

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

LIS 421 FINAL REPORT

TOPIC: students' under utilization of the university of Zambia counselling centre

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Abstract

This research investigated the factors which affects the turnout of students for counselling at the university of Zambia counselling centre. The university of Zambia students' population was as the study population.

The study also considered some specific objectives which included; finding out whether socio economic background of a student can affect their decision to seek counselling; to find out whether, there is a relationship between year of study and the likelihood of a student to seek counselling and many others.

The variables that were found to have a significant influence on the students' decision to seek counselling included age, sex, year of study, religion, employment status of guardian, family average monthly income, classification of parents residential area and culture. Moreover, knowledge, attitude and awareness of the students about the existence of t he counselling centre.

The study end by giving recommendations on what can be done to improve the turnout of the students at the centre.

CHAPTER 1

1.0 INTRODUCTION

Counselling is indispensable in humanity because, it is believed that, “no single human being can be good at everything” (Amanzi, 1989:45). This means that, a person may be very good at one thing and at the same time be a complete novice at something else. When faced with the same problem to solve, different people will have different ideas of how to go about solving that particular problem. This is so because human beings perceive things differently and they differ in the way they reason. It is for this reason that every human being when faced with a problem him or her will desire to seek for advice from other people.

According to the Oxford Advanced Learners Dictionary, counseling can be defined as “the process of giving advice especially by a professional person”. Daniel De Clark also defines counseling as “the process of imparting problem solving ideas into an individual by a person who trained to do so”. He also goes on to say that, counseling without action is ineffective.

This means that, until the person receiving council acts according to the council given to them, that counseling remains unfruitful (Clark, 1990:5)

Counseling Services provides individual, supportive counseling to assist students as they pursue educational and personal goals. Counseling is an educational process. Students acquire new skills to increase their level of self-awareness and gain new perspectives concerning relationships with others.

Sarah Powell (1998:40) also in her book entitled “counselling and the human mind” said that, counselling is an issue that has been gaining more and more attention over the years especially since the 1980s. She attributed this consistent and persistent increase in attention to the population growth that most parts of the world have been facing. Increased population is believed to generate social, economic problems and many other problems, which affect people’s daily lives. This in the end will cause the people to start seeking professional counselling services.

Experience and literature has revealed that young people are more likely to experience stress and other emotional problems and the elderly people. These stressors come from various social, economic, academic, personal, vocational and other concerns. If the young people are not helped to manage these problems and to make better choices in life, their future can be affected greatly. Amanzi (1989:49) recommended that investment into the counselling services by building appropriate infrastructure and training personnel to provide professional counselling services should be a priority for especially African Governments if meaningful national development is to be achieved in the coming years. He goes on to explain that, “the developments of every nation depends largely on the young people therefore, it is important for every government to ensure that those youths mature into responsible adults with the right attitude towards development of their countries by ensuring that they invest significant resources into the young population.

Previous studies have also revealed that, students in institutions of higher learning especially Universities, are more likely to be stressed than their peers from colleges and other institutions, because the stressors that are prevalent in universities are more than those prevalent elsewhere (Powell, 1998:14).

It is also observed that the majority of the young people that are faced with the challenges that require professional counselling help are reluctant to visit counselling centres. It is in this

light therefore that this study endeavoured to investigate the factors that have an influence on the young people's decision to seek counselling help. The University Of Zambia student population was used as the study population with an assumption that, the majority of the students at the institution are young that is at least below the age of 30.

2.0 ROLE OF INFORMATION TO THE INSTITUTION

Since the establishment of the University of Zambia in 1969, the population of students enrolled every year has been increasing significantly. In the end, it was discovered that, due to overpopulation on the institution students social problems increased and in its assessment, the university concluded that there was need to establish an institution that was to help in the provision of counselling services to the students. Therefore, in the year 1980, the University of Zambia counselling centre was established.

The Counseling Center offers educational programs that support student development including workshops on stress management, guided imagery, and conflict resolution. Additionally, the Counseling Center offers a fully stocked library of literature, which addresses a wide variety of topics such as relaxation training, depression, anxiety, anger management, self-assertion, self-esteem, and substance abuse issues. This material is available to borrow on a limited time basis to the university of Zambia students. The university of Zambia Counseling Center has a strong commitment to maintaining the confidentiality of the information that students share.

3.0 STATEMENT OF THE PROBLEM

The students at the University of Zambia like any other students at other universities faces a lot of problems and other challenges which ranges from personal, health, educational, financial, tuition related, and career and vocational guidance. Some of the personal concerns which the students are likely to encounter include relationships with other students, transitions or adjustments especially for the new students, worry about self or partner, family issues, alcohol or drug abuse, guilty feeling and bereavements. Some of the health concerns may include HIV/AIDS or STI related problems, family planning, unwanted pregnancies and other sicknesses. Some of the most pronounced educational concerns among students include, change of quota problems, academic withdrawal from studies, examination panic or anxieties, exclude from school and lack of concentration on studies. Under financial and career

concerns, we have issues of sponsorship, career choice, employment search, lack of job interview techniques and lack of goals.

Mostly, students facing some of the problems mentioned above are very prone to stress and other emotional problems. According to Stewart (1982:23), in his book entitled “Stress management”, stress can affect a student’s personal life and if not properly managed, it can affect the student’s concentration to academic work”. He also goes on to say that, if stress and other emotional disorders were not properly managed, they would generate frustration and loss of interest in academics. This in the end is likely to affect a student’s performance academically. Looking at the University of Zambia scenario, any negative effect on the student’s academic performance is likely to lead to other problems like anxiety, panic, fear of being excluded and if the student is not helped to resolve these problems, their lives can be devastated (Kaunitz, 1999).

At the University of Zambia, the issue of accommodation is another issue which is very likely to generate anxiety, panic, frustration, discouragement and other stress related problems. According to the results of a study on the effects of accommodation crisis on the academic performance of students done by a then student Kanyanta (2002:34), it was revealed that, unaccommodated students are more likely to be stressed of encounter other emotional problems than the accommodated students.

It is actually for the above reasons that the university of Zambia counselling centre was established so that it can be helping students to deal and cope with anything that is likely to affect their academic performance and their social lives. The counselling centre provides professional counselling and literature that is tailored towards stress management and other related concerns. In addition, the counselling centre provides help in solving any other problems which the students face.

However, it has been discovered that, despite the counselling centre offering all these beneficial services, some students still shun visiting the centre even when they are facing problems that are addressed by the counselling centre. This study therefore investigated the factors that influence the turnout of students at the centre.

4.0 RATIONALE OF THE STUDY

There is increasing evidence since the early 1980s that the level of stress and other problems that are likely to be experienced by the students have not only increased among the university

student population but is greater than that among the general population. It is widely accepted that a university setting provides an abundant source of stressors that can be difficult for both new and returning students to negotiate. Stress may arise from academic, social, and developmental demands. Its impact may vary depending on a student's gender, level of self-esteem, coping style, social support, and resources available to them. Stress can severely impede a student's ability to function and ultimately lead to loss of productivity, poor academic performance, and attrition (Kaunitz, 1990:41).

Some research efforts have focused specifically on identifying students' concerns while in university as well as their level of awareness and utilization of university services available to them, since such services could help buffer the impact of stress. However, according to Dennis in his book entitled, "Counseling and health" the factors govern the utilization of the counseling services are largely affected by geography and cultures. This simply means that, there is expected to be some notable differences in the factors that affect the utilization of counseling services from one region to another. This therefore suggests what may be applicable in one area or university where this study is concerned may not actually be applicable in another area. Therefore instead of relying so much on the factors that affect the turnout of the students at the counseling centers in other areas or institutions, it is important to undertake a thorough study in that particular area so as to determine the factors that apply in that particular area. This however does not rule out the fact that there is a great deal of similarities in these factors globally.

Also it has been discovered that though this topic is of ultimate importance, very little research has been done on this topic. It is to this cause that this study was as comprehensive as possible and tried to discover the gaps that have been left by the previous studies and tried to fill them.

Once the underlying factors, which influence the utilization of the University of Zambia counseling center, have been identified, then this information will be used by the university administration to take appropriate measures that are going to ensure utilization of the counseling centre by both the undergraduate and postgraduate students at the institution improves. If this happens, it is believed that in the end the overall academic performance and the student's dedication towards school may generally improve.

CHAPTER 2

5.0 LITERATURE REVIEW

In order to acquire a deeper understanding of the problem at hand, review of previous studies was done on the same problem (empirical review) as well as the sentiments and theories that have been done on the topic have been reviewed.

5.1 THEORETICAL REVIEW

A lot of theories have been done on the problem of counselling, however, in this particular study, we are only going to adopt a couple of theories that have been perceived to be of great relevance to this study.

A man known as Adler, Alfred, propagated the first theory. He was the first well-known dissenter from Freud's school of thought. He came to be known as the father of what he called "individual psychology." He shifted the motivational emphasis from biological instincts to social relationships. He believed man's primary motivation to be a "will to power." This is based upon his conception of the universal need of children to be dependent upon adults. Such dependency produces feelings of inadequacy and inferiority which each must strive to overcome. According to this theory, frustration and stress is very likely to be generated in an individual's life if they fail to achieve what is considered to be very important culturally. The theory also goes on to say that, if that counselling is the best way of dealing with all these frustrations (Derek, 1981:4)

Another theory that applies to this study is the one that was propagated by Horney, Karen: according to her, problems are considered to stem from a "basic anxiety" that may be produced in individuals if they are not reared in an accepting environment. She also goes on to say that Therapy consists of diminishing discrepancies between one's ideal-self and self-concept and the best way to achieve this through counselling. This theory emphasises that, an individual's feeling of acceptance or non acceptance can also affect their decision on whether to seek counselling help or not. Therefore, it is important for every counselling activity to be tailored towards trying to make the clients feel accepted and cared for (Evans, 1988:5)

5.2 EMPIRICAL REVIEW

Several studies have been conducted around the world on the problem of underutilization of counselling students. The factors that have been labelled by many studies as being key whereas a student's decision to seek counselling is concerned includes, background of the student, social economic status, year of study, just to mention a few.

According to study that was done by the John Hopkins University Press in the United States of America revealed that, Utilization of counseling services was positively associated with an index of depression symptoms, the number of semesters in school, and identifying as female. Those students who had experienced a significant mental health event in the past year and had higher functional relationships with their advisors were significantly more likely to

utilize counseling services. This study also revealed that, almost half of graduate student respondents reported having had an emotional or stress-related problem over the past year, and over half reported knowing a colleague who had had an emotional or stress-related problem over the past year. Self-reported mental health needs were significantly and negatively related to confidence about one's financial status, higher functional relationship with one's advisor, regular contact with friends, and being married. Findings suggest a strong link between age and the chances of a student seeking counseling services. This is so because it was discovered that a graduate student was more likely to experience emotional or other stress related problems than an undergraduate (online:www.johnhopkins.com)

Another study on the utilization of counselling services was done by Jenny K. Yi in the United States of America. This study examined the utilization of counselling services by students at a major university in Texas. The results of the study showed that five hundred and sixteen students visited the university counselling centre during the academic years of 1992 and 1998. Their demographic characteristics, referral resources, types of services sought, as well as their self-reported presenting concerns, were examined. It was discovered that those students who used the counselling centre for career counselling were more likely to be younger, female, and of undergraduate status. Those students who used the counselling centre for personal problems were more likely to be older, male, and graduate students. "Academics/Grades," "Anxiety," and "Depression" were the top three concerns for undergraduate students while "Depression," "Time Management," and "Relationship with Romantic Partner" were the top three "extremely worried" concerns for graduate students. This study therefore also tries to find a correlation between age and the type of counselling service that is sought. This study therefore concluded that when trying to address the problems that students faces through counselling, it is important to note that different age groups or birth cohorts requires different approaches towards the solving of their problems through counselling (Jenny,1992:7).

A study by University of Michigan researchers surveyed 2,785 students and found that despite availability of on-campus of counseling services provided at no cost, students still did not access care. Daniel Eisenberg, assistant professor at the University of Michigan School of Public Health and colleagues conducted the Web-based survey in an attempt to quantify counseling service use and factors associated with whether or not students seek help. It was also discovered in this study that, among those students with significant symptoms of

depressive or anxiety disorders, anywhere from 37 to 84 percent of students didn't seek treatment, depending on the problem they are facing. However, 72 percent of students with positive screens for major depression did acknowledge they needed help. The results of the study also found that one of the biggest predictors of whether a student sought help was socio-economic background. It was discovered that students who reported growing up in poor families were almost twice as likely not to seek help. Poor students were also much more prone to symptoms of depression and anxiety disorders. Other factors associated with not seeking help included lack of perceived need, being unaware of services or insurance coverage, skepticism about effectiveness, or being Asian or Pacific Islander. Women were more likely to realize they need help and seek it. Daniel Eisenberg concluded by saying that, it's important to understand what motivates students to seek help or not for several reasons (Daniel, 2003:17).

Another study on the utilization of counselling services was done in Cape Town in the republic of South Africa. The aim of the study was to document the correlates of receiving counselling services at the University of Cape Town, South Africa. The results of this study showed that 932 students who received counselling over a 3-year period were compared with the other 23,158 students registered at the university. Data were obtained from the university computerized record system. The results of this study were that, Women, Black people and 20-24-year-olds were significantly more likely to receive counselling services. In contrasting the results of this study with the previous studies looked at earlier, it can be noted that this study introduced to important factors that affect the student's desire or urge to seek counselling. These factors are gender and race. When adjusting for these demographic variables, non-English speakers, humanities students, undergraduates, first-year students, students who were eligible to receive financial assistance, and students from outside Cape Town were significantly more likely to receive counselling (online: www.unisa.com). Therefore this research recommended that, further research needed to be done to determine the reasons for these findings.

6.0 RESEARCH OBJECTIVES

6.1 GENERAL OBJECTIVE

- To investigate the factors that affects the turnout of students at the University of Zambia counselling centre.

6.2 SPECIFIC OBJECTIVES

- To find out whether socio-economic background of a student can affect their decision to seek counselling.
- To find out whether there is a relationship between year of study and the likelihood of a student to seek counselling.
- To find out whether gender and age are key factors in the decision of a student to seek counselling.
- To determine the levels of awareness of the students about the services offered at the centre.
- To find out the weather stress and other emotional problems can affect a student's academic performance.
- To find out whether culture and religiosity can have a direct effect on the turnout of the students for counselling at the counselling centre.

CHAPTER 3

7.0 RESEARCH METHODOLOGY.

7.1 DATA COLLECTION

A questionnaire was used to collect data in this study. Most of the questions that were included in the questionnaire were closed ended.

Questionnaires were preferred in this research because they produce short responses, makes it easier to compare responses across respondents and also makes analysis of the data easier especially a where, as the case in this research a quantitative approach of analyzing data was employed. Since the University of Zambia students population which will be used in this study is considered to be literate, self administered questionnaires were used to collect the data.

7.2 SAMPLE SIZE AND DESIGN

In every research, which involves sampling, the issue of sample size is very cardinal. This is because there is a very big link between sample size and its level of representation of the population from which the sample was drawn. The larger the sample, the greater the representation. However, there are a lot of factors that affect the sample size and these includes; resources, time and manpower. In this research therefore, a sample of 100 students was used which was considered to be sufficiently large enough to give us good representation of UNZA students and thus produce a larger confidence interval and a little margin of error.

7.3 SAMPLING METHOD

There are basically two types of sampling that are employed by the social scientists. These are probability and non-probability sampling procedures. In probability sampling, all the elements of the population have an equal and non-zero chance of being selected. Probabilistic sampling helps to address the problem of biasness in the selection of respondents. You can use probabilistic or non-probabilistic sampling depending on the purpose and use of the research findings. If there is going to be need of generalizing the results obtained by using the sample, then probabilistic sampling approach should be used and on the other hand, if generalization of results is not needed, then non-probabilistic sampling can be used.

In this study, a probabilistic sampling technique called simple random sampling was used to select the respondent from the study population. A simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected. A simple random sample is free from sampling bias. However, using a random number table to choose the elementary units can be cumbersome. If the sample is to be collected by a person untrained in statistics, then instructions may be misinterpreted and selections may be made improperly. Instead of using a least of random numbers, data collection can be simplified by selecting say every 10th or 100th unit after the first unit has been chosen randomly as discussed below. Such a procedure is called systematic random sampling. The list of all accommodated UNZA students was used as our sampling frame. The

reason for only restricting to our frame is to only the accommodated students is that, their places of residence during school days are known and also they are expected to be resident on campus, which helped to cut on the cost of data collection in terms of transport. A technique called simple random sampling was used to draw the sample.

7.4 SAMPLE SIZE

The question of how large a sample should be is a difficult one. Sample size can be determined by various constraints. For example, the available funding may pre-specify the sample size. When research costs are fixed, a useful rule of thumb is to spend about one half of the total amount for data collection and the other half for data analysis. This constraint influences the sample size as well as sample design and data collection procedures.

In general, sample size depends on the nature of the analysis to be performed, the desired precision of the estimates one wishes to achieve, the kind and number of comparisons that will be made, the number of variables that have to be examined simultaneously and how heterogeneous a universe is sampled. For example, if the key analysis of a randomized experiment consists of computing averages for experimentals and controls in a project and comparing differences, then a sample under 100 might be adequate, assuming that other statistical assumptions hold.

In this research however, a sample of 100 was used which is believed to represent effectively the student population at the university of Zambia.

7.5 DATA ANALYSIS

A computer software known as Statistical Package for Social Sciences was used to analyse the data that will be collected. This package helps in the analysis of quantitative data. However, is also important to mention that, the analysis of this data did not only entirely depend on SPSS but also the manual input. Before the analysis was done, the data that was collected using questionnaires was first checked for uniformity, consistency and accuracy. The raw data collected was then subjected to coding, and then was fed into the computer. Other open ended questions in the questionnaire were analysed manually.

The data was then analysed using SPSS. The results from the questionnaires after being analysed were presented in various media such as tables, charts etc. The quantitative analysis of data was in addition be complemented by the analysis of qualitative data which was then analysed manually. The information was contained in the tables and charts was then interpreted

Chapter 4

8.0 PRESENTATION OF FINDINGS

8.1.0 Characteristics of Study Respondents.

For the analysis of the collected data to be successful, it was important for us to select and consider some of the key demographic, social, and economic and other key background factors that are considered to have a significant influence on the decision to seek counselling on the study population, which in this case is the University of Zambia Students population. These characteristics are vital because they give a base or reference point for analysing a given population under investigation. Therefore, this study obtained information on the following demographic, social, economic and other background characteristics; age, sex, year

of study, religion, employment status of guardian, family average monthly income, classification of parents residential area and culture.

8.1.1 Age-Sex Structure

Information on the age–sex distribution of the study population is of great importance in the analysis of the factors that influence a student’s decision to seek counselling. This is important in this research because, the factors that may influence an individual’s decision to seek counselling may differ according to age and sex. For example, the older students may have a different attitude from the younger students towards counselling as they may be less prone to stress and other emotional problems or may have a feeling that they are old enough to handle their own problems without seeking professional counselling help. In addition, differentials may exist in terms of attitude towards counselling by sex.

In this study, fifty (50) students were sampled of which 32 were males and 18 were females translating to 64% and 36% respectively. This shows that the university of Zambia population is a little bit skewed towards males. The majority of the sampled respondents were aged between 19 and 24 years representing a percentage of 82 percent. This suggests that the majority of the University of Zambia are young and coming straight from school. The highest age reported was 35 and the lowest age reported was 19. 20 students reported to have been aged between aged between 24 and 28. The detailed collected information on age and sex is indicated in table 1.1.0 below

8.1.2 Year of study

Another variable that was believed to have a significant effect on the students choice of contraception was the students year of study. This variable was considered on the premise that the attitude that for example senior students would have on the choice of contraception would be different from that of the junior students.

Data was therefore collected on the years of study of the sample respondents and the resulting frequencies were as shown in table 1.1.0 below

8.1.2 Religion

Religion tends to shape culture as well as certain norms and values of individuals in almost every society. For instance, in certain religions seeking any other counselling apart from that provided by the church may be unacceptable while in others it may be acceptable. As such, an individual’s decision to seek counselling from an institution like the University of Zambia counselling centre may be influenced by religion.

Thus, this study obtained data on the respondent’s religious affiliation. As shown in table 1.1.0, all the sampled students were Christians. Therefore, to effectively measure this variable, the respondents were further subdivided into their religious denominations of which the majority of the respondents were protestants (Pentecostals and all those churches which broke away from the catholic church) who were 20 representing 40%, followed by the Catholics who were 14 representing 28% followed by the SDAs (Seventh Day Adventists) who were 10 representing 20%, then the Jehovah’s witnesses who were 6 representing 12%. This information too is indicated in table 1.1.0 below.

Table 8.1.0: Count and Percent Distribution of Respondent’s Background and Demographic Characteristics

Characteristic	Count	Percent
SEX		
Male	32	64
Female	18	36
AGE		
19	3	6
20	6	12

21	4	8
22	6	12
23	8	16
24	10	20
25	5	10
26	3	6
27+	5	10
YEAR OF STUDY		
First	13	26
Second	16	32
Third	8	16
Fourth	9	18
Fifth	3	6
Sixth	1	1
RELIGION		
Catholic	14	28
SDA	10	20
Jehovah's witness	6	12
Protestant	20	40
FAMILY'S AVERAGE MONTHLY INCOME		
Below K1000,000	7	14
Between K1000,000 and K2000,000	18	36
Above K2000,000	25	50

CLASSIFICATION OF PARENTS RESIDENTIAL AREA		
High density	6	6
Medium Density	68	68
Low density	26	26
TRIBE (Culture)		
Bemba	16	16
Ngoni/Chewa	12	12
Tonga	19	19
Lozi	15	15
Kaonde	4	4
Luvale	1	1
Others	33	33
Total	100	100

8.1.3 Employment status of Parents or Guardian

Employment status of guardians or parents has implications on income levels of individuals, which in turn may influence their attitude to counselling. This question was included in the questionnaire under the assumption that the students most of the university of Zambia students depend on the guardians and that their access to financial resources reflects their parents or guardians financial status. Therefore the students coming from families where the guardians are unemployed and also to some extent those coming from families where the guardians are self employed are assumed to be more likely to be stressed or encounter other emotional problems resulting from financial constraints.

Therefore, in this research, information on the employment status of the student's guardians was collected. Of the 50 students sampled, the majority, 17 reported that their guardians were

employed representing 34%, and 16 students representing 32% said that their guardians were unemployed, and 16 representing 16% reported that their guardians were self employed. However, 1(one) student representing 2% reported that the question on employment status of guardians or parents did not apply meaning that, the student neither had parents or any other guardians probably because the student was independent and staying on their own. The count and percentages of responses with respect to employment status of the guardians or parents is also indicated in table 1.1.0 above.

8.1.4 Family Average Monthly Income

Family monthly average income influences the household percapita income or the money that every member of the family can have access to. This was included in the questionnaire as a follow up question to the question on employment status of guardians. This helps to avoid making assumptions such as all students coming from families where the guardians have more access to financial resources than those whose guardians are unemployed. As already alluded to, it is assumed that students coming from families where there is poor access to financial resources and may be more prone to stress and other emotional problems that would make them more likely to seek counselling than the other students.

From the data collected from the 50 respondents, 25 students representing 50 percent reported that their family's average monthly income were above 2000,000, followed by 18 students representing 36% who reported that their family's average monthly income fell between K1000, 000 and K2000,000 and 7 students representing a percentage of 14% said that their family's monthly average incomes were below K1000,000 per month. The statistics on family's average monthly income are also indicated in table 1.1.0

8.1.5 Sponsorship

Sponsorship was another variable that was considered to have a significant effect on the decision of students to seek counselling. In this study, sponsorship is considered to have a significant contribution to the observed levels of stress in students. For example, a student who is self-sponsored may be more likely to have difficulties in paying school fees and this may cause them to be stressed. Therefore, data on the employment status of the study respondents was collected and the results revealed that the majority of the students, 32 representing 64% were Government sponsored and 13 representing 26% were self sponsored.

Also, five of the respondents said that, they were being sponsored by other sponsors other than government or themselves.

8.1.6 Classification of Parents or Guardian's Residential Area

This factor was considered with a view that, the environment in which an individual was brought up from is likely to influence their attitude towards counselling. Different residential settings have differences in terms of the values of people who live in those residences. For example, students who come from high-populated areas of villages may have attitudes, values and preferences different from those of students who come from less densely populated areas. In order to find out if there can be differences in the attitudes of students with respect to the areas of residences where they are coming from, data was collected regarding the classification of the residential areas from which the students were coming from. The residential areas were classified as, low density, medium and high density.

From the 50 respondents, the majority, 22 representing 44% of the students reported that they were coming from low densely populated areas, 18 students representing 36percent reported that they were coming from medium density areas and 10 representing 20% said that they were coming from high density areas as shown above in table 1.1.0 above.

8.1.7 Culture

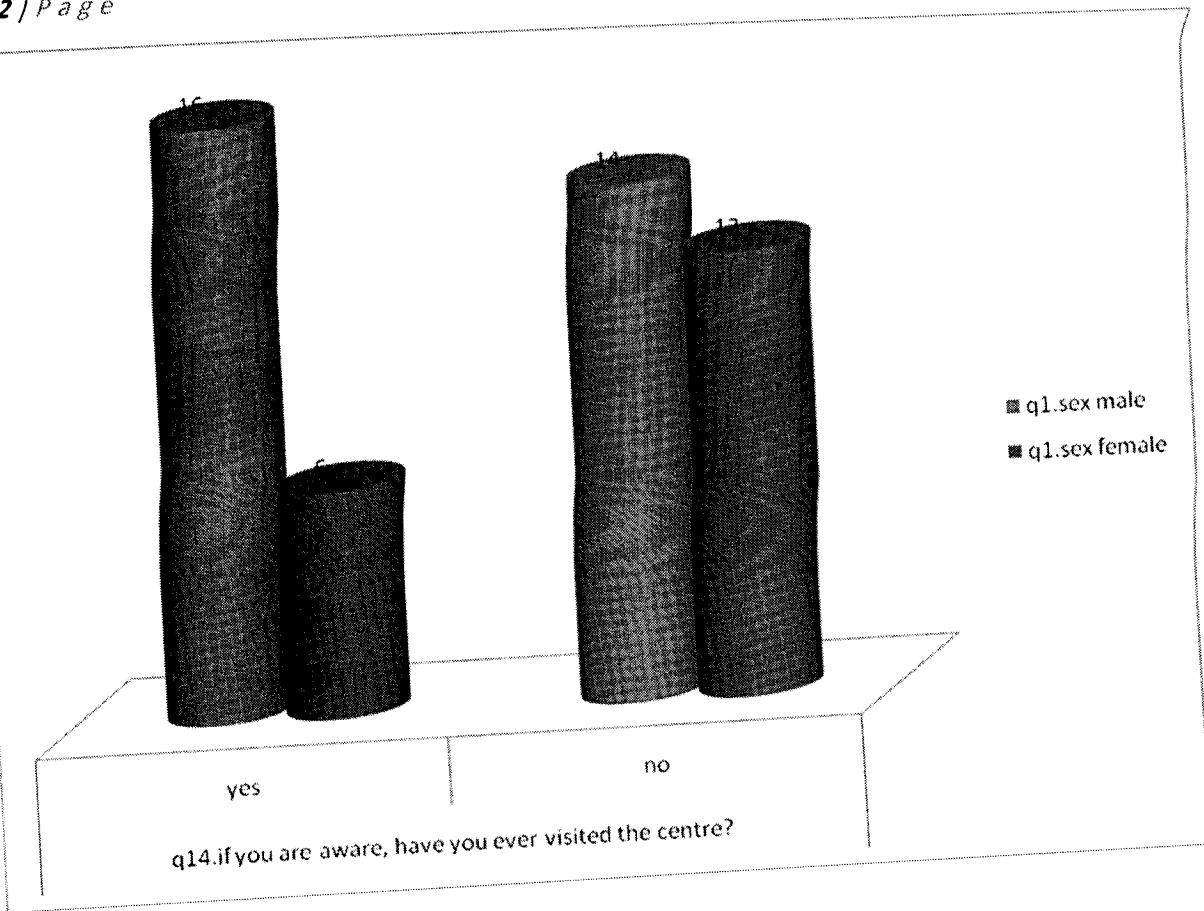
Culture is one of the key factors shaping human behaviour. It tends to shape one's beliefs and norms. This will in turn affect one's preferences and choices and this can affect one's preferences and choices and this can have an influence on an individual's attitude towards contraception. Of the 50 respondents sampled, the majority, 13 of the sampled students reported to be Bemba representing 26% followed by the Lozi who were 10 representing 20%, then the Tonga who were 8, representing 16% then the Ngoni who were 3 representing 6%, then the Kaonde who were 2 representing 4%, and the rest, 14 representing 28% said that they belonged to other tribes besides those mentioned by the options in the question as shown in table 1.1.0 above.

9.0 Turnout of the students at the counselling centre by selected Demographic, Social and Economic Characteristics of Respondents

9.1.1 Turnout of students at the counselling centre stratified by sex.

Figure 1.0 below shows that a higher proportion of the males reported to have visited the counselling centre as compared to the females. According to the figure, 16 males (representing 50%) of the males reported having visited the centre before as compared to only 6 (representing 33.3%). This clearly shows that there is a significant variation between the males and the females in terms of decision to seek counselling. This shows that, a male student is more likely to visit the counselling centre as compared to a female student suggesting that sex is a significant factor affecting the choice of contraception among the University of Zambia students.

Figure 1.0



9.1.2 Turnout of students at the counselling centre stratified by age.

With respect to age, Table 1.1.1 shows that actual turnout of students at the centre varies by age of respondents, with highest turnout being observed for those aged 24(12%) followed by those aged 19(representing 10%) then followed by those aged 21 and 25 with 6% apiece. Also, none of those aged 22, 34 and 35 said that they had visited the centre. This shows that the turnout of the students at the University of Zambia counselling centre varies notably by age meaning that age is one of the key factors affecting a student's decision to seek counselling.

Ever visited the centre						
YES			NO		Total	
Count			Percent	Count	Percent	Count
Age						
19	2	4	0	0	2	4
20	3	6	3	6	6	12
21	2	4	2	4	4	16
22	0	0	6	12	6	12
23	2	4	6	12	8	16
24	6	12	4	8	10	20
25	3	9	2	4	5	10
26	2	4	1	2	3	6
27	1	2	0	0	1	2
30	1	2	0	0	1	2
34	0	0	1	2	1	2
35	0	0	1	2	1	2

Table 1.1.1

9.1.3 Turnout of students at the counselling centre stratified by year of study

Table 1.1.2 shows that the proportions of students who have visited the counselling centre before varies significantly by the year of study of the students. According to the results below, the second years had the highest proportion 9 (18%) of those who said that they had visited the counselling centre before. They were then followed by the first years who were 5(10%) then the fourth and fifth years who had 3 (6%) apiece. However, none of the sixth years agreed to have visited the counselling centre before.

Count		q14.if you are aware, have you ever visited the centre?			Total
		yes	no	not applicable	
q3.year of study	first	5	7	1	13
	second	9	7		16
	third	2	6		8
	fourth	3	6		9
	fifth	3			3
	sixth			1	1
Total		22	26	2	50

Table 1.1.2

9.1.4 Turnout of students at the counselling centre stratified by religion.

According to the findings of this research as documented in table 1.1.3 below, the Catholics recorded the highest 10 (20%) of proportion of those who had visited the centre before followed by the protestants who had 8(16%) of them agreeing that they had visited the centre before. the SDAs and the Jehovah’s witnesses recorded the had on 2(4%) each agreeing that they had visited the counselling centre before. this shows that religiosity of a students has a significant effect on the attitude of a student towards counselling.

Count		ever visited the centre?		Total
		yes	no	
q5.religious denomination	catholic	10	4	14
	SDA	2	8	10
	jehovah's witness	2	4	6
	protestant	8	10	20
Total		22	26	50

Table 1.1.3

In order to have a deeper understanding of the effect of religion on the turnout of students at the University of Zambia counselling centre, two other factors were considered variables where considered in this study. These factors were, ‘how often the sampled students attended

church gatherings’ and, ‘the extent to which the students thought that their cultural values influenced their decision with regards to seeking counselling.

According to the findings of the study, 18 (38%) of the sampled students said that they attended church at least once per month whereas 15 (30%) of the sampled students said that they visited religious gatherings weekly. 9(18%) of the sampled students said that they attended church gatherings at least once per six months and only 8(16% of the sampled students) said that they never attend church gatherings. These figures reveal that most University of Zambia students like attending religious gatherings as shown in the table below.

How often do you attend religious gatherings?

		Frequency	Percent
Valid	atleast once per week	15	30.0
	atleast once per month	18	36.0
	atleast once per six months	9	18.0
	never	8	16.0
	Total	50	100.0

Table 1.1.4

When asked on the extent to which their religious values affected their decision to seek counselling, most, 22(44% of the sampled students) said that their religious values did not affect their decision to seek counselling at all as shown in the table below. Also, 10 (20%) said that their religious values affected their decision to seek counselling to a larger extent, 10(20%) said moderately and 8(16%) said that their religious values had a minimal effect on their decision to seek counselling.

To what extent do your religious values affect you
decision to seek counselling

		Frequency	Percent
Valid	to a larger extent	10	20.0
	medium	10	20.0
	minimal	8	16.0
	not at all	22	44.0
	Total	50	100.0

Table 1.1.5

9.1.5 Turnout of students at the counselling centre stratified by employment status of guardian

According to table 1.1.4 above 11 (representing 64.7 %) of students who had parents or guardians who were unemployed said that they had visited the counselling before followed by 6 (representing 35.5%) of those who had employed parents/guardians. Students who reported to have unemployed guardians had the lowest proportion with 5(representing 31.3%) of the students saying that they had visited the centre before. These variations in the proportions of students visiting the centre when stratified by their guardians' employment status suggests that, employment status of a student's guardian to some extent will affect the likelihood of that student to visit the counselling centre. Also table 1.1.4 below shows that one of the sampled students had neither a parent nor a guardian probably because the student was independent and looking after him/herself.

Count

		Ever visited the centre?		Total
		yes	no	
q7.employment status of parents/guardian	employed	6	9	16
	unemployed	5	10	16
	self employed	11	6	17
	not applicable		1	1
Total		24	26	50

Table 1.1.4

9.1.6 Turnout of students at the counselling centre stratified by family average monthly income

In this research, the variable average monthly income was chosen on the premise that, it largely determines a student's access to financial resources. This variable was used based on the notion that, employment status of parents or guardians does not always determine a family's access to money. In other words, it is not always the case that for example a student who has employed parents will have more access to money than the one who has unemployed guardians or parents.

According to the findings in figure 1.1 below, 13 (representing 52%) of the students whose average monthly incomes were above K2000,000 said that they had visited the counselling centre before. they had the highest proportion followed by 8 (representing 44%) of those whose family average incomes were between K1000,000 and k2000,000. Students whose family average incomes were below K1000, 000 had the lowest proportion, 1 (representing 14.3%) of those who had visited the centre. these findings are similar to what was found when the turnout of the students at the University of Zambia counselling centre was stratified by employment status of students' guardians or parent. This shows that, the student's family average income has a significant effect on the students' likelihood to visit the counselling centre and that this effect is similar to that observed for Guardians or parents' employment status.

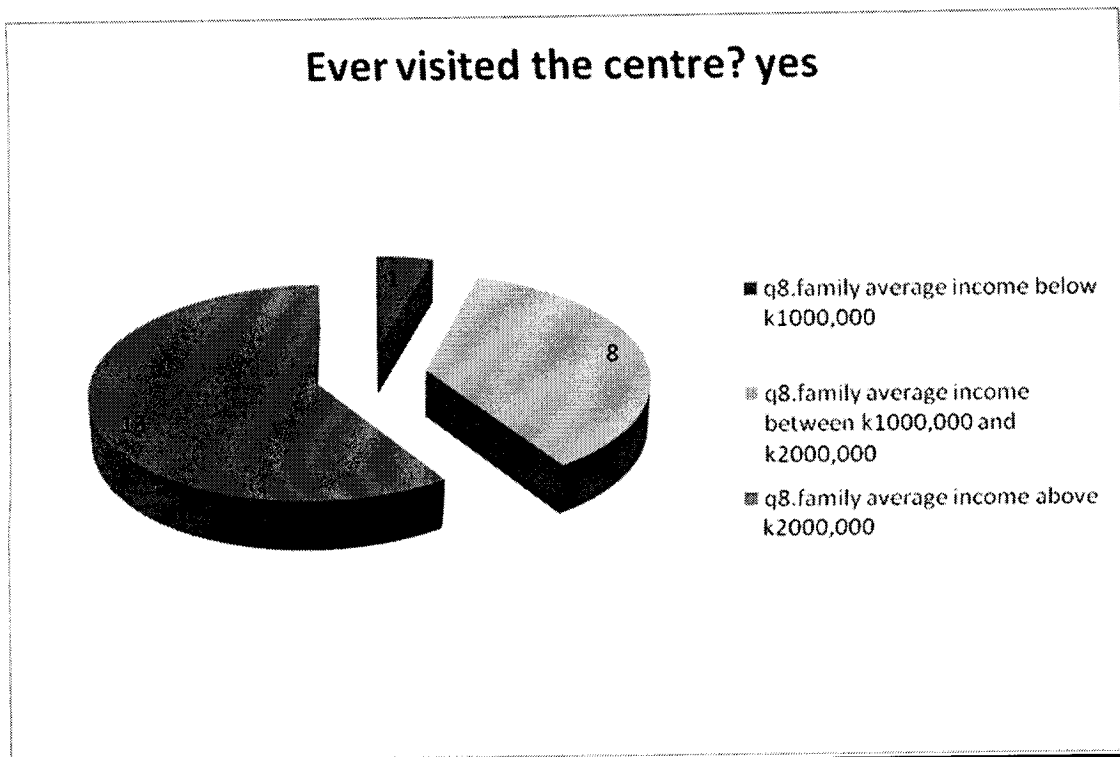


Figure 1.1

9.1.7 Turnout of students at the counselling centre stratified by culture

Culture is one of the key factors shaping human behaviour. It tends to shape one's beliefs and norms. This will in turn affect one's preferences and choices and this can affect one preferences and choice in terms of seeking for counselling. Therefore in this questionnaire, one's cultural beliefs were related to the tribe they belonged to. Therefore, data was collected on the tribal affiliations of students and then cross tabulated with the turnout of the students at the University of Zambia counselling centre and the results were as shown in table 1.1.5 below.

According to table 1.1.5 the Lozi students had the highest proportion, 9 (90%) of the students who had visited the counselling centre before followed by the Bemba with 8 (61.5%). On the other hand, none of the sampled Ngoni and Kaonde students reported to have visited the counselling centre before. This shows that, culture is a significant factor affecting the likelihood of a student to visiting the counselling centre.

Count		q14.if you are aware, have you ever visited		Total
		yes	no	
q19.what is your tribe?	lozi	9	1	10
	tonga	2	6	8
	bemba	8	5	13
	kaonde		2	2
	ngoni		3	3
	6	1	1	2
	others	2	8	12
Total		22	26	50

Table 1.1.5

In relation to culture, the sampled students’ opinions on whether they would agree that cultural beliefs of their tribes would have an influence on their decision to seek counselling or not were collected. The results according to the figure below revealed that most, 33(representing 66%) of the sampled students believed that their cultural beliefs would not affect their decision to seek counselling. Also, only 17(34%) of the sampled students agreed that their cultural beliefs would affect their decision to seek counselling as shown in the figure below.

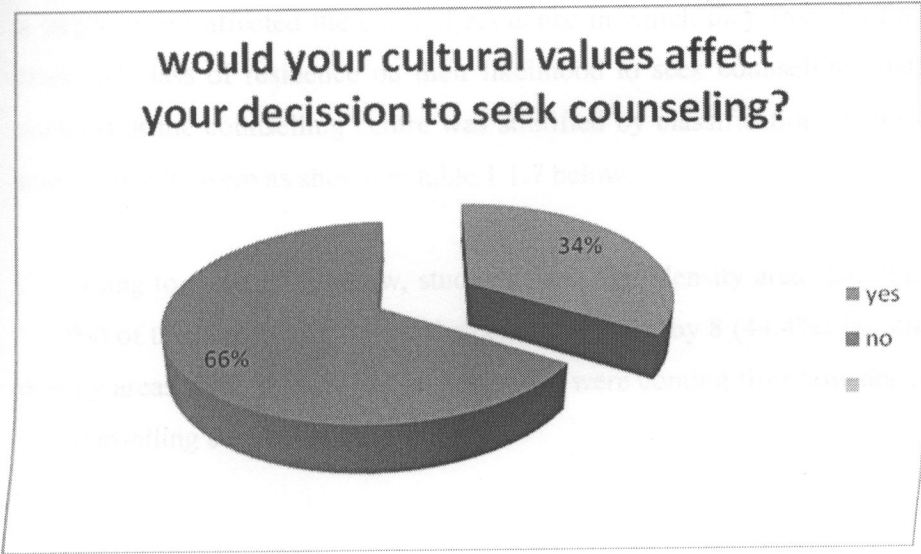


Figure 1.2

When asked how much their cultural values affected their decision to seek counselling, most 24 (44% of the sampled students) said that their cultural values did not affect their decision to seek counselling at all while only 10 (20%) said that their decision to seek counselling was very much affected by their cultural values as shown in the table below.

		Frequency	Percent
Valid	very much	10	20.0
	not very much	16	32.0
	not at all	24	48.0
	Total	50	100.0

Table 1.1.6

Another variable that was related to culture which had a significant influence effect on the likelihood of a student to seek counselling was the class of the residential area from which the student was coming from. The residential areas where classified as high density, medium density and low density.

This variable was considered under the premise that the environment in which a student was brought up from has an impact on the attitudes and values of that person and this in turn will affect that students' attitude towards counselling. This is so because people's lifestyles are to

a larger extent affected the class of residence in which they live. To find the influence of a students' class of residence on their likelihood to seek counselling, data on the turnout of students at the counselling centre was stratified by classification of the students' residences and the results were as shown in table 1.1.7 below.

According to table 1.1.7 below, students from high density areas had the highest proportion, 5(50%) of those who had visited the centre followed by 8 (44.4%) for students from medium density areas. Only 9 (41%) of students who were coming from low density areas had visited the counselling centre before.

Count		q14.if you are aware, have you ever visited		Total
		yes	no	
q9.classification of parents of parents or guardian's residential area	low density	9	12	22
	medium density	8	9	18
	high density	5	5	10
	Total	24	26	50

Table 1.1.7

10.0 LEVELS OF AWARENESS AND ATTITUDE

The levels of awareness about the existence of the University of Zambia counselling centre, attitude as well as the services that are offered by the counselling centre were also considered to be among the factors that affect the turnout of students at the University of Zambia counselling centre. In order to effectively evaluate the influence of these factors on the turnout of students at the University of Zambia counselling centre, a number of questions were included in the questionnaire.

In order to effectively measure the student's attitude towards the counselling centre, the research first of all began by finding out the prevalence of stress and other emotional

problems, the causes of these problems and whether these problems were having an effect on the students’ academic performance.

With regards to the prevalence of stress and other emotional problems, the respondents were asked whether they had ever experienced stress or other emotional problems and their responses were as shown in table 1.1.8 below.

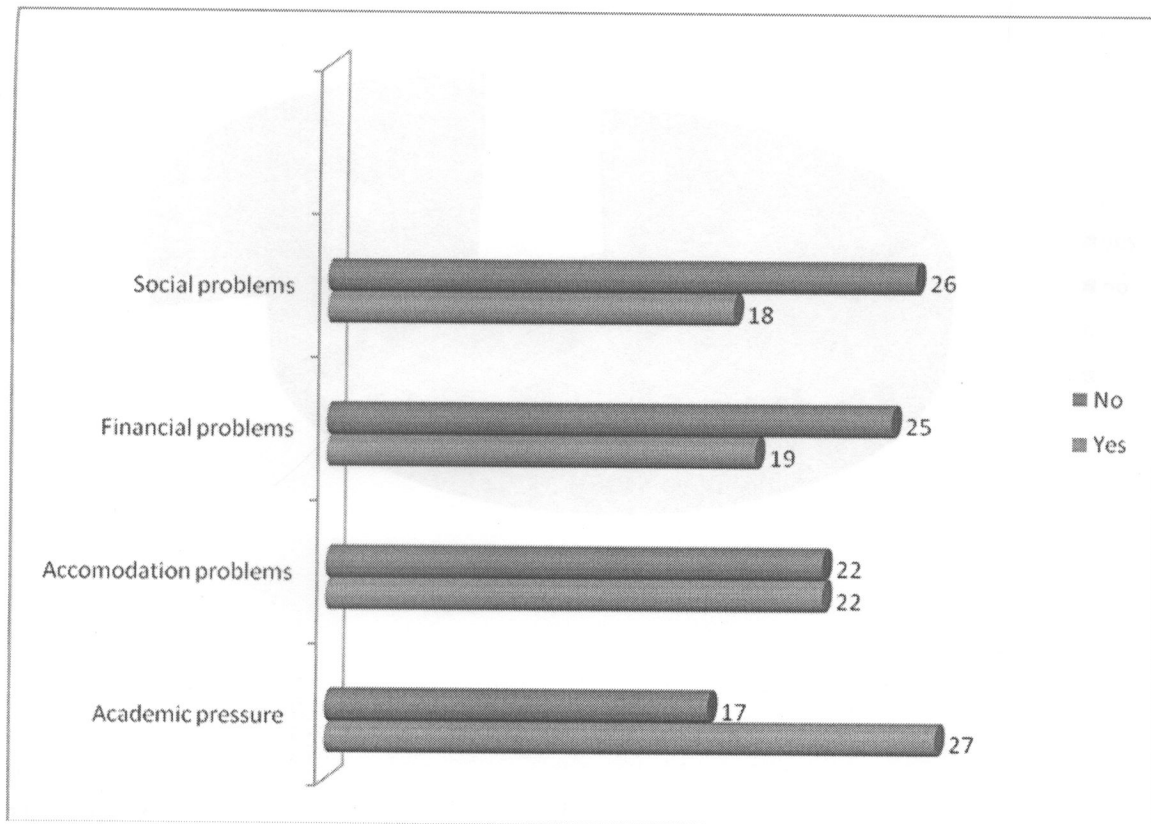
According to the findings in the table below, most 41(82%) reported have experienced stress or any other emotional problem while at school as compared to only 9 (18%) who said that they had never experienced such problems. This shows that the prevalence of stress and other emotional problems among the university of Zambia students were quite high.

Ever eperienced stress or other emotional problems while at school?			
		Frequency	Percent
Valid	yes	41	82.0
	no	9	16.0
Total		50	100.0

Table 1.1.8

The sampled students were further asked on what mostly caused these stress and other emotional problems and their responses were as shown in figure 1.2 below

According to the figure below, the most of the stress and other emotional problems that the students were experiencing were due to academic pressure with 27(54%) of the sampled students reporting it to be the factor that mostly caused in them followed by accommodation problems 22 (44% of the sampled students) then financial problems, 19 (38% of the sampled students) and social problems was found to be the least factor causing stress and other emotional problems in the students with 18 (36%) of the sampled students reporting it to the factor mostly causing their stress and other emotional problems.

Figure 1.3

The research then went on to determine how much effect stress and other emotional problems was having on the academic performance of the students by asking the sampled students whether they believed that the stress and other emotional problems were having an effect on their academic performance and the findings were as summarized in the figure below;

According to the findings in the figure below most of the sampled students 32(64%) said that stress and other emotional problems which they were experiencing had an effect on their academic performance as compared to only 13 (26%) who said refused that stress and other emotional problems was having an effect on their academic performance.

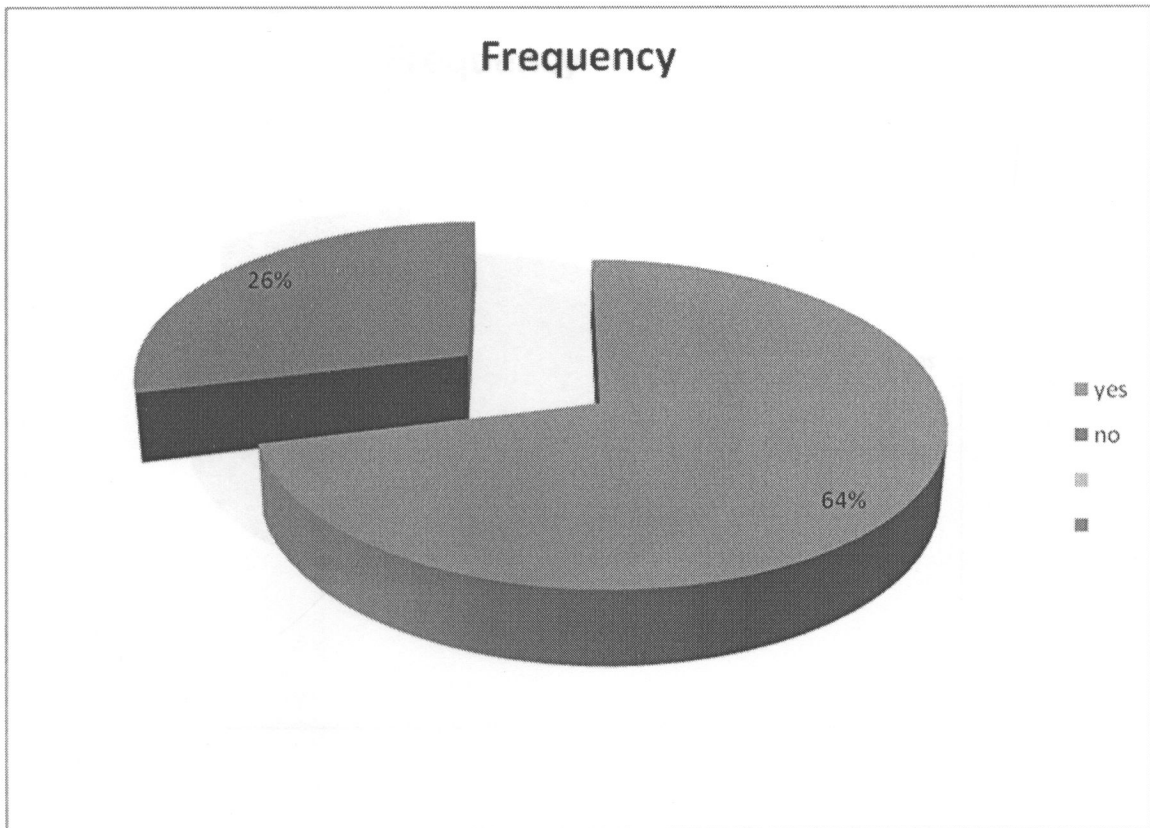


Figure 1.4

In order to determine the levels of awareness of the existence of the university of Zambia students, the students were asked whether they were aware of the existence of the counselling centre and their responses were as shown by the figure below. According to the figure below, 43 (representing 86%) of the sampled students said that they were aware of the existence of the university of Zambia counselling centre while only 7 (representing 14%) said that they are not aware of the existence of the institution.

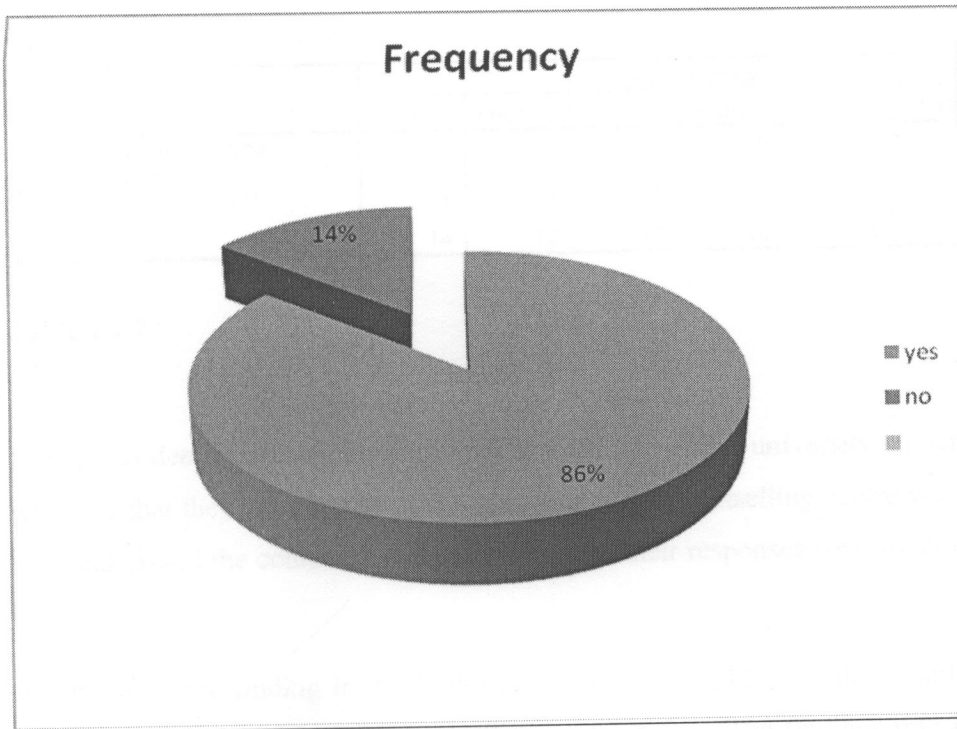


Figure 1.5

One of the factors that was suspected to be behind the observed levels of awareness of the students about the existence of the Counselling centre was, year of study of the students. In order to verify whether year of study was indeed the key factor behind the observed levels of awareness, the responses of the students with regards to awareness of the existence of the counselling centre were stratified by the students' year of study and the results were as shown in the table below. According to the table, none of the sixth or fifth years were not aware of the existence of the counselling centre while only one of the fourth and third years said that they were not aware of the existence of the counselling centre. Most, 4 (representing 57.1%) of the respondents who said that they were not aware of the existence of the counselling centre were in second year.

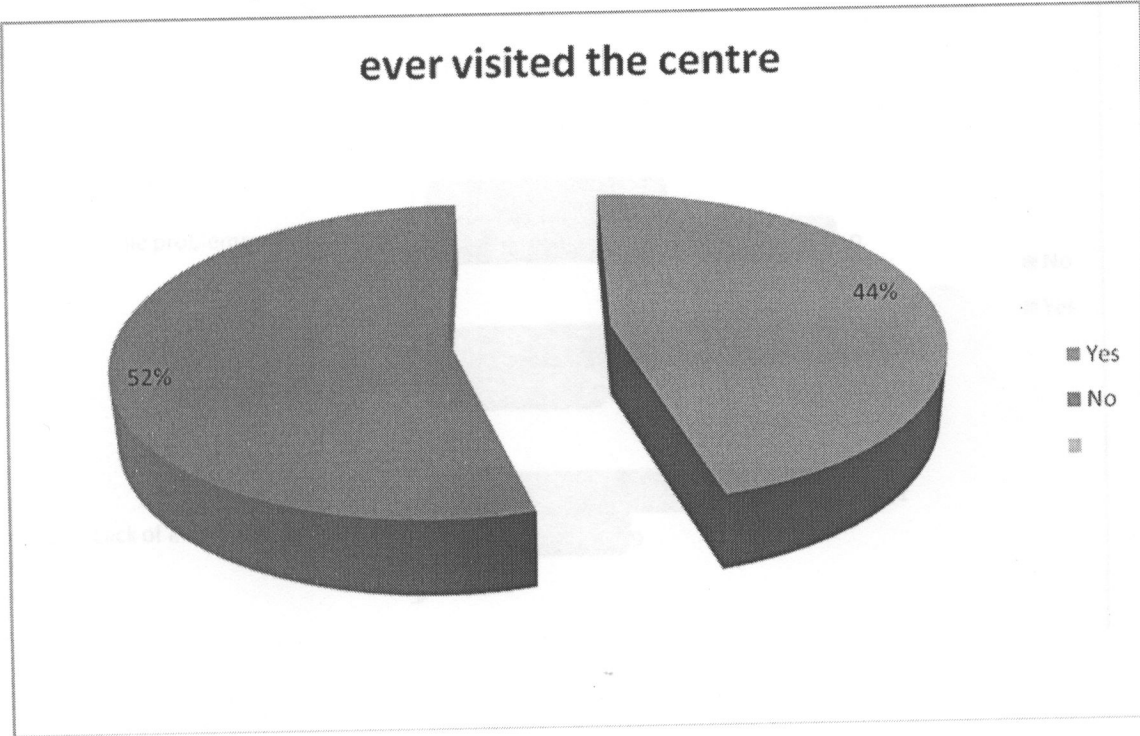
Count	q3.year of study						Total
	first	second	third	fourth	fifth	sixth	
q13.are you aware yes the existance of th counselling centre no	13	8	9	9	3		43
	1	4	1	1			7
Total	14	12	10	10	3	1	50

Table 1.1.7

In tying to deepen the understanding of the attitude of the university students, the students who said that they were aware of the existence of the counselling centre were asked whether they had visited the counselling centre before and their responses were as shown in figure 1.6 below.

According to the finding in the figure below, more, 26 (52%) of the sampled students said that they had never visited the counselling centre before. The findings revealed that, despite most of the students experiencing stress and other emotional problem which affected most of the student’s academic performance, only 22 (44%) of the sampled students reported to have visited the centre as shown in the figure below.

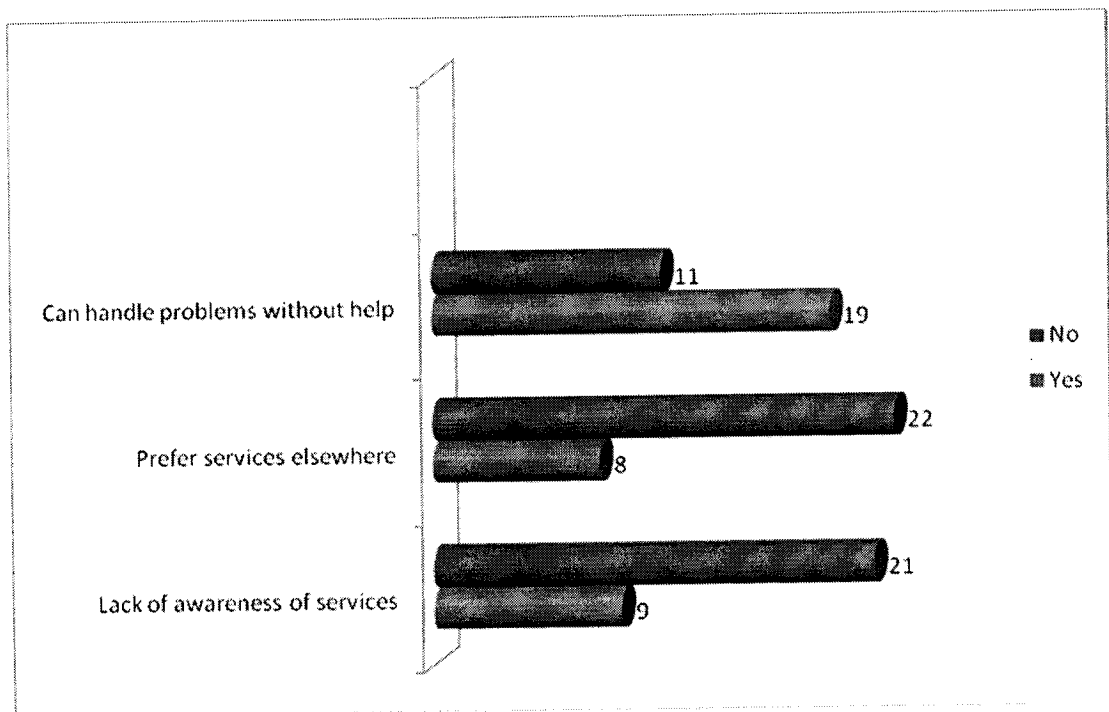
Figure 1.6



The study also went on to investigate some of the factors, which were believed to have an influence on a student's decision to seek counselling by asking the students who had never visited the centre why they had never done so. The factors which were included in this research included, awareness of the services offered at the centre, preferences of counselling services elsewhere other than the counselling centre, and the students attitude to think that they are capable of handling stress and other emotional related problems without seeking professional help.

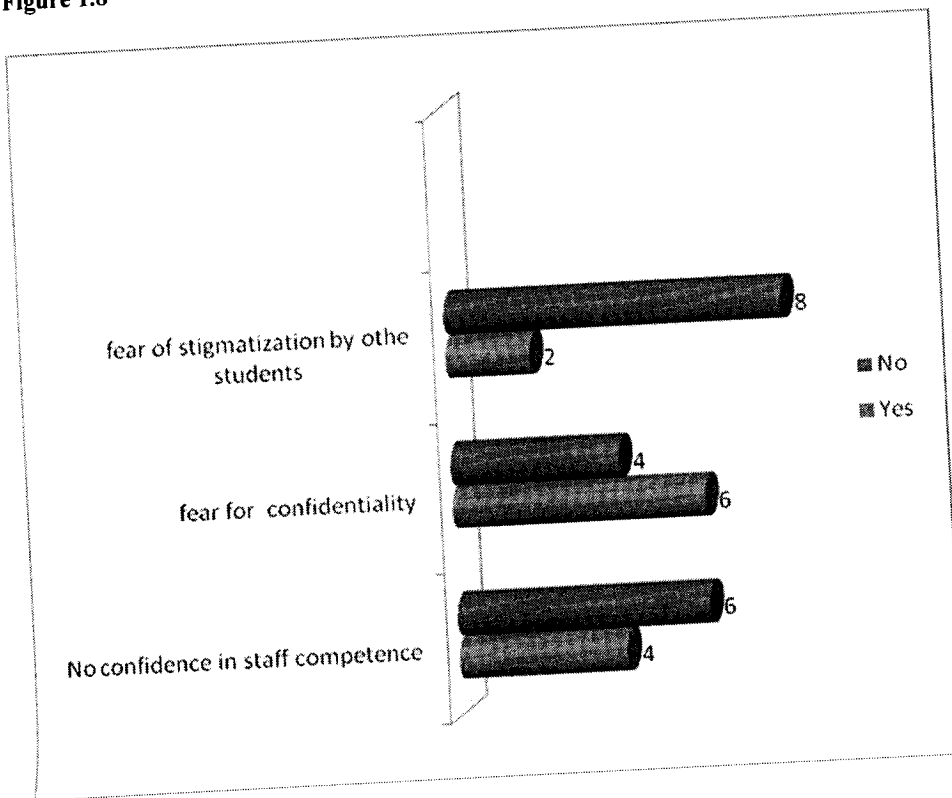
The findings with regards to the above factors revealed that, most of the students who did not visit the counselling centre, thought that they could handle their problems without counselling help and these represented of 38%. The findings also revealed that, only 9(18% of the sampled students) and 8(16% of the sampled students) reported to have not visited the counseling centre due to lack of awareness of the services offered at the centre and preferences of services offered elsewhere respectively.

Figure 1.7



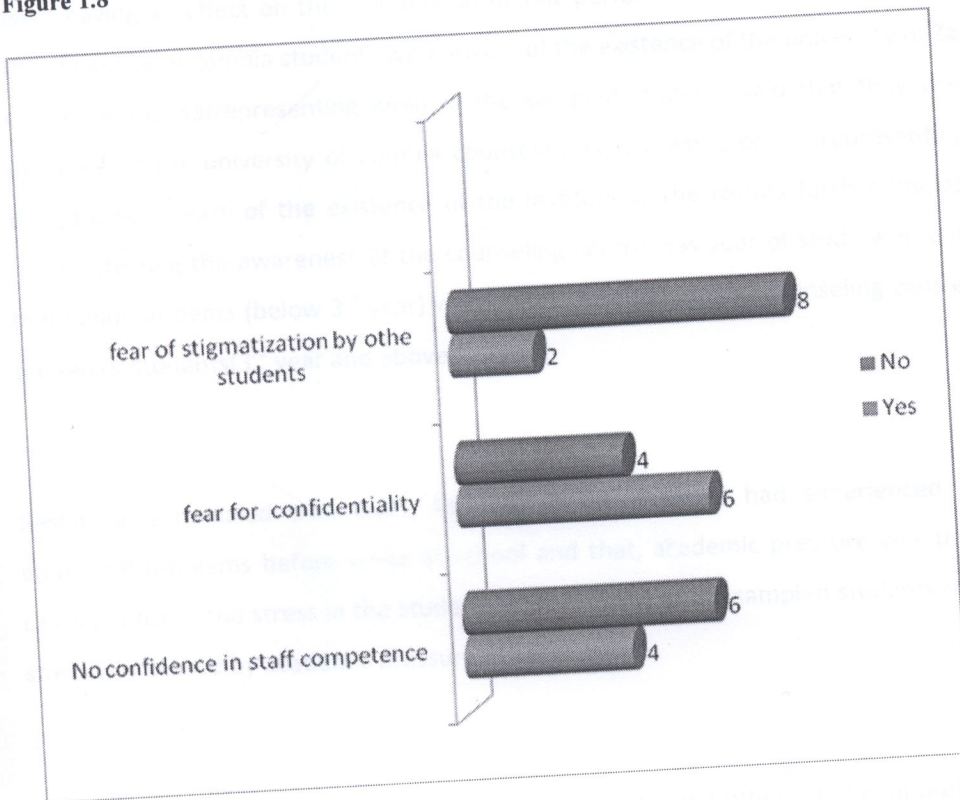
Of those students who said that they had never visited the counselling centre because they preferred counselling services elsewhere other than University of Zambia counselling centre, most of them 6(60% of those who preferred to seek counselling services elsewhere) said that they were afraid that the staff may not be confidential enough and on the other hand, only 2(20% of those who preferred to seek counselling services elsewhere) said the reason was fear of stigmatisation by the other students. Also, 4(40% of those who preferred to seek counselling services elsewhere) said that they preferred to seek for counselling services elsewhere because they did not have confidence in the competence of the staff at the University of Zambia counselling centre as shown in figure 1.7 below.

Figure 1.8



Of those students who said that they had never visited the counselling centre because they preferred counselling services elsewhere other than University of Zambia counselling centre, most of them 6(60% of those who preferred to seek counselling services elsewhere) said that they were afraid that the staff may not be confidential enough and on the other hand, only 2(20% of those who preferred to seek counselling services elsewhere) said the reason was fear of stigmatisation by the other students. Also, 4(40% of those who preferred to seek counselling services elsewhere) said that they preferred to seek for counselling services elsewhere because they did not have confidence in the competence of the staff at the University of Zambia counselling centre as shown in figure 1.7 below.

Figure 1.8



11.0 SUMMARY OF FINDINGS

This study endeavoured to find out the factors that influence the turnout of students at the counselling centre. Results show that factors such as age, sex, year of study, religion, employment status of guardian, family average monthly income, classification of parents' residential area and culture had a significant effect on the turnout of students at the counselling centre. The findings also revealed that factors such as levels of awareness and attitude of the students towards the counselling centre also had a significant effect on the turnout of students at the counselling centre.

With regards to awareness and attitude, the research first of all began by finding out the prevalence of stress and other emotional problems, the causes of these problems and whether these problems were having an effect on the students' academic performance. Results also revealed that, most of the university of Zambia students were aware of the existence of the university of Zambia counseling centre where, 43 (representing 86%) of the sampled students said that they were aware of the existence of the university of Zambia counseling centre while only 7 (representing 14%) said that they are not aware of the existence of the institution. The results further disclosed that the key factor affecting the awareness of the counseling centre was year of study where it was discovered that junior students (below 3rd year) were more likely to visit the counseling centre as compared to the senior students (3rd year and above).

Results also revealed that most, 41 (82%) of the students had experienced stress and other emotional problems before while at school and that, academic pressure was the factor that was causing most of the stress in the students with 27 (54%) of the sampled students reporting that their stress was caused by academic pressure.

The study further went on to investigate whether stress and other emotional problems were having a significant effect on the academic performance of the students. With regards to this, most, 32 (64%) of the sampled students said that stress and other emotional problems were having an effect on their academic performance.

The findings of the research also revealed that despite most of the students experiencing stress and other emotional problems, which were affecting their academic performance; most of the students did not visit the counseling centre for help. Results show that, only 22 (44%) of the sampled students had visited the counseling centre before. Results also revealed that the major reason why most of

the students did not visit the centre despite experiencing stress and other emotional problems was that, the students felt that they could handle their own problems without counseling help and these represented 19(38%). Results also showed that 8(16%) of the sampled students said that they preferred counseling services elsewhere other than the university of Zambia counseling centre and 60% of these said that they would prefer other counseling services because of fear for lack of confidentiality by the staff at the counseling centre.

Other factors that were found to have a significant effect on the turnout of students at the University of Zambia counseling centre included background factors like, age and sex of the respondents. It was discovered that, a male student is more likely to visit the counselling centre as compared to a female student where, 50% of the sampled male students reported to have visited the counselling centre before as compared to only 33.3% of the sampled female students. Results also revealed that, the younger (below 23 years) students were more likely to visit the counselling centre as compared to the older students (above 23years).

Results also revealed that employment status of the students' parents, family average income of the student and students' class of residential area had influence on the turnout of students at the counseling centre. Results revealed that, students whose parents were employed were more likely to visit the counseling centre where 64.7% of them said that they had visited the counseling centre before. On the other hand, students who had unemployed parents/guardians were found to be the least likely to visit the counseling centre where only 31% of them reported having visited the counseling centre before and 35.5% of students with self sponsored parents or guardians said that they had visited the counseling centre before.

The findings also revealed that students whose family's average incomes were above 2000,000 were the most likely to visit the counseling and those students whose family average incomes were below K500,000 were the least likely to visit the counseling centre.

Results also revealed that students from high density populated areas were more likely to visit the counseling centre where 5(50%) of them reported to have visited the counseling centre before. On the other hand, students from low-density areas were found to be the least likely to visit the counseling centre where only 41% of them reported to have visited the counseling centre before.

Culture and religiosity of a student were also found to have a significant effect on the choice of contraception. According to the findings, 26(52%) of the sampled students said that their cultural values affected their decision to seek counseling and also, 22(44%) of them said that their religious values affected their decision to seek counseling.

CHAPTER 5

12.0 DISCUSSION OF FINDINGS

This report identified a number of variables that influence turnout of students for counseling at the University of Zambia counseling centre. Almost all the variables considered were found to have a significant influence on the turnout of students at the counseling centre.

Most of the findings of this research were in agreement with the findings of other researches on the utilization of the counseling services by students in high learning institutions like Universities which have been discussed in the literature review. For instance, findings of this research on the attitude of students towards counseling were similar to the findings of the study that was conducted by the University of Michigan researchers. The findings of this research revealed that, despite availability of on-campus counseling services provided at no cost, students still did not access care. It was discovered in this study that, among those students with significant symptoms of depressive, anxiety disorders or any other stress or emotional problems, anywhere from 37 to 84 percent of students didn't seek treatment despite 72% of these acknowledging that they needed help. These findings correlated with the findings of this research in that, despite most of the University of Zambia students experiencing stress and other emotional problems, most of them still reported to have never been to the counselling centre before.

However, the causes for stress in the Michigan University study were different to those identified at the University of Zambia. While the major causes of stress at the University of Zambia were depressive or anxiety disorders, most of the university of Zambia students reported that the main factor causing stress in their lives was academic pressure. This suggests that the environment or culture in which a student was brought up tends to determine the factors that are going to generate problems in students which are going to warrant counseling.

Findings on the influence of the background variables, age were in contrast with the findings of the study on the utilization of counseling of counseling services done in Cape Town in the republic of South Africa. According to the findings of this study, females were more likely to seek counselling than males. However, the findings of this research revealed that a male student was more likely to seek counseling than a female student was. This disparity in findings can be attributed to the differences in cultural values between the two nations. In addition, this can suggest the differences in the extents of gender awareness and Women empowerment between the two countries. However, findings on age were similar between the two studies, with both studies concluding that the younger students are more likely to seek counseling than the older students are. According to the findings of this research, more students below the age of 23 had reported having visited the counseling centre than those who were above 23. This can be attributed to the fact that the older students are more emotionally stable and mature to resist stress and other emotional problems.

Also findings on the social economic status of the students were different from the findings of the University of Michigan research. In this study, students with guardians who whose family average incomes were below K500,000 and those whose parents /guardians were unemployed were considered to be poor. Results of this study revealed these “poor” students were less likely to seek counselling as compared to “rich” students. However, the University of Michigan research revealed that the poor students who reported growing up in poor families were almost twice as likely to seek help which was the opposite case at the University of Zambia.

The findings of this study also revealed that, students in their first and second years were more likely to seek counseling than the senior students. This can be attributed to the fact that, the senior students by virtue of their stay at the institution learned to manage academic pressure which was the main cause of stress in the students as compared to the junior students. Moreover, the senior students are more likely to feel that they can handle their own problems than the junior students.

The results also revealed that despite the variations in the turnout of the university of Zambia counselling centre by tribe and religion, only few of the students of the students said that their cultural and religious values affected their decision to seek counselling to a larger extent. this tends to suggest that culture and religiosity only have a moderate effect on the choice of contraception.

13.0 CONCLUSION

The university of Zambia population which was used in this study as the study population, since it was too skewed towards the young population can be a perfect representation of the young Zambian population. Therefore, most of the factors that have been identified to have an influence on the decision of the students to seek counselling are likely to be the same factors affecting the Zambia youth's attitude towards counselling.

All the factors that were considered in this research were found to have a significant effect on the students' likelihood to seek counselling. The factors that were discovered to have an effect on the student's decision to seek counselling were multidimensional in nature and therefore cannot be summed to one specific cause.

Despite some of the findings of this research contrasting with research findings of other researchers discussed in the literature review, most of the findings were in agreement. This study also brought up new findings which were unique to other works thereby contributing to building the body of Knowledge on this topic.

14.0 RECOMENDATIONS

- ❖ There is need to sensitise the students at the university of Zambia on the significance of counselling help in addressing stress and other emotional problems. This sensitization can especially be given to the students as they enter the university by incorporating it in the first years orientation programme.
- ❖ Also there is need to increase the awareness of the students on the different services that are offered at the counselling centre since a significant number of respondents had said that they were not aware of the services offered at the centre by putting adverts through posters and stickers.

- ❖ There is also need for the counselling centre to host a website which would help in the sensitisation and dissemination of information regarding the services offered by the centre.
- ❖ The centre can also try to cater for those students who don't visit the centre for fear of stigmatization from the other students by introducing a telephone service where students can toll free and access counselling help.
- ❖ The counselling centre can also organise some talks with the students where issues like confidentiality and many other issues can be discussed. This can help in increasing the confidence of the students in the staff at the university of Zambia counselling centre.

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1.0 BACKGROUND CHARACTERISTICS

1.	Sex?	1. Male [] 2. Female []	
2	What was your age at last birthday?	[]	
3	What is your current year of study?	1. First [] 2. Second [] 3. Third [] 4. Fourth [] 5. Fifth [] 6. Sixth []	
4	What is your religion?	1. Muslim [] 2. Hindu [] 3. Christian [] 4. Other, specify []	
5	What is your denomination?	1. Catholic [] 2. SDA [] 3. Jehovah's witness [] 4. Protestant []	

2.0 SOCIO-ECONOMIC CHARACTERISTICS

6	Sponsorship?	1. GRZ [] 2. Self [] 3. Others, specify.....	
7	What is the employment status of your parents?	1. Employed [] 2. Unemployed [] 3. Self employed []	
		1. Below 1,000,000 []	

8	What is your family's average monthly income?	2. Between 1,000,000 and 2,000,000 []	
		3. Above 2,000,000 []	
9	What is the classification of your parents or guardians' residential area?	1. Low density e.g Woodlands []	
		2. Medium density e.g Kamwala []	
		3. High density e.g Mtendele []	

3.0 LEVELS OF AWARENESS

10	Have you ever experienced stress or other emotional problems while at school?	1. Yes []	
		2. No []	
11	If the answer to your question is yes, what mostly causes these problems?	1. Academic pressure []	
		2. Accommodation problems []	
		3. Financial problems []	
		4. Social problems e.g relationships []	
		5. Others, specify []	
12	Are you aware of the existence of the counseling centre?	1. Yes []	
		2. No []	
13	If you are aware, have you ever visited the centre?	1. Yes []	
		2. No []	
15	If you answer to the above question is no, what are your reasons for not visiting the centre?	1. Not aware of the services offered at the centre []	
		2. Prefer to seek counseling services elsewhere []	
		3. Can handle my problems without professional counseling help. []	
		4. Others, specify.....	
16	If your answer to the above question is option 2, why would you prefer to	1. Doesn't have confidence in the competence of the staff at the []	
		2. Fear that the counseling staff may	

	seek counseling assistance elsewhere?	not be confidential enough. []	
		3. Fear of stigmatization from other students who would notice you are visiting the centre? []	

4.0 RELIGIOUS AFFILIATION AND CULTURE

17.	How often do you attend church gatherings?	1. At least once per week. [] 2. At least once per month [] 3. At least once per six months [] 4. Never []	
18	To what extent do your religious values affect your decision to seek counseling?	1. To a larger extent [] 2. Medium [] 3. Minimal [] 4. Not at all []	
19	What tribe are you?	1. Lozi [] 2. Tonga [] 3. Bemba [] 4. Kaonde [] 5. Ngoni [] 6. Others, specify.....	
20	How much do your religious values affect your decision to seek counseling?	1. very much [] 2. not very much [] 3. not at all []	

Thank you for your participation.