial support to help them provide quality counselling services to their clients. E-counselling requires more funding to sustain its operations, it requires buying of computes, talk time needed to communicate. Today, the education enterprise has become a costly venture. Enough funds were not allocated to each college to run its various services. Where fund is available, very little was earmarked for counselling purposes. Yet, it was known that effective counselling demands adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to

organize activities such as excursions, career clubs and career day/week and furnishing a counsellor's office. This was similar to challenges been faced in this area in other countries like Kenya and Nigeria on the African continent.

5.5 Chapter Summary.

The main purpose of this chapter was to discuss the findings of the study which was focused on the factors influencing the integrations of online guidance and counselling in colleges. Though online guidance and counselling was a new concept in Zambia, many participants who took part in this study showed willingness to its introduction. There were still however a number of factors seemed to have influenced the integration information and communication technologies services into guidance and counselling services. These included lack of computer skills among counsellors, lack of proper ICT infrastructure, lack of awareness among counsellors and poor internet connectivity among others. From these discussions it is clear that while provision of online guidance and counselling would change the way things are done currently. There were a number things that still needs to be done in order to make e-counselling a reality in colleges these included actions such as investing in Information and Communication Technology infrastructures and training of counsellors in ICT skills among others. Despite these challenges working together with other stakeholders in the sector, the country can overcame the challenges and provide quality online guidance and counseling to its customers.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview.

This chapter presents the conclusion and recommendations drawn from the findings of the study. The study was conducted to assess factors influencing the integration of online guidance and counselling in colleges in Lusaka district. The study, therefore, was aimed at establishing the factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka district.

6.2 Conclusion

In conclusion, the study found out that there were a number of factors that affect the provision of e-counselling in higher learning institutions. For example, it was a fact that the standpoint of using e-counselling is crucial in life, everyone should not only be expected to be able to obtain knowledge but also master and explore ICT applications and their utilization to facilitate online interaction. Everyone was not supposed to be out of date but open their mind to accept, accommodate and utilize current technology since this is a veritable tool for globalization. The face of counseling was changing and Zambia needed to adapt to the change like many other countries. The more we hold on to “the old way is the only way”, the more obvious it becomes that we have an unhealthy fear for change. The problems of utilization of e-counselling notwithstanding, the need, significance and prospects of using it in handling peoples’ problems should direct our focus. Moreover, tackling these challenges requires counsellors, administrators and the government to work together.

6.3 Recommendations.

Online counselling has been working in other countries of the world and can also work in Zambia. It only requires the will, awareness and the facilities. It is therefore pertinent to recommend what should be done to ensure successful introduction of online counselling services in Zambia. In view of the study, the following recommendations were made to colleges, counsellors and the government:

- (i) The College and University administrators should make sure that materials such as computers, offer training in ICT and the provision of good internet connections are available.
- (ii) The Ministry of Higher Education should ensure that it employs trained full time guidance and counselling to institution of learning with ICT skills.
- (iii) There should be public awareness about the service therefore government should throw public enlightenment programmes to ensure its publicity and letting people know about

its benefits. The public should be encouraged to boost the provision and accessing of e-counselling service.

- (iv) The Zambia Counselling Council should put in place Continuing Professional Development (CPD) programmes for its members in order to meet the current age of ICT in providing online counselling services to its clients. In-service counsellors should be compelled to upgrade themselves in e-counselling.
- (v) Counsellors are the key figures in arranging and carrying out the e-counselling service and message so government should ensure that institutions that train guidance counsellors anticipate new development and prepare prospective counsellors for their future roles by enshrining e-counselling and making it compulsory in their training programmes.
- (vi) Government should organize in-service training programme for counsellors on e-counselling and even send some to experience and learn it in developed countries where the service has been functioning effectively.

6.4 Suggestion for possible Future Research

This study was done on institutions of learning in urban areas so the same study could be done in rural and peri-urban areas with colleges in order to compare the outcome with these from urban setting.

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Appendices

Appendix I:

**UNIVERSITY OF ZAMBIA
IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION.**

Dear Sir/Madam,

INFORMED CONSENT FORM

I am conducting a study on factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka district as part of my Master's Degree Thesis. I would be very grateful for your permission to collect data from selected students for the study. The outcome of the analysis of the data would be considered for online counselling development. The questionnaire will take approximately 30 minutes. The names of selected students shall not be recorded on the questionnaire and their responses will be anonymous.

Please, if you have any questions pertaining to this study, contact Dr. J. Mandyata, on (+260) 979-612202 at the University of Zambia.

You may also contact me on +260976-012953. Or email me at: francispelekelo@gmail.com.

Thank you for your assistance.

Director's Signature.....

Date// 2018.

Appendix II:

Questionnaire for students.

Dear Respondent,

My name is **Pelekelo Silishebo Francis**, I am a postgraduate student at the University of Zambia under Institute of Distance Education. I am carrying out a study to enable me partially fulfil the requirements of the Degree of Master of Science in Counselling (MSCC).

You have been selected as a respondent and I would be most grateful if you spared a few minutes, to answer the questions in this questionnaire. This is a study on *factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka District*. All the information you will offer will be handled with utmost confidentiality and will only be used for the MA Dissertation. I would be very grateful if you can give me sincere answers to the questions.

Instructions: Mark (x) in the box and circle against the appropriate response or fill in the blank space provided.

Section A: Personal Data

1. What is your Age?

1	15-20	
2	20-25	
3	25-30	
4	30-35	
5	Above 35	

2. What your gender:

1	Female	
2	Male	

3. In which school are you?

1	Education	
2	Humanity and Social sciences	
3	Natural sciences	
4	Others	

4. Residential status (school):

1	Accommodated	
2	Not accommodated	

5. Who finances your education?

1	Personal	
2	Through family	
3	Government	
4	Others	

6. If through family. What is the occupation of your Guardian?

1	Employed	
2	Business	
3	Others	

7. What do you do to support yourself?

.....

Section B: Guidance and Counselling Services

8. Do you have any idea about counselling in your institution?

1	YES	
2	NO	

If YES, since when.....

9. Have you ever been there for counselling?

1	YES	
2	NO	

10. If your answer above is yes, how many times?

1	1-2 times	
2	3-5 times	
3	6-10 times	

4	Above 10 times	
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11. Did you go through any queue to see the counsellor?

1	YES	
2	NO	

12. Did you go there voluntarily?

1	YES	
2	NO	

13. What kind of a problem did you see the counsellor for?

1	Academic	
2	Career	
3	Health	
4	Others	

14. Couldn't you have dealt with the problem by yourself or by your peers?

1	YES	
2	NO	

15. Did the counsellor help you to deal with your problem (s)?

1	YES	
2	NO	

If NO, what do you think was wrong.....

16. Have you ever been involved in any professional counselling services?

1	YES	
2	NO	

If YES, tell me about your experience

.....

17. Do you see any challenges associated with the current system of counselling in your school?

1	YES	
2	NO	

Section C: E-Guidance and Counselling

18. Did you for once see any Computer or use of electronic assisted tool in the institution counselling room?

1	YES	
2	NO	

19. Have you ever heard of the use of ICT in guidance and counselling or e-guidance and counselling?

1	YES	
2	NO	

20. Are you are aware of any organisation that offer e-guidance and counselling in Zambia?

1	YES	
2	NO	

21. Would you encourage online system of counselling in your School?

1	YES	
2	NO	

22. Are you computer literate?

1	YES	
2	NO	

23. Do you have a phone that access internet services?

1	YES	
2	NO	

24. Do you have a face book account?

1	YES	
2	NO	

25. Have you ever shared or you are aware of anyone who shared their problems through face book or any other social network platform?

1	YES	
2	NO	

26. If your answer above is yes. What platform do you use to share your problem (s)?

You may choose more than one response.

1	Face book	
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2	Whatsap	
3	Instagram	
4	Others	

27. Do you think face book or Whatsap counsellors are qualified to provide counselling?

1	YES	
2	NO	

28. Do you have internet services provided by your College or University?

1	YES	
2	NO	

29. If your answer is yes. How do you rate the internet service been provided?

1	Very good	
2	Good	
3	Very bad	
4	Bad	

30. Online counselling can help in counselling of students and contribute to their academic development. What is your opinion?

1	No idea	
2	Disagree	
3	Partially	
4	Agree	

31. What are the benefits of e-guidance and counselling? You may choose more than one response.

1	It reduces queues	
2	It saves accommodation spaces	
3	Reduces physical interactions	
4	There is no time restriction	
5	Others	

32. What are the disadvantages of e-guidance and counselling? You may choose more than one response.

1	Lack of physical presence	
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2	Lack of visual and verbal cues	
3	Lack of Urgency	
4	No regular appointment times	
5	Lack of confidentiality	

33. What factors do you think influence the provision of online counselling in Zambia?

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34. What measures should be put in place to alleviate the factors you have listed above if any?

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Thank you for your time.

Appendix III:

Questionnaire for Counsellors.

Dear Respondent,

My name is **Pelekelo Silishebo Francis**, I am a postgraduate student at the University of Zambia under Institute of Distance Education. I am carrying out a study to enable me partially fulfil the requirements of the Degree of Master of Science in Counselling (MSCC).

You have been selected as a respondent and I would be most grateful if you spared a few minutes, to answer the questions in this questionnaire. This is a study on *factors influeincing the provision of online guidance and counselling services in selected colleges in Lusaka District*. All the information you will offer will be handled with utmost confidentiality and will only be used for the MA Dissertation. I would be very grateful if you can give me sincere answers to the questions.

Instructions: Mark (x) in the box and circle against the appropriate response or fill in the blank space provided.

Part I: Personal Data:

1. What is your Age?

1	20-30	
2	35-45	
3	45-50	
4	50-60	
5	Above 60	

2. Gender:

1	Female	
2	Male	

3. Highest qualification attended?

1	Certificate	
2	Diploma	
3	Degree	
4	Masters	
5	Others.	

4. Years of service?

1	1-5 years	
2	5-10 years	
3	10-15 years	
4	20 and above	

5. Are you computer literate?

1	YES	
2	NO	

6. If your answer above is yes. What qualification do you have?

1	Certificate	
2	Diploma	
3	Degree	
4	Masters	
5	Others.	

Part II: Status of Guidance and Counselling.

7. Do you provide guidance and counselling services at your institution?

1	YES	
2	NO	

8. Is guidance and counselling services supported by the College/University administration?

1	YES	
2	NO	

9. Is there need to improve guidance and counselling in your institution?

1	YES	
2	NO	

10. Which of the following counselling services are always sought by students? Please, you can select more than one.

1	Social	
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2	Personal	
3	Educational	
4	Vocational	

Part III: Status of E-Guidance and Counselling.

11. Do you provide e-guidance and counselling services at your institution?

1	YES	
2	NO	

12. Is e-guidance and counselling services supported by the College/University administration?

1	YES	
2	NO	

13. Is there need to improve e-guidance and counselling in your institution?

1	YES	
2	NO	

14. Online counselling can help in counselling of students and contribute to their academic development. What is your opinion?

1	No idea	
2	Disagree	
3	Partially	
4	Agree	

15. What are the benefits of e-guidance and counselling?

1	It reduces queues	
2	It saves accommodation spaces	
3	Reduces physical interactions	
4	There is no time restriction	
5	Others	

16. What are the disadvantages of e-guidance and counselling?

1	Lack of physical presence	
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2	Lack of visual and verbal cues	
3	Urgency	
4	No regular appointment times	
5	Lack of confidentiality	

17. What factors influence the provision of e-guidance and counselling among counsellors?

1	Lack Capacity Building	
2	Lack Administrative support	
3	Lack peer support	
4	Lack of skills in ICT	
5	Others	

18. What do you think should be done to improve status of e-guidance and counselling in you institution?

1	Capacity Building	
2	Administrative support	
3	Peer support	
4	Acquiring skills in ICT	
5	Poor network connection	
6	Others	

19. Online counselling can help in counselling of students and contribute to their academic development. What is your opinion?

1	No idea	
2	Disagree	
3	Partially	
4	Agree	

20. What are your recommendations as regards e-guidance and counselling services in institution of higher learning?

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Thank you for your time.

Appendix IV:

Semi-structured Interview guide for Counsellors.

Interview guide for Counsellors on factors influencing the provision of online guidance and counselling services in selected colleges in Lusaka District.

1. What is your age?.....
2. For how long have you served as a counsellor?.....
3. Are you trained in guidance and counselling?.....
 - (i). If you are, what qualification do you hold?.....
4. Are you computer literate?.....
 - (i). If your answer, above is yes. What level of qualification do you have?
.....
5. Do you provide online counselling at your institution?
.....
 - (i) If Yes. For how long have you been providing online counselling?
.....
6. What factors do you think influence the provision of online guidance and counselling services in institutions of higher learning?
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7. What do you suggest should be done to help you effectively provide online counselling to your clients?
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8. How would you rate the way the counselling services is being offered by the institution?

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9. Do you think government has given enough support to provision of e-guidance and counselling?

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10. What suggestions do you recommend to government to alleviate the challenges in the introduction and provision of e-guidance and counselling in Zambia?

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11. To what extent do the students access guidance and counselling services in their studies?

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12. What type of counselling do they access mostly?

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13. Any other recommendation you may have.

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Thank you for participating in this study