

**SOURCES OF GRIEF AND NATURE OF COUNSELLING TO UNIVERSITY OF
ZAMBIA STUDENTS: A CASE OF SCHOOL OF EDUCATION**

By

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirement for the Award of the Degree of Masters of Education in Guidance and
Counselling.**

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DECLARATION

I **Grace Mtonga** do here by solemnly declare that this dissertation is my own original work and that it has not been previously submitted for an award of a degree at this or any other university.

Signature (Candidate) Date

CERTIFICATE OF APPROVAL

This dissertation by **Grace Mtonga** is approved as partial full filament of the requirement for the award of Degree of Masters of Education in Guidance and Counselling at the University of Zambia.

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ABSTRACT

The purpose of this study was to identify sources of grief and nature of counselling offered to students at the University of Zambia (UNZA). The objectives of the study were; (i) to determine the sources of grief; (ii) establish the prevalence of grief; (iii) identify the nature of counselling offered to students at the University of Zambia. A case study design and qualitative methods were used to conduct this study. The population consisted of all students in the School of Education and counsellors at the University of Zambia. The sample comprised of 100 respondents, consisting of 96 students and four counsellors at the University of Zambia. Purposive sampling was used to select counsellors and snowball sampling was used to select the students for the study. Data was collected through in-depth interviews and focus group discussions. The data was analyzed thematically. The study found that the sources of grief were; low academic grades, loss of relations, abortions, lack of accommodation, being beaten by fellow students, break up of relations, suicidal intention, lack of tuition fees, alcohol abuse and sickness. The prevalence of grief was high. As regards the nature of counselling services offered to students, it was established that psychosocial, financial and academic counselling were provided. In addition, pharma-psychology counselling was offered in collaboration with the University of Zambia clinic. However, the number of counsellors compared to the number of students who needed counselling was small. Based on the findings, the study recommends that the University of Zambia management should increase the number of counsellors at the Counselling Centre and counsellors should empower students with survival skills.

Key words: *Sources of grief, grief counselling, survival skills.*

DEDICATION

This work is dedicated to all the Policy Makers in the Ministry of Higher and General Education, Researchers, Career Guidance Teachers who have helped in the implementation of career guidance services provision in Special Schools in Zambia.

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ABBREVIATION AND ACRONYMS

FGD Focus Group Discussion

UNZA University of Zambia

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents background of the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It also covers the delimitation, limitations, theoretical framework and definitions of key terms.

1.2 Background to the Study

The need to establish sources of grief and nature of counselling offered to students at the University of Zambia (UNZA) motivated this study. It is worth noting that grief is a phenomenon that does not only affect many communities, but also students in learning institutions worldwide. It is imperative to understand grief as an individual's response to loss. It encompasses the ways in which the person feels, thinks, eats, sleeps and makes it through life.

Varga (2013) defines grief as a reaction to a phenomenon and can affect behaviour and performance of communities, while Doyle (1980) looks at grief as an abiding and pervasive sense of sadness that overwhelms individuals when they are separated from other individuals, place or object important to their lives. Grief is a process of having to let go and adapting to an environment without the object of loss. In many cases, grief is associated with bereavement, although in reality grief is triggered by many factors including loss of relationships and finances (Doyle, 1980). There is need, therefore, to investigate sources of grief and the nature of counselling of the students.

Scholars like Engel (1961) argue that grief is a disease which is compatible with medical models of diseases. It is associated with a consistent etiology and accompanied by pain, anguish, and increased morbidity. However, Chall (2009) argues that grief offers challenging times for people who may have had little experience managing its strong effects within themselves or in their family. Feelings of grief are part of a natural healing process that draws on the resilience of the person, family and community. It is only when a person gets stuck in life for a long period of time that the grieving can become unhealthy, destructive and even dangerous. Chall (2009) also argues that students who experience prolonged financial crisis or low academic performance tend to manifest unhealthy, dangerous and destructive behaviour.

A study conducted by LaGrand (1985) shows that worldwide, everyone experiences and expresses grief in their own way, often shaped by culture. Weeping, painful feelings of sadness, anger, shock, guilt, helplessness and outrage in students are common characteristics of grief. It is common for a person to withdraw from their friends, family and feel helpless; some might be angry and want to take action such as students protesting against poor learning conditions in an institution.

However, many scholars emphasize that grief worldwide is synonymous with the bereavement or loss of a dear one. This is true because World Health Organisation (2012; 2014) has several times associated grief to bereavement, yet grief is experienced by every person that lives on earth. This is true according to some authors that have looked at grief as a disease (Engel, 1961; Averill and Nunley 1993). In their argument, they explicitly state that grief is compatible with medical models of disease as grief is, “a debilitating condition, accompanied by pain, anguish, and increased morbidity; it is associated with a consistent etiology”, (Averill and Nunley, 1993:85). Engell qualified grief as a medical condition because it “fulfils all the criteria of a discrete syndrome, with relative predictable symptomatology and course (Engel, 1961:8). In support of the concept that grief may be a medical condition, Irwin and Pike (1993) found alterations in the functioning of the immune system as the result of bereavement.

This researcher was therefore, motivated to take up this study to investigate what University of Zambia students react to by their frequent riotous behaviour, and whether the causes of such behaviour can be ameliorated by grief counselling. Sally (2010) defines grief counselling as a form of psychotherapy that aims at helping people cope with grief and mourning following the death of loved ones, or with major life changes that trigger feelings of grief. One can therefore expect a wide range of emotion and behaviour associated with grief. These are expression of emotions and thoughts about the loss, feelings of sadness, anxiety, anger, loneliness, guilt, relief, isolation, confusion, or numbness. Wong (1995), points out that grief counsellor believe that in all places and cultures, the grieving person benefits from the support of others but where such support is lacking, counselling may provide an avenue for healthy resolution. Grief counsellors explain that grief is a process, with a goal of resolution. When the process of grieving is interrupted, for example, by simultaneously having to deal with practical issues of survival especially for students or by being the strong one and holding a family together, grief can remain unresolved and later

resurface in life. This arguably could be the source of grief in students at the University of Zambia that has remained unresolved and hence resurfacing through riotous behaviour.

School of Education at the University of Zambia is one of the schools with large population of students. The school has 8186 students who may experience grief in one way or the other. If this number of students are not paid attention to, in terms of sources of grief, reactions or undesired behaviour maybe prevalent in the school and university as a whole. It is also assumed that students receive counselling from the University of Zambia Counselling Centre. However, the question is what is the nature of grief counselling offered to students to help reduce their riotous behaviour? On the basis of this background, the study sought to establish sources of grief and nature of counselling services offered to students with grief at the University of Zambia.

1.3 Statement of the Problem

Grief is a reaction to a phenomenon (Varga, 2013). Similarly, the riotous behaviour of students at the University of Zambia, maybe a manifestation of a reaction to something that needs to be known. Thus, despite several incidences of riotous behaviour by students at the University of Zambia, sources of grief and nature of counselling offered to students are not known. As a result, it may be difficult to come up with appropriate measures to address the sources of grief among students.

1.4 Purpose of the Study

The study sought to investigate the sources of grief and nature of counselling services offered to students with grief at the University of Zambia, in particular School of Education.

1.5 Specific Objectives of the Study

This study was guided by the following objectives:

- i) To determine the sources of grief among University of Zambia students.
- ii) To establish the prevalence of source of grief among University of Zambia students.
- iii) To assess the nature of counselling offered to University of Zambia students.

1.6 Research Questions

The following questions guided the study:

- (i) What are the sources of grief among University of Zambia students?
- (ii) How prevalent are sources of grief among University of Zambia students?
- (iii) What is the nature of counselling offered to the students at the University of Zambia?

1.7 Significance of the Study

The significance of this study is that its outcome may contribute new knowledge to University of Zambia Management and Counsellors on sources of grief among students. Results of the study may also help Management and Counsellors at UNZA to generate measures for dealing with grief among students. Students may in turn receive relevant counselling services. The study is also expected to motivate further studies into the phenomenon.

1.8 Study Delimitation

This study was conducted in the School of Education at the University of Zambia. The School of Education was chosen because it is the biggest of the nine schools in the University. The School of Education has a student population of 8186 while the smallest school in the university has 161 students. In addition, the School of Education has several departments and programmes making it rich with information required for this study.

1.9 Limitations of the Study

Considering that this was a case study of students from the School of Education, the findings may not be generalised to the rest of the Schools in the University and Country at large. Zainal (2007) explains that results of a case study may not be generalised because the case investigated is usually not representative of the wider body of similar instances. This implies that the small size of sample and detail of findings in a case study is mostly unique to a specific phenomenon.

1.10 Theoretical Framework

A theoretical framework explains why things happen in a particular way based on a particular theory (Kombo and Tromp, 2006). This study was guided by Kubler-Ross Grief Model.

The 'grief model' is actually a 'change model' for helping to understand and deal with (and counsel) personal reaction to trauma. This is because grief and emotional shock are relative in terms of effect on people. While death and dying are for many people the ultimate grief and loss, people can experience similar emotional upsets when dealing with many of life's challenges, especially if confronting something difficult for the first time, and/or if the challenge happens to threaten an area of psychological weakness, which we all possess in different ways.

Probably the most famous formulation of the theory of grief and loss was developed by Swiss psychiatrist Dr. Elizabeth Kubler-Ross in her 1969 book "*On Death and Dying*". Dr. Kubler-Ross actually wrote about the stages that dying people tend to go through as they come to terms with the realization that they will soon be dead. Her ideas, notably the five stages of grief model (denial, anger, bargaining, depression, acceptance), are transferable to varying degrees and in different ways, to personal change and emotional upset resulting from factors other than death and dying. Thus, her stages have since been borrowed by the larger grief community as a means of describing the grief process more generally.

Kubler-Ross' first stage is Denial. In this stage, grieving people are unable or unwilling to accept that the loss has taken (or will shortly take) place. It can feel as though they are experiencing a bad dream, that the loss is unreal, and they are waiting to "wake up" as though from a dream, expecting that things will be normal. After people have passed through denial and accepted that the loss has occurred (or will shortly occur), they may begin to feel Anger at the loss and the unfairness of it. Feelings of abandonment may also occur. Next comes Bargaining. In this stage, people beg their "higher power" to undo the loss. This phase usually involves promises of better behavior or significant life changes which will be made in exchange for the reversal of the loss. Once it becomes clear that Anger and Bargaining are not going to reverse the loss, people may then sink into a Depression stage where they confront the inevitability and reality of the loss and their own helplessness to change it. During this period, grieving people may cry, experience sleep or eating habit changes, or withdraw from other relationships and activities while they process the loss they have sustained. People may also blame themselves for having caused or in some way contributed to their loss, whether or not this is justified. Finally (if all goes according to Dr. Kubler-Ross's plan), people enter a stage of Acceptance where they have processed their initial grief emotions, are able to accept that the loss has occurred and cannot be undone, and are once again able to plan for their futures and re-engage in daily life.

As stated, and important to emphasise, Kübler-Ross's grief model explanation can often very clearly be observed in similar reactions to those people confronted with far less serious traumas than death and bereavement, such as by work redundancy, enforced relocation, crime and punishment, disability and injury, relationship break-up, financial despair and bankruptcy, among others. Therefore, the concept provides insight and guidance for coming to terms with personal trauma, grief and change, and for helping others with emotional adjustment and coping, whatever the cause. This makes the model worthy of study and reference.

Kübler-Ross's grief model was used in this study to investigate the sources of grief and nature of counselling services offered to students with grief in the University of Zambia. Counsellors and students were the participants in this study. Counsellors were key informants in establishing the prevalence of sources of grief among students and the nature of counselling offered to them. On the other hand, students were key in helping to determine the sources of grief and to identify the nature of counselling offered to them. As active participants in grief experiences and counselling services, counsellors and students would benefit through this model.

As with much other work, Kübler-Ross's grief model was developed to illustrate the multidimensional effects of grief on students. Students grieving may undergo denial, anger, bargaining, depression and/or acceptance, which may affect them physically, cognitively, behaviorally, interpersonally, emotionally, and spiritually. Thus, determining the sources of grief, establishing the prevalence of sources of grief, and identifying the nature of counselling offered to students in grief counselling provides insight on the grief experiences unique to this study population. Therefore, this model was suitable for this study in that it was able to address all the study objectives.

1.11 Definitions of Key Terms of the Study

Grief: A natural response to any loss.

Grief Counselling: A form of therapy designed to help resolve the feelings of helplessness, anger, sadness and anxiety that accompany loss.

Grief and Grieving: The emotional reaction to loss; often result in deep psychological changes. Once a fairly public process, grieving has become a more private intimate experience.

Grief Therapy: Is a kind of psycho-therapy used to treat severe or complicated grief reaction.

Counselling: Is a relationship between a concerned person and a person with a need. This relationship is usually persons to person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices and through the dissolution of emotional or interpersonal problems.

Counselling Environment: A conducive place where counselling services are being conducted.

Prevalence: The degree to which something is frequently dominant; that is, the percentage of a student populace that is affected with a particular grief at a given time or term.

Source: Points of origin or the starting point of grief.

1.12 Summary

This chapter presented background of the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It also covered the delimitation, limitations, theoretical framework and definitions of key terms. The next chapter looks at Literature Review.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter reviews previous studies that have been done on sources of grief and nature of counselling offered to students in the Universities in Zambia and other parts of the world. The literature review is based on published articles and books, mainly from computerised adobe data base and University of Zambia Library's E-journals. In order to be relevant to the focus of the study, the literature review is premised around the areas that encompass the objectives of the study. As such it begins with concepts of grief, its causes, the historical development of grief counselling in learning institutions and sources of grief among students in other countries.

2.2 Concept of Grief

Grief may be defined as a tormenting experience which a person experiences as a result of loss, death, divorce, abandonment (Sepiso, 2015). In other words, grief is a natural response to loss. This loss can refer to a death but it can also refer to the loss of physical or cognitive abilities or the loss of something that was routine in one's life such as a job. In addition to the emotional expression of grief, grief can be expressed in physical, behavioural, social, and cognitive ways. In order to understand the concept of grief, it is better to go through the work of Kubler-Ross (1969) and Worden (1991) who describe the stages of grief. These stages are: denial, anger, bargaining, depression and acceptance. So far, research has shown that students go through grieving; therefore they are expected to go through the stages of grief as any other human beings who have lost any valuable thing. This may make it easy to understand the concept of grief.

Kubler-Ross (1969) who is one of the major contributors in understanding grief worked with patients who were terminally ill. She tried to outline the stages of grief that someone experiences when a loved one dies. Later on, grief was not only referring to people who are grieved but she applied it in all situations of life. The stages outlined were: denial, anger, bargaining, depression, and acceptance. Each stage has its own characteristics.

Denial is the first stage or reaction in the experience of grief (Kubler-Ross, 1969). During this stage, a person does not want to accept the situation that has happened to him or her. The person hides from others. Also, the World becomes meaningless and overwhelming to

the griever at this stage. In other words a person is in a state of shock and denial. The griever wonders how to move on, if he/she can, why he/she should move on. Denial and shock helps one to cope and make survival possible. Also, one accepts the reality of loss and starts to ask him/herself questions and unknowingly begins the healing process. Ultimately, the denial begins to fade but in the long run all the feelings of denial begin to surface (Hango, 2015).

Anger is the second stage of grief. During this stage, a patient and family experience anger over the situation. Anger can extend to one's friends, the doctors, family, the griever and his/her loved ones who died but also to God. The griever tries by all means to understand the situation and start asking questions that are difficult to find answers such as, "Why did this have to happen to us or myself? Does God exist?" Underneath anger is pain and sometimes the feeling of being deserted and abandoned (L'Abate, 1977). Anger is just another indication of the intensity of one's love.

According to Barone (2004), the third is the bargaining stage where people try to bargain with God. They make vows to a being higher than themselves and make promises of reformation for the better in case they come out of that situation. After bargaining, their attention moves squarely into the present. Empty feelings present themselves, and grief enters their lives on a deeper level, deeper than they ever imagined. This depressive stage feels as though it will last forever.

Depression is the fourth stage of grief, and it comes in when casualties occur in one's life, that is, one is now facing death (Hango, 2015). The person who is grieving feels overwhelmed and experiences hopelessness and defeat. They stop caring any more. When a loss fully settles in one's soul, the realisation that his/her loved one didn't get better this time and is not coming back is understandably depressing.

Acceptance is the last stage of grief (Barone, 2004). During this stage, a person comes to realize that death is inevitable. He/she peacefully accepts mortality and prepares for it and is ready for whatever comes. Acceptance is often confused with being 'all right' or 'ok' with what happened. This is the opposite of reality about the loss. This stage is about accepting the reality of the loss. According to Kubler-Ross (1969), people do not necessarily experience every stage. Some go through all the stages while others experience one or two of the stages. In addition, it is imperative to grasp the concept of grief by knowing the types of grief. Below are descriptions of the various types of grief such as anticipatory, normal, delayed,

complicated, disenfranchised, chronic, cumulative, masked, exaggerated, inhibited and distorted, secondary losses in grief, collective, abbreviated and absent grief.

Normally, the grieving progresses from denial to acceptance in a culturally prescribed manner, except when someone has a terminal illness or develops a debilitating disease, such as Alzheimer's, that robs him or her of faculties. The initial phases of grieving are experienced by the family and friends in advance before a loved one dies. This type of grief is called anticipatory grief. Freeman (2005) explains that anticipatory grief often starts when the person you are caring for gets a significant diagnosis and their health begins to deteriorate. Feelings are related to the loss of what was or what you thought life was going to be like. It can be difficult to speak with others about anticipatory grief because the person you care for is still alive and you may have feelings of guilt or confusion as to why you are feeling this kind of grief.

Normal grief is Contrary to what the name might suggest, there really are no set guidelines to define normal grief in terms of timelines or severity of grief. Instead, think of normal grief as any response that resembles what you might predict grief to look like. Rando (2000) defines normal grief as the ability to move towards acceptance of the loss. With this comes a gradual decrease in the intensity of emotions. Those who experience normal grief are able to continue to function in their basic daily activities.

Unlike the normal grief pattern, delayed grief is when reactions and emotions in response to a death are postponed until a later time. This type of grief may be initiated by another major life event or even something that seems unrelated. Similarly, Harvey (2002) explains that reactions are suppressed were the survivor consciously or unconsciously avoids the pain of the loss. Reactions can be excessive to the current situation and the person may not initially realize that delayed grief is the real reason for becoming so emotional.

According to Worden (2002) complicated grief refers to normal grief that becomes severe in longevity and significantly impairs the ability to function. It can be difficult to judge when grief has lasted too long. Other contributing factors in diagnosing complicated or prolonged grief include looking at the nature of the loss or death. Some warning signs that someone is experiencing traumatic grief include: self-destructive behaviour, deep and persistent feelings of guilt, low self-esteem, suicidal thoughts, violent outbursts, or radical lifestyle changes.

Sometimes people experience losses that are not considered significant, socially recognized, or publicly mourned. Such losses lead to what is called disenfranchised grief. Disenfranchised grief can be felt when someone experiences a loss but others do not acknowledge the importance of the loss in the person's life. Others may not understand the importance of the loss or they may minimize the significance of the loss. Disenfranchised grief occur when someone experiences the loss of an ex-spouse, a pet, or a co-worker. The other side of disenfranchised grief is when you experience a loss such as when the person you are caring for has dementia or a decline in their physical abilities. The person is physically present but they are also absent in other significant ways (Rando, 2000).

When the grieving continues to exhibit normal grief reactions for an extended period of time without coming to a satisfactory resolution, the grief becomes chronic. Aiken (2001) explains that chronic grief can be experienced in many ways: through feelings of hopelessness, a sense of disbelief that the loss is real, avoidance of any situation that may remind someone of the loss, or loss of meaning and value in a belief system. At times, people with chronic grief can experience intrusive thoughts. If left untreated, chronic grief can develop into severe clinical depression, suicidal or self-harming thoughts, and even substance abuse.

Cumulative grief can occur when multiple losses are experienced, often within a short period of time. Cumulative grief can be stressful because you don't have time to properly grieve one loss before experiencing the next (Freeman, 2005).

According to Thompson (2002) masked grief can be in the form of physical symptoms or other negative behaviours that are out of character. Someone experiencing masked grief is unable to recognize that these symptoms or behaviours are connected to a loss. Sometimes grieved individuals might experience somatic or psychological symptoms or a maladaptive behaviour, which at first does not appear to be related to the loss. Unable to recognize the relationship between the symptoms experienced and their repressed feelings about the loss, the grieved may develop symptoms similar to those of the deceased, while at other times experiencing unexplained depression or paranoia. Repressed grief may also be acted upon through a maladaptive or delinquent behaviour, such as promiscuity, drinking, gambling, and other self deprecating behaviours. Unfortunately, masked grief can present with extreme feelings of guilt or anger, noticeable changes in behaviour, hostility towards a particular person, plus other self-destructive behaviours.

Exaggerated grief is felt through the intensification of normal grief responses (Harvey, 2002). This intensification has a tendency to worsen as time moves on. This may result in self-destructive behaviour, suicidal thoughts, drug abuse, abnormal fears, nightmares, and even the emergence of underlying psychiatric disorders.

Inhibited grief is when someone doesn't outwardly show any typical signs of grief. Often this is done consciously to keep grief private. Problems can arise with inhibited grief through physical manifestations when an individual doesn't allow themselves to grieve. Similarly, Doka (2003) postulates that when grief is inhibited, individuals might be able to experience loss of some aspects related to the deceased and engage in denial of others. Few signs of grief may be demonstrated at the time of death, but later psychosomatic symptoms may develop or moodiness may set in as the griever becomes irritable and/or short-tempered. Some griever persons may distort the experience of grief by exaggerating one or more normal grief reactions, such as anger or guilt. They may also appear to be consumed by one or more extreme emotions. Complaints of headaches, heart palpitations, anxiety, and depression are common symptoms, as are displaced anger and hostility. These complications are experienced more intensely and frequently than normal grief reactions are experienced.

Secondary loss is felt after the primary loss and can affect multiple areas of an individual's life. The grief from secondary loss is the emotional response to the subsequent losses that occur as a result of a death (Ailken, 2001).

Collective grief is felt by a group. For example, this could be experienced by a community, city, or country as a result of a natural disaster, death of a public figure, or a terrorist attack. While, abbreviated grief is a short-lived response to a loss. This could occur due to someone or something immediately filling the void, the distance that was felt, or the experience of anticipatory grief (Despelder, 2002).

Absent grief is when someone does not acknowledge the loss and shows no signs of grief (Rando, 1984). This can be the result of complete shock or denial of the death. It can be concerning if someone experiences absent grief for an extended period of time. It's important to note that in some instances, just because you can't see the signs of grief; it doesn't necessarily mean that someone is not grieving. So it is imperative to seek professional help in order to cope with a loss.

2.3 Historical Development of Grief Counselling

The exact period when grief counselling, a form of therapy designed to help resolve the feelings of helplessness, anger, sadness and anxiety that accompany loss, started is not known. However, the subject of grief originally found its ground in the 20th Century pioneered by Freud (1917) who wrote extensively on the subject of bereavement as a form of grief. Sigmund argued that grief is a process of libidinal reinvestment (Freud, 1917). By this, he implied that the griever must disinvest from the deceased which is a painful process. He was followed by other scholars such as Bowlby (1969), Kubler-Ross (1969). Their influential contributions have paved way for subsequent theoretical and research developments vis-a-vis grief. Thus, Freud (1917), Bowlby (1969) and Kubler-Ross (1969) grief theories permeated the scientific study of grief in the twentieth century and continue to do so with great influence.

The purpose of grief counselling is to help people cope with grief and mourning following the death of their loved ones, or with major life changes that trigger feelings of grief which may include divorce and job loss. In addition, grief counselling expedites expression of emotion and thought about the loss, including their feeling sad, angry, anxious, guilty, relieved, lonely, isolated, confused, or numb (Worden, 2009). Grief counselling also enables people to think creatively about trials that follow loss and to cope with concurrent changes in their lives. Other aspects that grief counselling helps overcome include feelings of being disorganized tired, have trouble concentrating, sleep poorly and have vivid dreams and change in appetite. In summary, therefore, grief counselling must be understood as a type of counselling that facilitates the process of resolution in the natural reactions to loss. This is so because it is appropriate for reaction to losses that have overwhelmed a person's coping ability (Neimeyer, 1998).

It is worth noting that grief counselling was introduced in learning institutions has been in existence from the 20th Century when as indicated above, grief counselling started to be scholarly written about by Freud (1917). To date, grief counselling in learning institutions has undergone theoretical changes and is taught in most learning institutions Worldwide, Zambia, inclusive.

2.4 Prevalence of Sources of Grief among Students in other Countries

Studies on prevalence of grief in undergraduate and graduate students have been recorded by various researchers though not on a large scale. A study by Varga (2013) shows that from the two categories, more research has been undertaken in undergraduate students as compared to graduate students. However, both categories provided valuable information on the rate at which undergraduate and graduate students experienced grief and the kind of support given by society. The most noted studies on prevalence of grief for undergraduate students according to Varga are: Walker et al., (2012); Balk et al., (2010); Bath, (2009); Smyth et al., (2008); Bernat et al. (1998); Balk, (1997) and LaGrand, (1981; 1985).

As regards to graduate students, Varga (2013) established that grief was prevalent among students that lost loved ones and those whose relationships had ended. Varga used a sample size of 1, 575 graduate students who were enrolled at a large public South Eastern university was selected and online questionnaire was provided to provide information about their grief experiences. Those students who experienced a significant loss also completed the Prolonged Grief Disorder Questionnaire. The analysis of the data showed that approximately 25% of graduate students experienced the loss of a significant person in their lives within the past 24 months. The results reported effects of grief and outstanding of all was the emotional effects. Varga noted that those effects were experienced within six months of post-loss and subsided thereafter. The graduate students with the prevalent of grief and prolonged grief indicated that they received support first from their families followed by friends.

Walker et al., (2012) conducted a study on prevalence of bereaved undergraduate students at a Christian university in the United States of America (USA). Other concerns in the study were educational and mental health, along with the role of closeness to the deceased. A sample size of 442 students was selected among those bereaved students and the sample was spread evenly among freshmen, sophomores, juniors, and seniors. To qualify as a bereaved student, one had lost a family member or friend within the past two years. Female participants were the majority of the bereaved amounting to 195 (77%) and 90% of them lived on campus. The average age of students was also noted and it was found at 19.89 years. The results of this study confirmed the high prevalence rate of grief among undergraduate students. This study was consistent with other earlier studies done before by other various researchers. Those that recorded the same results earlier were; Balk (1997); Balk et al., (2010); Bath, (2009); Bernat et al., (1998); LaGrand, (1981; 1985); Smyth et al., (2008).

While the study was looking at the prevalence of bereaved undergraduate students at a Christian university on undergraduate students, the prevalence of grief experience was reported, but sources of grief and nature of counselling to university of Zambia students, were not in the study.

Another study on the prevalence and severity of bereavement among undergraduate students was carried-out by Balk et al. (2010). Grief experiences and severity of prolonged grief disorder were examined. To determine the method of sampling, a stratified random sample was selected to provide more generalised results. A total of 118 undergraduate students were selected and managed to participate in the study. This consisted of 59% female students and 41% male students. Among the participants, sixty-nine percent of participants were identified as White Non-Hispanic followed by African American (12%). The other noticeable feature is that most students ($n = 111$, 94%) identified were protestants. A questionnaire was used to capture data such as death experiences and the prolonged grief disorder from the participants.

The results of the study found that overall, 30% of the students ($n = 42$) were within the first 12 months of bereavement and 39% of students ($n = 55$) were within 24 months of bereavement. The prevalence of prolonged grief disorder was also noted at 1.7% ($n = 2$). Balk et al. noted the results between students within the first 12 months of bereavement were comparable to those within 24 months of bereavement. For example, 50% ($n = 21$) of those within the first 12 months of bereavement reported the death of a friend whereas 24% ($n = 10$) reported the death of a grandparent. Students experiencing bereavement within 24 months included 45% ($n = 25$) the death of friends, whereas 22% ($n = 12$) reported the death of a grandparents. This study reaffirmed the high prevalence rate of grief among undergraduate students. The report also provided preliminary insight on the prevalence of prolonged grief disorder among undergraduate students, which was found to be very low. Compared to other researches done before, it was found that the study was in line with results of studies done by Balk (1997); Bath, (2009); Bernat et al., (1998); LaGrand, (1981; 1985); Smyth et al., (2008). While the study was seeking to provide more generalised results through stratified random sampling, the results were still limited. All the studies were looking at grief experience, but the sources of grief and nature of counselling to university of Zambia students remain unknown.

In a 2009 study, Bath investigated how undergraduate grieving students were supported in the United States of America. The prevalence of grief was also taken into consideration.

A purposive sampling technique was used to sample the students. About 160 undergraduate students enrolled in an introductory psychology course participated by taking an electronic survey. The survey included demographic questions, customized questions about experience with death, and measures on behaviour using the Theory of Planned Behaviour Questionnaire (Ajzen, 1991 & 2006). Out of 160 students, 68% were female students with an average of 21 years. The results of the study reported that over half of students (73%) experienced a loss and that almost half of the losses (41%) occurred between the ages 16 and 20. Both agreed with the other researchers who have earlier on reported the high prevalence of grief among undergraduate students. Those that agreed with him were Balk, (1997); Bernat et al., (1998); LaGrand, (1981&1985) and Smyth et al., (2008). While the major study was looking at how undergraduate students support a fellow grieving student, a higher prevalence of grief experience was also noted, but as to the sources of grief and nature of counselling to university of Zambia students, nothing was highlighted in the study.

Smyth et al., (2008) conducted a study on the adverse and traumatic events in the lives of undergraduate students in the United States of America. Their goal was to examine more diverse student samples from various types of institutions and geographic locations. The sample size in the first part of the study included 914 undergraduate students enrolled in introductory psychology courses over three years. The average age of participants was reported at 18.78 years and genders were evenly represented between females ($n = 492$, 53.83%) and males ($n = 405$, 44.31%). The other students (1.86%) did not indicate their gender. A customized survey with questions about their adverse experiences was provided to them. Results showed 66.1% ($n = 604$) of participants experienced at least one adverse event in their lifetime. The prevalence was reported relatively evenly between females (54.1%) and males (45.9%), although females reported higher severity of event experiences than males. These results continued to illustrate that undergraduate students experience adverse or traumatic events at high rates. These results also indicated that grief was experienced by both undergraduate males and females. However, females experienced more severe death experiences than males.

The second part of the study was conducted in New York in 2008 with 3,640 undergraduate students in a wellness program over four years. The average age of students was 18.49 and evenly represented females ($n = 1,945$, 53.4%) and males ($n = 1,695$, 46.6%). The same survey questions that were used in the earlier study were distributed. The results revealed that the majority of students (62.7%) experienced death in their lifetime. Death experience was

reported by both females (53.3%) and males (64.1%) occurring between ages 14-16 (28.2%) and age 17 and older (35.1%). In the second party of the study, males reported more experiences with death in the sample than in the first part of the study. Females, however, reported higher perceived severity of events than males. Overall, these results findings from previous studies (Balk, 1997; Bernat et al., 1998; LaGrand 1981; 1985) that death is experienced by both undergraduate males and females. While the study was looking at investigating the adverse and traumatic experiences of undergraduate students, the prevalence of grief experience was noted, but the sources of grief and nature of counselling to university of Zambia students remain a gap.

Bernat et al. (1998) studied the traumatic events and post-traumatic stress disorder symptoms on undergraduate students also in New York. The number of participants who were selected was 937 students. Female students ($n = 634$, 68%) outnumbered male students. Students completed a survey that included a general demographic questionnaire, the Trauma Assessment for Adults, the Peritraumatic Dissociative Experience Questionnaire-Rater Version and the Impact of Events Scale-Revised. Although they were assessing numerous traumatic events, events related to death and loss was incorporated. Results of the study indicated that approximately 39.5% of students reported witnessing a serious injury or death (22.0%). A high prevalence of death experience exposed to undergraduate students was noted. While the study was looking at investigating the traumatic events and posttraumatic stress disorder symptoms on undergraduate students, a higher prevalence of grief experience was noted, but as to the sources of grief and nature of counselling to university of Zambia students was still unknown.

Balk (1997) conducted a multi-method study examining the prevalence of grief among undergraduate students and their coping experiences in the USA. Balk focused specifically on the death of a loved one. Sample sizes of 994 students were chosen from an introductory human development course to respond to a survey about death and bereavement over five semesters. The results revealed that 813 (81.8%) of students had experienced the death of a family member and 595 (60%) the death of a friend. It was also reported that twenty-five percent of students had experienced multiple deaths. The most common cause of death was illness or "old age" (83%), followed by accidents (8.6%), suicide (2%), and murder (1.2%). The results showed high prevalence rate of death by undergraduate students, but the sources and prevalence of needs for grief counselling among students was not captured.

A study that was done by LaGrand (1981) focused on loss in general terms, not specific to death like most studies did. It was a two year-long descriptive study with 1,139 students across nine institutions in New York. The purpose was to explore the types of major losses undergraduate students experienced. A pilot survey on 115 students was first conducted using a survey instrument which was constructed by the researcher. Varga notes, “The survey consisted of five check-off items and two open-ended questions. The open-ended questions were designed to gain specific information about the loss experienced and generate commendations for other undergraduate students coping with loss. Over 1,900 written responses on the two open-ended questions were collected. Information on the data analysis of the responses was not reported.” The analysis of the study revealed that 46 different types of losses were experienced by undergraduate students.

The following were the results of the study; death of a loved one or sudden death was noted at 28.8%, end of a love relationship at 25.1% and end of a friendship at 11.1%. The three were the top most frequent responses. The five most frequent types of loss experienced by both females and males were the same (death of a loved one or sudden death, end of love relationship, end of friendship, separation from loved ones, and loss of a good grade). These were ranked in a different order. The results indicated that females experienced more loss due to the end of friendships while males experienced more loss due to separation from loved ones and loss of good grades.

The coping mechanisms students employed after experiencing loss was also examined. LaGrand summarized them as follow; talking about the loss (71.9%), gradually accepting the loss (62.2%), and crying (56.4%). While the study was looking at investigating loss in general, and coping mechanisms for undergraduate students, the results revealed higher prevalence of loss experiences, but no sources of grief and nature of counselling to university of Zambia students were highlighted.

The 1981 study by LaGrand was extended to another additional three years. In 1985, the study was repeated on the prevalence of loss though directed towards “grief” and “grief work.” LaGrand defined grief as “a process of having to let go, of adapting to an environment without the object of loss” (p. 17). “grief work” was also defined as “the adjusting behaviours through which one passes during the period following loss and to the confrontations involving feelings and unfinished business associated with the loss” (p. 18). In his study he emphasized that loss was not limited to the death of a person and stated that the reactions

students report when losing something such as a love relationship, were similar to the reactions they experienced when losing a family member. A sample size of 3,252 undergraduate students at 16 colleges and universities in two states were selected. The findings indicated that the latest major losses reported by students included the death of a loved one (27.7%), the end of a love relationship (24.5%), and the end of a friendship (10.1%). The most frequent type of loss experienced by females remained the same as indicated in the previous study of LaGrand in 1981. It was noted that the frequency of specific loss experiences reported by males changed in the study of 1985. Compared to the 1981 study, it was contrary to the 1985 results where females experienced more loss due to separation from loved ones than males. The results also indicated that males experienced loss of good grades more than previously reported.

The coping mechanism was also explored and results indicated that crying was at 71.3% and talking about the loss at 70.4%. It was also revealed that religious beliefs and family support were more prevalent coping mechanisms utilized by grieving undergraduate students. While the study was looking at investigating the prevalence of loss towards “grief” and “grief work” and coping mechanisms by undergraduate students, the results highlighted prevalence of grief experiences, but no sources of grief and nature of counselling to university of Zambia students (LaGrand, 1985).

In Africa, Dermer (2002) found out that in South Africa grief was prevalent among those that had lost relatives to HIV and AIDS which constituted 70% of the cases under the study. In Zambia, SAD's (2010), findings revealed that grief was prevalent in Kafue District among children that were orphaned and other mental health challenges. These affected their academic performance.

2.5 Causes of Grief among Students and Nature of Counselling Offered to Them

Research on students' grief began in the early 1950s and has since been scant. A study by Bowlby (1973) in New York indicates that some perfectly healthy people go through tumultuous, emotionally difficult periods simply because of life events or situations that throw individuals temporarily off balance. Perhaps the worst type of life crisis is loss and bereavement. The study revealed that some major causes of grief include losing a parent, child, partner or a close friend in death even though this may be an expected event grief may be overwhelming. Individuals' dealing with chronic illness or the illness of a loved one finds

themselves in emotional turmoil which affects their everyday life. A loss of a job, a home or perhaps an important relationship has just ended up could lead to painfully feeling of loneliness and prolonged grieving.

Goldman (1996) argues that familiar examples of situations that can lead to or cause complicated grief and these include suicide, homicide, AIDS, abuse and violence. Goldman (1996:7) states that complicated grief is “an unexpressed or unresolved important life issue a frozen block of time has created a wall of ice between the child and his or her grief. Our job is to help melt that wall”. Furthermore, she argues that grief can be complicated by a sudden and unanticipated death, a death following a long illness, a troubled pre-morbid relations with deceased, multiple deaths and a violent death (accident, suicide, homicide) as well as personal vulnerability (e.g., poor self-esteem). Goldman also argues that complicated grief can be further impacted by children and families who are victimized (treated unfairly) and re-victimized which occurs at different points in time. Victims are those impacted by a crime whether it’s directly or indirectly. Victim injuries can include emotional, physical, financial and social. Physical injuries can range from minor to severe.

Waghachavare et al. (2012), studied stress, one of the causes of grief, among students of professional colleges from an urban area in India. The objective of the study was to assess stress among students of various professional colleges and its association with various academic, social and health-related factors. It was a cross-sectional study among students of medical, dental and engineering colleges from the urban area of Sangli district, Maharashtra, India, using a convenience sampling technique. A sample size of 1,200 students was calculated. They used pretested self-administered questionnaire for the data collection and analysis was done using percentage, the chi-square test, binary logistic regression and multinomial logistic regression. The results of the study were that out of the 1,200 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. Results revealed that there was a statistically significant association between stress and the field of education.

It was also discovered that stress was found in 187 (27.7%) females and 112 (20.4%) males; the association with gender was statistically significant. By using binary logistic regression, a quantitative method in medical studies, health and lifestyle factors, and academic factors were found significant predictors for stress. They concluded by saying that students from all the three fields studied were exposed to stress and that academic factors were one of the most

important stressors. The study looked at stress among students of various professional colleges and its association with various academic, social and health-related factors on undergraduate students. The results showed a higher prevalence of stress experiences among the students under study which was associated with grief, although there was no direct reference to stress as a source of grief.

Ranjita et al. (2004) studied academic stress among college students and comparison of American and International Students. The main objectives were to compare academic stressors and reactions to stressors between American and international students using Gadzella's Life Stress Inventory (Gadzella, 1991). They examined five categories of academic stressors (i.e., frustrations, conflicts, pressures, changes, and self-imposed) and four categories describing reactions to these stressors (i.e., physiological, emotional, behavioural, and cognitive). The sample size used consisted of 392 international and American students from two Midwestern universities. The findings of the study concluded that American students reported higher self-imposed stressors and greater behavioural reactions to stressors than international students. They reported that respondent's status (American or international) and interaction of status and stressors emerged as the two strongest predictors of their behavioural, emotional, physiological, and cognitive reaction to stressors. Five stressors attained statistical significance in the regression model. In their findings, they emphasized the need to recognize cultural differences in stress management.

While the study investigated academic stress among college students and comparison of American and International Students on undergraduate students, the results highlighted the higher self-imposed stressors and greater behavioural reactions to stressors than international students, but as to the sources of grief and nature of counselling, nothing was highlighted in the study. With the forgoing studies conducted on stress as one of the causes of grief, however, as to whether these findings could be generalized or not to the students of the University of Zambia was yet to be established in the study conducted by this research.

Heckman et al. (2013) studied factors related to financial stress among college students in Ohio. The main purpose was to find out whether financial concerns are negatively affecting student wellness. Models such as an adaptation model and the Roy Adaptation Model used in health care were used to assess the factors. Responses from the 2010 Ohio Student Wellness Survey were analysed using means tests and multivariate logistic regressions. The results concluded that there was widespread financial stress among students. The report noted that

71% of the sample reported feeling stress from personal finances. The study used the means tests and logistic regressions to analyse the data. Financial stressors were identified among college students. Two of the most important financial stressors were identified as; not having enough money to participate in the same activities as peers and expecting to have higher amounts of student loan debt at graduation. Those likely to have less financial stressors are those students with higher financial self-efficacy and greater financial optimism about the future.

While the study investigated the factors related to financial stress among college students on undergraduate students, the results highlighted the higher self-imposed stressors and greater behavioural reactions to stressors than international students. There is however still knowledge gap vis-a-vis sources of grief and nature of counselling to the university of Zambia students.

A study by Dryden (1999) in London reveals that grief may be caused by student's poor academic performance which may lead to low self-esteem, depression and overwhelming stress. Students experiencing lower grades are frustrated with their performance making it so difficult to progress at the university. In relation to this, Wright and Hogan (2008) who studied on the causes and control of students' crises in higher learning institutions in Nigeria revealed that privately-owned higher institutions were more prone to students' crises than federal institutions due to increase in tuition fees and inadequate attention to students' welfare.

In Zambia, SAD's research (2010) was number eight of a series of briefs providing new insights on the wellbeing of rural children in Sub-Saharan Africa, a previously much under-researched population. Its findings were derived from a longitudinal (2008-2010) controlled study in five communities of Kafue District, Zambia. This study was aimed at evaluating and developing a results-based intervention programme focussed on the interface between psychosocial wellbeing and livelihood. Further, the study identified particular risk and protective factors for the psychosocial wellbeing of vulnerable children. With regards to grief, the study established that the cause of grief among school going children in Kafue District, was loss of parents. Such a loss ultimately has a negative bearing on the performance of children at school. Nkhoma (2012) whose dissertation focussed on the challenges following the death of parents in some selected townships in Lusaka urban district in Zambia also agrees with this finding.

Apart from death highlighted above, Sepiso's (2015) study focussed on the educational challenges faced by single-parented pupils in selected primary schools in Mumbwa district of Zambia. Using semi-structured interviews to collect data which was analysed using the Interpretive Phenomenological Analysis method (IPA), Sepiso posits that other causes of grief in children include divorce, and abandonment, a situation in a single-parent home where a parent who is in-charge of a child deserts him or her without any consideration for the child's health safety or welfare. This comes as a result of a parent's failure to provide necessary care for a child he or she is taking care of. Furthermore, Sepiso argues that grief also resides in children born out of wedlock. This is because such children are subjected to some psychological problems of trying to find out why one parent is not staying with them. These findings gave this study insight with regard to what causes grief amongst University of Zambia students.

In relation to the nature of counselling offered to student, a survey conducted by Black (2005) found out that in the United States of America (USA), therapeutic interventions were used. Still in the USA, Fiorini and Mullen (2006) found that grief support groups offer several support to affected individuals or groups designed to provide an opportunity for individuals to share their grief safely and have contact with others who have had similar losses. In order to recognize individuality of grief and of expression, counsellors utilize a variety of modalities to support students in their grief journey. Specialized workshops are also conducted weekly, and monthly workshops offer an interactive opportunity to learn and experience creative approaches to coping with grief in a healthy fashion.

In Africa, Demmer (2002) in a study conducted in South Africa found that individual and support group counselling was used to make victims of HIV/AIDS to fit in the various social settings in the society. SAD (2010), found that in Zambia, to be specific in Kafue District, psychosocial counselling was used on victims of complicated grief which as a result of loss of parents due to HIV/AIDS, and on how to maintain stable relationships within the communities.

2.6 Summary of the Literature Review and Knowledge Gap

This chapter reviewed literature on the concept of grief, causes of grief, historical development of grief counselling and the prevalence of grief among students. However, it remains unclear about sources of grief and nature of counselling to university of Zambia

students. This situation creates a gap in knowledge necessitating this study. The next chapter looks at research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

The chapter outlines the methods that were used in this study. The chapter gives details on the research design, study site and population, sample size and sampling procedure, research instruments and data collection procedure, and data analysis. This chapter also presents ethical considerations of the research in the process of data collection.

3.2 Research Design

A case study design was used in this study. The design was chosen because it helps to have an in-depth understanding of a phenomenon, in this case, sources of grief and nature of counselling services offered to students at UNZA in particular School of Education. Similarly, Kombo and Thromp (2006) explain that a case study design brings deeper insight and better understanding of the problem.

3.3 Study Population

A population is a target group of objects or subjects that are targeted for the study (Kulbir, 2006). In this study, the target population was 8186 students in the School of Education. Students were included so that the researcher could obtain their views on sources of grief and nature of counselling provided to them at UNZA. On the other hand, counsellors were included so that they could provide the nature of counselling they provide to students at the institution.

3.4 Sample Size

According to Bless et al., (1995), sample size refers to the number of participants selected from the universe to constitute a desired sample. The universe, which in this case is also the population, refers to all students from the School of Education and counsellors at UNZA. The sample size comprised 100 participants; consisting of 96 students and four (4) counsellors (two (2) from the Clinic and two (2) from the Counselling Centre).

The sample size for the students was arrived at based on the principle of saturation. Fusch and Ness (2015) argue that data saturation is attained when there is enough information to replicate the study, when the ability to obtain additional new information has been reached

and when further coding is no longer feasible. In this study therefore, the sample size of 96 students as key informants was very appropriate. The four counsellors were also chosen to help in verifying the views of the students and type of counselling services provided to students.

3.5 Sampling procedure

Sampling procedure is the process of selecting participants, places and objects to participate in any given study. There are two sampling designs that help in this process; these are probability and non-probability designs (Kothri, 2011). The various ways of doing probability sampling are: simple random, stratified, interval and cluster sampling, while non-probability sampling involves purposive and convenient sampling.

This study used non-probability sampling procedure called purposive to select counsellors. According to Cresswell (2003) purposive sampling is non-probability sampling procedure or technique where the researcher focuses on particular characteristics that were of interest, which would best enable him or her to answer his or her research questions. This is based on the knowledge of the population and the purpose of the study. In this study purposive sampling was used to choose or select targeted group of people, in this case counsellors, who were believed to be reliable for the study.

To give equal chances to all the students from the School of Education, probability sampling procedure called simple random was used to select the students. Simple random sampling was used because it helped to identify specific kinds of cases. It begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people you started out with (Kombo and Tromp, 2006).

3.6 Research Instruments

In order to solicit information from students and counsellors, Focus Group Discussion (FGD) and semi-structured interview guides were used to collect data. Focus group discussion guide was used to collect data from the students. This instrument was chosen because it enables the researcher to discuss with the participants and collect in-depth data that can be used to understand the phenomenon being studied. FGD also offers a certain quality of control, in

that; participants provide checks on each other (member checking); excluding extreme or false views (Patton, 1990).

On the other hand, face to face interview guide was used to collect data from counsellors. This instrument was chosen because it allows the researcher to make quick follow-up questions where the participants are not clear in their responses. The interviews also allowed the respondents to freely respond to an issue, and the researcher could, therefore, gather a lot of information.

3.7 Data Collection Procedure

Focus group discussions were conducted with students to collect the qualitative data required. The students were grouped in 12 focus groups, each comprising eight members. Similarly, Krueger, (1988) explains that focus group discussions enable one to collect perception, attitudes and experiences of group members.

Data was also collected from Counsellors using face to face semi-structured interviews. This procedure for data collection was chosen because it allows the researcher to make follow up questions to get in-depth responses from the participants. To ensure accuracy in data collection, a voice recorder was used.

3.8 Data Analysis

Data analysis and interpretation is the process by which data is processed and converted into meaningful statements (Ghosh, 1992; Sarantakos, 1993). The purpose of data analysis is to process raw data for interpretation. In this research, in line with Thomas and Harden (2008), thematic or phenomenology analysis was used in order to generate themes. Thereafter, emerging themes from the two data sources (students and counsellors) were synchronised into five main themes, each with two sub-themes based on commonality of frequency. In this regard, the explanation is that data which was collected from students was analysed alongside the data which came from counsellors. Therefore, the analysis of data in this study involved interpreting the major phenomena described during data collection.

3.9 Ethical Considerations

Ethical consideration is of paramount importance to every human being in research and which is a must to follow. In this case, permission was obtained from the University of Zambia Ethical Committee through the Counselling Unit and the Clinic to conduct the research. Consent was obtained from the students and Counsellors. The participants were told that the data that was going to be collected was entirely for academic purposes. The students and counsellors were assured of confidentiality and respect. It was also explained to them that they were free to withdraw from the study if need arose. Ethical principles actually helped to ensure that research was directed towards achieving worthwhile goals.

3.10 Summary

The chapter provided a description of the methodology that was employed to collect the required data. A case study design was used. The sample consisted of 96 students and four counsellors at the University of Zambia. Purposive sampling was used to select the counsellors while students who had experienced grief at UNZA were selected using snow bow sampling procedure. The principle of saturation helped to arrive at the sample size of students. Focus group discussion and interview guides were used to collect data from the participants. The data was analysed using thematic analysis. Ethical considerations were taken into account. The next chapter presents research findings.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Overview

This chapter highlights the findings of the study on sources of grief and nature of counselling to students at University of Zambia. The chapter is guided by the study questions. The research questions were as follows; what are the sources of grief among Students at the University of Zambia; how prevalent are sources of grief among students at the University of Zambia; and, what is the nature of grief counselling among Students at University of Zambia?

4.2 Sources of Grief

4.2.1 Views of Students on Sources of Grief

Students established ten sources of grief at the University of Zambia. These are as reflected in table one below.

Table 1: Sources of Grief among Students at UNZA

1	Abortion
2	Breaking up of relationships
3	Being beaten by fellow students
4	Low academic grades
5	Fear of men by female students
6	Sickness/Illness
7	Failure to pay tuition fees
8	Lack of hostel accommodation
9	Inadequate finances
10	Death of loved one

Table 1 above highlights abortion, breaking up of relationships, being beaten by fellow students, low academic grades, fear of men by female students, sickness/illness, failure to pay tuition fees, lack of hostel accommodation, inadequate finances and death of loved one as sources of grief among students at the University of Zambia.

When the responses/frequencies are presented in the order of their ranking from the highest to the lowest, they appear as reflected in table two below;

Table 2: Prevalence of Sources of Grief among Students at UNZA

	Sources of grief	Frequency
1	Low academic grades	25
2	Failure to pay tuition fees	15
3	Inadequate finances	12
4	Sickness/Illness	10
5	Lack of hostel accommodation	8
6	Breaking up of relationships	7
7	Fear of men by female students	6
8	Death of loved one	6
9	Abortion	4
10	Being beaten by fellow students	3

Below are the views of students on the sources of grief:

One female student in a focus group discussion (FGD) said:

“I wish to go to another university where pressure of work is less. At one point I failed an assignment and the test, resulting into failing of continuous assessment and the final examination. This depressed me, and I have been grieved for the rest of term. ”

The students said the gravity of the grief varied depending on the cause while the duration also differed from short to prolonged periods of time. To this effect one student lamented:

“As UNZA student, I get affected in many areas such as lack of accommodation and lack of sponsorship. I sponsor myself and raising the funds for my tuition is a nightmare. I do not know whether I will complete my education,” one second year student in the School of education lamented.”

The frequency of the responses shows that the poor academic performance has a biggest impact on the state of a student's mind. The poorer the performance at school, the more likely the student will lapse into grief. The better the performance, the more unlikely the student will fall into grief due to academic causes.

Equally important is the failure by students to pay tuition fees and lack of adequate finances to sustain their stay at UNZA. The research has revealed that students who failed to pay tuition fees felt insecure during classes, and constantly lived with uncertainty of continuing their education. This subsequently led to grief.

The research also established that the system of allowing students to prepare meals in hostels has led to a situation where those from poor families live on 'a hand to mouth life at UNZA' while those from wealthy families live 'lavish life styles' thereby creating social classes of the 'haves and have-nots'. The 'have not' depend entirely on the bursaries finance from the ministry of education. When they run out of money, they become helpless, exasperated and desperate to find means of surviving at UNZA. This leads to frustrations and grief.

Until 1988, the Bursaries Committee used to pay UNZA for everything including meals on behalf of students under government sponsorship. In turn, UNZA used to provide meals to students based on each student showing that they had been sponsored by the Zambian government, and that they had been given meal cards by UNZA. This ensured equality in terms of students' welfare as each student was assured of a meal from UNZA dining halls (Power, 2012). The new system of 'each one for himself or herself' has brought misery from students coming from poor families, hence experiencing grief once they ran out of the resources from their bursary. Inadequate finance, according to this research finding is, thus, one of the main causes of students' grief. The findings also revealed that inadequate finance contributed to students riotous behaviours.

One student said:

“When I lost my father, I felt like the whole world had crushed on me. He was partially meeting the sponsorship of my studies. Government is giving me 50% of the sponsorship while my father used to meet the other half to UNZA. I lost my father at the beginning of the term, and the whole issue of coming to school became meaningless to me. I constantly lapsed into grief, depression to an extent that my performance was terribly affected. So, yes lack of finance and the loss of the loved ones have serious negative impacts on a student and can lead to a prolonged grief if the victim does not receive counselling”.

Breaking up of relationships among students was cited as a source of grief. On separate discussion in a FGD a female and male student said that:

“I have experienced this. When I was in the first year, I went into a relationship with a third year male student who really cared, protected and assisted me in many ways here at the campus, including issues pertaining to academic. He was so caring such that I felt I had found a ‘parent’ on campus. But I was shocked to find out that within that same year, he started dating one of my best friends. I was injured, and I didn’t know what to do. I became withdrawn, completely avoiding all my friends, and along the way became seriously grieved that one of my best friends could stab me in the back.”

A male student said:

“I hooked up with a fellow third year student, but I didn’t know she also had a ‘sugar daddy’ (Old man) from outside campus. I found her red handed in the arms of the old man in the car around 19.00hours at ‘October Airport’ (Car park outside October female residence). Instead of showing remorse, she defended the man, claiming he was their neighbour in Lusaka. I lost control and nearly punched the man, but I was restrained by my friends. I was grieved for the whole month. I decided to ditch her.”

Responses such as abortion were from female students who had gone through such experiences. Female students who had experienced abortion had this to say:

“...we experience anxiety, nightmares and a sense of guiltiness which ultimately leads to grief.”

4.2.2. Views of Counsellors on Sources of Grief among Students

Responses from counsellors were not very different from those given by the students on sources of grief. The difference, however, was in the ranking. Whereas students responses ranked ‘poor performance or low academic grades’ as the highest source of grief, counsellors ranked inadequate finances as the main cause of students grief at UNZA as shown in Table three below.

Table 3: Responses of the Counsellors on Sources of Students’ Grief

	Category/Causes of grief
1	Inadequate finances
2	Failure to pay tuition fees
3	Low academic grades
4	Lack of hostel accommodation Sickness
5	Death of loved ones
6	Sickness/illness
7	Breaking up of relationship
8	Fear of men by female students
9	Being beaten by fellow students
10	Abortion

The views of counsellors on sources of grief are as reflected in table four. The responses of the counsellors on sources of students’ grief are indicated in the order of their ranking from highest (Inadequate finance) to the lowest (Abortion). All the counsellors said inadequate finance, failure to pay tuition fees and low academic grades were the main causes of grief among students at UNZA. However, the counsellor from UNZA clinic said the highest number of grieved students he was attending to were from students grieved by health issues, particularly chronic illnesses.

“I receive more students for counselling that have health problems such as chronic ailments for counselling. Such students also get affected academically by these ailments, consequently lapsing into depression and grief,” (the Counsellor from UNZA Clinic said).

Another Counsellor from UNZA Counselling Centre stated that:

“We have been counselling students experiencing various social and economic problems. These range from inadequate finances, lack of hostel accommodation and death of loved ones. There are also cases of students’ failure to pay tuition fees and that get seriously depressed leading into grief.”

Counsellors also said female students felt intimidated to be in groups of male students, especially where they are given group assignments with male students. According to one of the Counsellors:

“Some female students here at UNZA find it difficult to work in groups where males are present. They wish all the students at UNZA were female students; reason being that they never went to a co – education secondary school. Male students do not give females piece of mind when working on group assignments. This has affected their performance since they joined UNZA.”

All the four Counsellors said failure to pay tuition fees affected students’ performance, and majority of these are those who are either partially sponsored by the Zambian Government or they are self-sponsored. The Counsellors lamented:

“Most students who do not have money to pay their tuition fees find it difficult to concentrate in their studies. They are always restless thinking that UNZA might chase them from school anytime. This affects their concentration, and ultimately leading to grief which degenerates to depression. But we provide counselling to such students.”

4.3 Prevalence of Grief

4.3.1 Views of Students on Prevalence of Sources of grief

As regards to prevalence of sources of grief among the students, low academic grades were most prevalent as shown in table 4 below.

Table 4: Prevalence of Sources of Grief among Students at UNZA

	Sources of Grief	Frequency
1	Abortion	4
2	Breaking up of relationships	7
3	Being beaten by fellow students	3
4	Low academic grades	25
5	Fear of men by female students	6
6	Sickness/Illness	10
7	Failure to pay tuition fees	15
8	Lack of hostel accommodation	8
9	Inadequate finances	12
10	Death of loved one	6

The data presented in table 4 above highlights that all the 96 students that were in the sample of this research, responded that grief was prevalent at the University of Zambia. Cases were high during the first three weeks after opening or re-opening the campus, while during mid-term, cases were less, but rose again towards the end of the term.

A male student said:

“...usually I experience grief during the first three weeks after opening school. This is the period when I am expected to pay for my tuition fees and any delays from the Bursaries Committee or my sponsors create anxiety. Also during the term I experience grief when confronting my lecturers regarding my performance with the assignments, and finally am usually grieved at the end of the term due to the pressure of the examinations”.

Some of the female students in the FGD said that they experience the cases of grief during the first three to four weeks after opening UNZA. There is too much anxiety, uncertainty, insecurity and rumour-mongering (about bursary sponsorship) among students. The situation is worse when the Bursaries Committee responsible for government sponsorship delays in paying students their allowances.

A female student said:

“Students who entirely depend on Government sponsorship through the Bursaries Committee tend to get affected the most. If allowances are delayed, the whole academic system at UNZA gets affected as students attention is diverted towards money issues. This leads to grief among students. A big number of students also get affected by pathetic marks that some lecturers award students. Some lecturers are too stingy and this can be very frustrating to a student.”

Failure to pay school fees which ultimately affected students’ performance had more cases of grief. One male student respondent to this researcher when asked on prevalence of grief at the campus:

“....I have been one of those that experienced grief resulting from failure to pay tuition fees, and lack of adequate resources to sustain my stay at the university (UNZA). I am not the only one, these cases are quite prevalent here. Go round this university, you will hear for yourself the suffering students are going through.”

4.3.2 Views of Counsellors on Prevalence of Sources of Grief among Students

All the four counsellors in the study said sources of grief were prevalent. On duration or how long grief took, counsellors responded that in some cases it was one term, while in other students it took two or three terms. Majority of the prolonged cases of grief were at the beginning of a term.

One female counsellor lamented:

“At the beginning of the term we receive so many students at different levels, during the term the number drops down drastically and at the end it starts rising.”

Another counsellor affirmed:

“...I failed to attend to all students at the beginning of the term, the numbers keep dropping until the end of the term.”

The Counsellors said they had ‘relatively fewer’ students suffering from grief during the term, but had more during the beginning, and at the end of the term. A Counsellor from the Counselling Centre asserted:

“Cases of grief are high among students during the beginning of the term, but numbers drop mid-term, and rise again towards the end of the term. High prevalence is from students experiencing financial challenges and failure to pay tuition fees. These two problems cause worry, grief and in some cases insomnia among students,”

4.4 Nature of Grief Counselling

4.4.1 Views of Students on Nature of Grief Counselling

Students were asked to give their views on types of grief counselling received from Counsellors. They responded that four categories of grief counselling were offered and these were academic, financial, psycho-social and health (pharma-psychology) counselling.

The students told the researcher that academic counselling was offered from the University of Zambia Counselling Centre. The counselling services were conducted both at individual and group level.

One student said:

“...we are attended to on individual basis when it comes to issues of grief caused by academic factors. The counselling involves listening to challenges we are going through, and then therapeutic counselling is conducted, sometimes taking one week or more.”

Another student said:

“...we all undergo counselling during orientation to the University of Zambia when we report as first year students”

On financial factors, the students said counsellors provided financial counselling to them. One UNZA student responded:

“...counsellors provide to us counselling that promotes creativity and skill on how we can engage in income generating activities such as writing attractive curriculum vitae (CV) on behalf of people looking for employment in nearby business houses.”

On psycho-social factors, the students said they Counsellors provided counselling services to victims of psycho-social problems. One of the male students said:

“...some counsellors visit victims of grief in their hostels to provide counselling from their residence. This includes students suffering from depressions, disappointments, stress, psychological breakdown and frustrations”.

Regarding pharma-psychology, this form of counselling is done at the University of Zambia clinic in collaboration with counsellors from the University of Zambia counselling Centre. It involves both psychological counselling and medication especially to students with chronic ailments.

In affirming to this service one student said:

“....students who have health related challenges such as chronic illnesses are attended to for both psychological counselling and medication.”

4.4.2 Views of Counsellors on Nature of Counselling

Just like students, Counsellors were asked to give their views on counselling services offered to students and their responses were identified as pharma-psychology, psycho-social, academic and financial counselling.

Counsellors from both the Counselling Centre and University of Zambia clinic indicated that they worked together on pharma-psychology counselling. The counsellors provide both medication from the clinic and psychological counselling from University of Zambia Counselling Centre.

The counsellor from UNZA Clinic averred that:

“.....we have students who have chronic ailments such as terminal illnesses, we as counsellors provide to such students both psychological counselling and medication.”

All the four counsellors said they provided counselling services to victims of psycho-social problems. A counsellor from the Counselling Centre stated that:

“.....we visit grieved students in their hostels to provide counselling from their residence. We also respect confidentiality in matters of psycho-social counselling as this helps students to easily open up to a counsellor when the arrangement is on a one-on-one.”

On academic counselling, three counsellors told this researcher that academic counselling is offered from University of Zambia Counselling Centre. The counsellor from the clinic did not respond to this question, giving an indication that the clinic was not involved in this type of counselling.

One counsellor indicated:

“We provide counselling to students right from the time they enter this university and this includes how to manage their academic affairs. This is part of orientation to new students.”

On financial factors, three counsellors said that they provided financial counselling to students while the counsellor from the clinic was silent on the issue. In clarifying what this involved, a counsellor from the Counselling Centre said:

“We provide counselling that helps students find ways of generating their own income such as providing consultancy to researchers who want to be assisted in their research to collect data from the field.”

4.5 Suggested Improvements in Counselling Services

4.5.1 Views of Students on what should be done to improve Counselling Services

Some Students in the FGD explained on how to improve counselling services that during orientation the UNZA management should strengthen grief counselling in their orientation program.

One of the students stated:

“University of Zambia should also increase the number of counsellors to cater for all victims in need of grief counselling. The number of counsellors we have are few. I hear they are four or five.”

Another student had the view that:

“...Lecturers and tutors needed orientation on psycho-social issues affecting students.”

On solutions for financial and psycho-social problems, the students proposed that *University of Zambia* should negotiate for loan facility for students.

“Students should be offered loans instead of the bursary which currently seems to be inadequate to meet our requirements. Students can be bonded to government upon completion of their studies to ensure the money is recovered,” (One Student said).

The student also said the issue of inadequate accommodation on campus required attention. One of the students stated that:

“...a large number of students have accommodation challenges here at University of Zambia. This has prompted some of them to rent in surrounding townships such as Kalingalinga and Mtendere compounds”.

On poor security at UNZA, the students proposed that the number of security staff should be increased to ensure adequate security manpower is available especially at night.

Students also proposed that lecturers should be sub-contracting students as research assistants when they are conducting ‘out of campus’ research projects as a way of helping students raise funds for their academic welfare. One student asserted that:

“...Lecturers should be engaging us as their research assistants to gather information for their field projects outside campus. This would go a long way in partially addressing our financial challenges.”

4.5.2 Views of Counsellors on What should be Done to Improve Counselling Services

Counsellors, just like students, were asked to state how sources of students’ grief could be addressed at the University of Zambia. They gave several proposals which included refocusing orientation programs by targeting issues that cause students grief at the campus.

The Counsellors also proposed for the establishing and strengthening of relationships between themselves and lecturers so that the two parties could collaborate on problems of students’ grief.

One of the counsellors said:

“Lecturers should have a role in addressing students’ grief considering that they are the first line of people who interact with students. Together with our team of counsellors we can make a big difference in addressing this problem.”

Another counsellor, in agreeing with other counsellors on the need to collaborate with lecturers said:

“It pains me when I see a number of students not being counselled because of lack of time to attend to all. Some of the students could be attended to by lecturers especially those affected by academic related factors such poor examination performance. We can succeed in surmounting causes of students’ grief through collaborative grief counselling at this institution.”

4.6 Benefits of Counselling Provided

4.6.1 Views of Students on How they Felt Counselling Helped Them

Students in a FGD were asked to give an assessment of how beneficial grief counselling was at UNZA and all said it was beneficial. Their concern, however, was the inadequate number of professional counsellors at the institution. The students had a similar view given by counsellors that lecturers needed to collaborate with counsellors to reach out to a big number of students affected by grief.

One of the students claimed:

“Counselling is of course very effective here, but the number of counsellors need to be beefed up. This university is growing and staffing levels should also be increasing to respond to the institution’s growth. Otherwise the few staffs that are available are being stressed by the increasing demand of students’ grief counselling.”

Another student who appreciated the services of grief counselling claimed:

“...had it not been the services of the counsellors, I could have failed my examinations. I didn’t know that counsellors are like parents who can attend to your problem.”

4.6.2 Views of Counsellors on the Benefits of Counselling Provided

Counsellors were able to give their own views on the nature of grief counselling services offered to students. Counsellors were also able to pinpoint on how beneficial grief counselling services have been to their students at schools.

One counsellor said:

“...I did not know that counselling is as important as life itself, hence there is no real syllabus to life issues. Therefore, it is vital to effectively counsel students in all life issues.”

Another counsellor said:

“Our grief counselling approach can best be described as ‘therapeutic’ as we deal with an individual mind. We focus at changing students’ lives from hopelessness to hopefulness; from pessimism to optimism; from discouragement to encouragement. We turn the minds to upright from low positions.”

4.7 Summary of the Chapter

The preceding chapter presented the findings of the study. The study sought to answer the following questions:

- (1) What are the sources of grief among University of Zambia Students;
- (2) How prevalent are sources of grief among University of Zambia Students; and
- (3) What is the nature of counselling offered to the Students at the University of Zambia?

In line with question one; it was found that the sources of grief among students at the University of Zambia, in particular School of Education were: low academic grades, failure

to pay tuition fees, inadequate finances, sickness and lack of hostel accommodation. Other sources included breaking up in relationships, fear of men by female students, death of loved ones, abortion as well as being beaten by fellow students. Students and counsellors also outlined measures to address the sources of grief.

As regards to study question two, the sources of grief among the students were prevalent. The sources were more prevalent at the beginning of the term as students struggled to find money for their school fees. In addition, grief was prevalent at the end of the term as students prepared for their continuous assessment, a prerequisite to sitting for examinations.

In terms of nature of counselling, pharma-psychology, psycho-social, academic and financial counselling was offered to students. To a certain extent grief counselling has been effectively achieved to those that have managed to access the services but lecturers needed to be drawn into counselling service to supplement efforts of counsellors. The finding revealed that counsellors were not enough to meet the needs of the many students in the school. The next chapter discusses the findings of the study.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

In this chapter, the research findings are discussed in line with the research objectives. The objectives of the study were to: determine the sources of grief among students at the University of Zambia, identify the prevalence of sources of grief among students at the University of Zambia and to identify the nature of grief among students at the University of Zambia.

5.2 Sources of Grief among Students

As regards to the sources of grief among students, both the students and counsellors identified sources of grief as those highlighted in Chapter four, tables 1 to 4. Ten sources of grief were established anchoring on academic, economic, social and cultural issues. This is undeniable because students' life at UNZA is affected by such sources. Students face so many challenges from the first day to the last day of their stay at campus.

Academic factors such as low grades were one of the most important sources of grief among participants of the study, which could truly lead to grieving of students. The results confirm academic as a source of grief according both to male and female students.

Though grief and stress are not the same, this study agrees with stress related studies such as Al-Dabal *et al.* (2010), Abu-Ghazaleh *et al.* (2011) and Behere *et al.* (2011) who have studied the importance of various academic factors in the development of stress. Hence, the results observed in the current study are trustworthy. The study has shown that the most prevalent source of grief is low academic grades. As such, grief counselling becomes an important issue in order to help students solve most of the problems they encountered at UNZA. Academic stressors include the student's perception of the extensive knowledge base required and the perception of inadequate time to develop it (Carveth, Geese and Moss, 1996). Students report experiencing academic stress predictably, with the greatest sources of academic stress being found in taking and studying for examinations and with respect to grade competition and the large amount of content to master in a small amount of time (Abouserie, 1994; Kohn and Frazer, 1986).

While Dryden's (1999) study in London reveals that student's poor academic performance triggers stress and grief in students, which may lead to low self-esteem, depression and overwhelming stress. This study established inadequate finances to be one of the factors that triggered grief amongst students at UNZA. Financial grief is the feeling of loss due to the current state of one's personal finances. Financial grief can have harmful impacts, especially for university students. Financial stress can be triggered by a number of factors such as the feeling of not having enough financial resources for up-keep, failure to pay tuition fees and failure to find money and rent a room. Concerns about personal finances are a source of everyday stress among many university students. All these financial challenges could grieve students and would call for prevalent of needs for grief counselling among students at UNZA. In the absence of financial grief, students could have more time to concentrate on their studies.

This research established that broken relationships was also one of the sources of grief among University of Zambia students. This aspect also included social relationship or social interactions which were going on. These findings conform to Kubler-Koss (1969) grief model in the second stage in the theoretical framework who argues that broken relationship may make students to begin to feel anger at the loss and the unfairness of it. Feelings of abandonment may also occur. This is also in agreement with Kochhar (2012) who argues that social relationship constitutes a problem area for most of the students. He noted that most students come from a school which served a particular linguistic or socio-economic group. When they come and interact among themselves, problems start resurfacing. These problems could lead to stress and finally grief among students. In such situations, once the source is identified, like Kubler-Ross (1969) grief model in the final stage of acceptance in the theoretical framework, the solution can easily be found and the prevalent of needs for grief counselling becomes a necessity. Truly, students are supposed to be guided by counsellors so that they live as social beings. Sarokhani (2013) argued that most students who join university in Iran are leaving their homes for the first time. This might subject them to loss of the traditional social support and supervision, in addition to residing with other students and peer relationships.

This study further established that abortion, an act against cultural belief in Zambia, was a source of grief among students at the University of Zambia. Four students, two females and two males, identified abortion as a source of grief among students. Thus Kubler-Ross (1969)

grief model in the third stage of bargaining in the theoretical framework asserts that students, beg their "higher power" to undo the loss. This phase usually involves promises of better behaviour or significant life changes which will be made in exchange for the reversal of the loss. Consequently, the study found that loss of culture can be a problem among students at the university. It is worth noting that Merriam-Websters' dictionary and Thesaurus defines culture as an integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for learning and transmitting knowledge to succeeding generations or the customary beliefs, social forms, and material traits of a racial, religious, or social group. Thus, when students come from various societies, they come with their own culture or way of doing things. When they meet many students from different societies, they can lose their identity resulting in being grieved.

As regards how the sources of grief affect students' academic life, results revealed how they were affected. All the female students in the study who had experienced grief indicated that they had poor academic performance at one time, while some had withdrawn from their programme. The four counsellors confirmed having received students for grief counselling who had failed a test at one point. This finding was in consistent with results of studies done by Dryden (1999), which revealed that students experiencing lower grades are frustrated with their performance making it so difficult to progress at the university. Like Dryden's (1999) study results, the counsellors in the current study also acknowledged seeing students withdraw from various programmes. One counsellor who handled spiritual grief indicated that some students changed their original churches and their religion. This confirms that major sources of grief can affect academic lives of students and therefore calls for prevalent of needs for grief counselling among students especially with regards to female students.

As regard to how sources of grief could be addressed, both students and counsellors gave their views. On low academic grades as source of grief, students indicated that counsellors must orient first year students so that they can be aware of their environment and that counsellors must devote enough time to counselling students in many of their problems. Students also indicated that counsellors must take time to meet with lecturers and tutors on many subjects such as sexual harassments. In addition, students stated that lecturers must spend time to encourage their students rather than criticizing and threatening them, common practices at the university.

When asked on how to address inadequate financial challenges at the university, many students proposed that bursaries or government loans should be made available to all deserving students to enable them solve all the financial problems such as tuition fees, lack of accommodation and school up-keep. This finding is in line with Heckman et al (2013) study on factors related to financial stress among college students in Ohio, which stressed the importance of government loans to be made available to students to enable them solve all financial problems whilst in schools.

With regards to how to address social issues such as abortion and broken relationships, the students proposed that counselling victims should be strengthened so that objectivity interpretation of social situations is achieved. Students also proposed that they should be engaged or be made to participate in many sporting activities. Furthermore, students indicated that social and cultural issues can be addressed by encouraging socialization amongst themselves. This finding is in line with Black (2005) who in his survey, which sought to explore the nature of counselling offered to student, found out that in the United States of America (USA), therapeutic interventions were used. Students were encouraged and provided with an opportunity for individuals to share their grief safely and have contact with others who have had similar losses.

In consonance with Fiorini and Mullen (2006) study, which found that grief support groups offer several support to affected individuals or groups; conduct specialized workshops weekly and monthly designed to provide individuals or groups with an interactive opportunity to learn and experience creative approaches to coping with grief in a healthy fashion. In the current study, on counsellors' views concerning how sources of grief could be addressed, all counsellors accepted orienting students to all programmes at the university. They indicated that a programme for orientation must be drawn so that it covers all aspect of important life. This is true because once other aspects are left out; students remain with problems that are not attended to. Hence Fiorini and Mullen (2006) argue that in order to recognize individuality of grief and of expression, counsellors should utilize a variety of modalities to support students in their grief journey.

With regards to strengthening relationship between counsellors and lecturers which is one way of addressing sources of grief, four counsellors out of five accepted this mode of addressing the sources of grief while one rejected it. The majority accepted it because

lecturers have a stake in the lives of students while the critic proposed that counsellors just need more time to meet students. Another way of addressing sources of grief was through counselling the victims that visit the counselling centre. All counsellors accepted this mode of addressing grief. This is true as most students need private discussions with counsellors in many problems related to themselves, parents, friends, lecturers, and educational needs, cultural and social adjustments. Personal counselling is good because students are able to share their private lives with a counsellor. Providing literature to students during counselling could be one of the ways in which sources of grief could be addressed. All counsellors accepted this mode of addressing grief. This means that all those students who could not have access to counsellors can have access to counselling literature. This is another avenue where students could have access to information. This is equally true because counsellors at the university are extremely few to meet the demands of students at the university.

5.3 The Prevalence of Sources of Grief among Students

Results from the findings show that both students and counsellors had a similar views on the prevalence of grief and need for grief counselling.

In order to determine that grief was prevalent among students at the University of Zambia, 96 students were asked whether they had ever experienced grief. The findings of the study revealed that students experienced grief. All the 96 students in the study indicated that they had experienced some form of grief while at UNZA. This is consistence with a study on stress among students of Professional Colleges from an urban area in India by Waghachavare et al. (2012), which showed that out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them, 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. According to Waghachavare et al (2012) study, there was a statistically significant association between stress and the field of education. Therefore, correlation between stress and education provides a basis for counselling to help students in education institutions such as the University of Zambia.

This study revealed that the impact of grief was more on female students than male students. This agrees with various studies that female grieve more than male. For example, a study that was conducted on the effectiveness of grief counselling by Gray (2005) considered gender as an important issue in grief experience. The result on gender concluded that gender differences

existed in the expression of grief and that women preferred to focus on the emotional work of grieving after bereavement, and men preferred to focus on the day-to-day problem solving aspects. Another research that was conducted in 2012 by Waghachavare et al. on stress among students of professional college from an urban area in India also observed that out of 187 (27.7%) females and 112 (20.4%) males, more females were stressed than males.

However, the association with gender was statistically significant. Those who had never experienced grief were three, out of which two of them were females. This is an interesting finding showing that not every student grieves. Similarly and contradicting studies done by Waghachavare et al., (2012), Goldman, (1996) and Bowlby (1973) this study found that not all students experienced sources of grief outlined anchoring on academic, economic, social and cultural issues. It is also in consonance with Kubler-Ross (1969) grief model in the theoretical framework who argues that not all students experience all the stages of grief, or, if all are experienced, they will not necessary occur in the same order. Thus, an understanding of the process of grief is useful to understand the prevalence of needs for grief counselling. Bonanno (2009) noted that, "Grieving is a pendulum-like experience, swinging between sadness and happiness, resulting eventually in equilibrium." His suggestion was that there were some people who are more resilient and have less extreme or shorter grief experiences. This could be those students who said they did not experience grief from the sources prevalent. On the other hand, it could be that they were able to cope with it.

The question of students experiencing grief was equally confirmed by the counsellors who were asked on whether they received cases of students experiencing grief. Counsellors agreed that students had frequented their offices for counselling service during the term for grief counselling. The highest number of students seeking grief counselling was at the beginning of the term while low numbers were at the end of the term. This means that at the beginning of the term and the end of the term, more students experienced grief from the various sources.

There is truth in these findings in that they are consistent with other studies in other areas when researchers investigated the causes of grief. For example, Lindemann's (1944) classic Coconut Grove study found that duration of grief had steadily lengthened, from the few weeks, to months because the people gradually got used to grieving and moved on while retaining a continued relationship with the loss (Klass, Silverman and Nickman, 1996). Regarding intensity, Bonanno et al. (2001) had this to say, "Despite some variation, it was

clear that grief was most intense in the first weeks of loss and that it continues for months, with some aspects of grief persisting for a year or so.”

On whether there was prevalence of grief among students at UNZA, the findings from both students and counsellors revealed that there was prevalence of grief among students. Students confirmed this when they were subjected to another test to confirm how grief was prolonged for the past two terms. Results indicated that all (100%) of the same sample experienced grief within the term. This confirms that a portion of university students are grieved at any given time, and require grief counselling.

From the findings, all counsellors indicated that prevalence of grief is real. The results showed that prevalence of grief existed at UNZA amongst students. The results on prevalence of grief bring a number of questions into one’s mind such as what bearing, if any; does this kind of information have for the University of Zambia students? And, how prevalent and severe is the situation among students? This means that UNZA has more work to do for their students in terms of providing grief counselling. This brings to light the need by UNZA administration to incorporate grief management in the education curriculum, and if possible, to find ways and means of reducing grief among students. Similarly, this study highlights the importance of creating positive environments at colleges and universities to reduce stress among students.

With these results, what then is the impact of prevalence of grief among students? By definition, grief is a reaction to any form of loss (Sepiso, 2015). It encompasses a range of feelings from deep sadness to anger. The process of adapting to a significant loss can vary dramatically from one person to another, depending on his or her background, beliefs, relationship to what was lost and other factors (Kubler-Ross, 1969; Worden, 1991). Grieving may also have a direct physical impact on the grieved. Individuals may at times experience reactions such as lack of sleep and eating disorders (e.g., insomnia, nausea, vomiting and loss of appetite) resulting from the impact of grief (Kubler-Ross, 1969). Affected students could be susceptible to academic challenges because their ability to function gets impaired. Grieving may further aggravate or exacerbate university lifestyles that are often less than ideal, compounding problems with good nutrition, exercise, sleeping, studying, and relaxation (Kubler-Ross, 1969; Worden, 1991).

With regard to type of counselling services are offered to students at UNZA, counsellors who were interviewed stated that they provided health or pharma-psychology, psycho-social, academic and financial counselling. This is in agreement with a study conducted by Black (2005) who found out that in the United States of America (USA), therapeutic interventions were used in counselling. Still in the USA, Fiorini and Mullen (2006) found that grief support groups offer psycho-social counselling by providing an opportunity for individuals to share their grief safely and have contact with others who have had similar losses. Specialized workshops are also conducted weekly and monthly to create approaches to coping with grief in a healthy fashion. In the current study findings established that services offered to students during grief counselling were effective ways to learn to deal with the stressors. The findings further established that stressors related to the loss and to manage symptoms with techniques include relaxation and meditation. One counsellor noted that each experience of grief was unique, complex, and personal, and that gave counsellors an opportunity to tailor treatment to meet the specific needs of each student. Not only did counsellors offer private services to students, but also offered counselling services in groups, and these groups proved useful and helpful to students who found comfort in the communal sharing of thoughts and feelings, and recovery results were often rapid in this setting.

On academic counselling, four counsellors indicated that this type of counselling is offered at the UNZA Counselling Unit. The counsellors indicated a number of academic challenges that students encountered. Common among these problems were: competition in other schools such as natural sciences where students competed for grades in order to enter certain schools such as medicine, agriculture, mines, engineering and veterinary which created pressures resulting in stress to a number of students; failure to make adjustment in general academic life; pressure of studies resulting in getting poor grades and many more. This tally with the findings where low academic grades were ranked as the highest source of grief among the students at the frequency of 25 out of 96 students. A study by Dryden (1999) in London revealed that students experiencing lower grades are frustrated with their performance making it so difficult to progress at the university. In relation to this, Wright and Hogan (2008) who studied on the causes and control of students' crises in higher learning institutions in Nigeria revealed that student's poor academic performance may lead to low self-esteem, depression and overwhelming stress.

With regards to pharma-psychology or health counselling, one counsellor from the clinic stated that this type of counselling was offered at the clinic while the three counsellors from the UNZA counselling unit and the church did not indicate that health counselling was offered to students. Although health (sickness/illness) was somewhat ranked between 4th by students and 6th by counsellors, this is an area that needed special attention as a health mind produces a productive person while the lack of it results in the exact opposite.

With regards to psycho-social counselling, five counsellors said that this type of counselling was offered to students. The counsellors admitted that social relations are undesirable among students who come to the University of Zambia. Equally, Kochhar (2012:40) acknowledges that social relations constitute a problem area for most of the students. Social interactions which go on among students must be seriously looked at as it may impact negatively to the lives of students. Others include social change, social control and social relationships which link members of the university society to each other. In all these areas, students need counselling. If these are not provided by counsellors, they may lead to student's poor academic performance leading to grief. The findings of this research established that broken relations were among the sources of grief, hence requiring grief counselling.

Vis-a-vis financial counselling, all the counsellors held that this type of counselling was offered to students. Financial counselling is important because most students are faced with a number of financial related challenges such as paying for their tuition fees for self-sponsored students, lack of accommodation that make students pay for their private accommodation either within or outside the university. In all these areas, counsellors are faced with a challenge to counsel these students to avoid stress that could culminate into grief. The findings from this research showed that the issues of finance and other economic related matters ranked no less than second to low academic grades, meaning that this challenge can either surpass low academic grades in term of being the key driver to grieving amongst students. This conforms to Heckman et al. (2013) study on factors related to financial stress among college students in Ohio. Though the main purpose of the study was to find out whether financial concerns negatively affected student wellness. The results concluded that there was widespread financial stress among students. Two of the most important financial stressors were identified as; not having enough money to participate in the same activities as peers and expecting to have higher amounts of student loan debt at graduation, hence culminating into stress and grief. This is one area therefore, that need special attention from

UNZA management as a financially handicapped student is unlikely to concentrate on his or her studies thereby leading to prolonged grief.

5.4 Nature of Grief Counselling offered to Students

Merriam-Webster's' dictionary and Thesaurus defines nature as the inherent character or basic constitution of a person or thing or a kind or class usually distinguished by fundamental or essential characteristics. This means that everything must have its inherent characteristic. For example, guidance as a subject has its own characteristics which according to Kochhar (2012) include a process, continuous process, services meant for all among others. Therefore, the nature of grief among students can be derived from the types of counselling services offered to them.

Students talked to in a FGD at the University of Zambia were able to identify the nature of grief counselling. Students were also able to elaborate how effective grief counselling services had been to their lives. Parkes (1996) gives the general nature of grief and gives examples which include feelings of anxiety, tension, anger and self-reproach. The grieving process is very difficult for the student. Its nature or characteristics can influence all areas of the student's life, be it academic, social, physical, emotional, spiritual and behavioural. Students cannot control where or when they would be affected by their grief.

When students were asked on the types of counselling offered at UNZA, their multi responses were recorded as follows; academic, financial, psycho-social, health or pharmaceutical in nature. All the 96 students revealed all these type of counselling.

On type of counselling which is academic in nature, all the 96 students and the four counsellors observed that the main characteristic of academic counselling is related to poor performance in academic courses. This could be reflected in many ways according to Fox (2000); inability to focus or concentrate, failing or declining grades, incomplete work, or poor quality of work, increased absences or reluctance to attend lectures and forgetfulness. Others include memory loss, over achievement, trying to be perfect, language errors, word-finding problems and inattentiveness as well as daydreaming. In all these characteristics of poor academic performance, counsellors can take advantage and give counsel when students experience such problems.

On financial type of counselling, 96 students and 4 counsellors observed that the main characteristic of financial counselling is related to having no finances that could enable the affected students consume goods and services for their academic achievement and health matters. These goods and services include affordable accommodation, tuition fees, feeding and daily up keep. This is consistent with Heckman et al. (2013) who found out that students not having enough money to participate in the same activities as peers and expecting to have higher amounts of student loan debt at graduation experience high levels of stress and grief, and therefore, needs financial counselling. Kubler-Ross (1969) grief model in the third stage in the theoretical framework also argues that if students' financial needs are not taken careful of, may lead into depression.

With regards to psycho-social counselling, all the 96 students and all the four counsellors said that this type of counselling was offered and that its main characteristic is related to how counselling must help them in their university society, that is, the interaction of the students and the other members of university society. This will help students interact with their fellow students and lecturers. By doing so, students would benefit more from their fellow students and university society as they would feel accepted by other groups. This could come only when students are guided to adjust and live as social being in their society. Areas where counsellors could help students are; withdrawal from friends, withdrawal from activities or sports, changes in relationships with teachers and peers, changes in family roles, wanting to be physically close to safe adults, sexual acting out, stealing and difficulty with being in a group or crowd.

With regard to whether students had at one time received counselling or not, 70 respondents: 40 females and 30 males, out of the total of 96 students indicated that they managed to receive counselling. This confirms that prevalence of grief does exist, and if it does, it calls for management to look into the problem. This means that the prevalence of needs for grief counselling challenges management to provide the services to the students at any given time when students are grieved. If prevalence of grief is higher and counsellors are not many as the situation at UNZA is, it implies that the situation can worsen leading to mental problems for some students who could have found help.

With regard to whether grief counselling students received had been effective or not, all the students acknowledged the effectiveness of counselling. This means that grief counselling is

on average effective though it takes time to be counselled due to the large number of students against few counsellors (4) at UNZA. For counsellors, grief counselling provided to students had been 100% effective. Though grief counselling is subjective to measure, to a great extent, it offers great help to students. At several times, students indicated that they had been helped by different counsellors within the university. The only constraint is that counsellors have been few at UNZA resulting into students taking time to be counselled.

On the nature of grief, counsellors should at all times continue to identify the nature of grief students are experiencing in order to update their resources and do their best to counsel them. This is true as scholars have argued on the need for institutions of higher education to develop procedures and policies that address the needs of grieving students (Balk, 2001; Knox, 2007; Servaty-Seib and Taub, 2010).

CHAPTER SIX: CONCLUSION AND RECOMENDATION

6.1 Overview

This chapter has been drawn from the findings of the study. This study was conducted to identify the sources and nature of counselling to University of Zambia students. Therefore, the study's objectives were: to determine the sources of grief, establish the prevalence of sources of grief and to identify the nature of grief among students at the University of Zambia, respectively. The conclusions and the recommendations are derived from the research findings.

6.2 Conclusion

Based on the findings, the study concludes that many sources of grief have been identified. Some admitted having experienced grief and others denied. The fact is that both groups experience grief in one way or another in their life time. Those who did not admit have at one time grieved through problem-solving tasks while controlling or minimizing emotional expression and those who admitted shared their feelings, exploring the lost relationship and identifying meaning in life with their counsellors.

The findings of the study revealed that students experienced grief and grief is prevalent among students. The prevalence of grief gives counsellors and administrators assignments to look into how grief should be attended to among students at any point in time as grief results into elicit behaviour.

The sources of grief were identified as abortion, breaking up of relationships, being beaten by fellow students, low academic grades, fear of men by female students, sickness/illness failure, to pay tuition fees, lack of accommodation, inadequate finances and death of loved one. These had negatively affected academic life of students at University of Zambia. Due to grief, some students got sick and others were expelled from school.

The last objective looked at the nature of grief counselling to students at the University of Zambia. According to the findings, in terms of the nature of grief counselling, pharmacology, psycho-social, academic and financial counselling were offered to students. The services offered have been effective to the students who had access to the counselling and

helped to identify sources and prevalence of source of grief among students at the university. Despite the successes by the counsellors to counsel students, some grief problems have to be sorted out such as student counsellor ratio and lack of time for follow-ups by counsellors.

6.3 Recommendations

In order to improve grief counselling among University of Zambia students, the sources and prevalence of sources of grief counselling must continuously be identified and understood in order to provide the necessary needs at any given point in time when need arises. The following recommendations were made:

1. The University of Zambia should provide appropriate materials for guidance and counselling that covers major and types of grief in order to cater for a number of students who can't be reached by very few counsellors.
2. The University of Zambia Counselling Centre should empower students with survival skills like how to seek for part-time employment in order to sustain their financial needs.
3. The University of Zambia should seriously look at the number of counsellors who need to counsel students as counselling is a service which is meant for all students as such sources of grief and nature of grief counselling would be made plain to the administration.
4. The University of Zambia to include grief management education in all curriculum activities once sources are identified.
5. Use the media such as University of Zambia radio station to take advantage, and not to underestimate its role. This could include students presenting their experiences. If grieving students are open to sharing their stories and challenges, consider including them in the process. Their words can be powerful, and they may appreciate the opportunity to make a difference through advocating for future grieving students.
6. Engage key faculty leaders and administrators (e.g., student affairs, Deans) early in the process. Seek constant feedback and input. People are more willing to support something they helped to create.

6.4 Future research

For future research, the following areas may be considered:

1. The whole area of grief and its coping mechanisms at higher institution of learning in Zambia.
2. To find out how students have adjusted to the new reality of living in the presence of grief and grief counselling.
3. To assess the roles of counsellors in the provision of guidance and counselling at UNZA in order to ascertain the sources and prevalence of needs for grief counselling.
4. To replicate this study at UNZA with large sample and use quantitative methods that would allow for inferences.
5. The need for continued research on effective interventions and strategies in dealing with sources and prevalence of grief among students.
6. Further research needs to be done on studying sources and prevalence of needs for grief counselling in different fields of study at UNZA in order to ascertain whether there are differences in the academic environments of these fields.

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Appendix A: Focus Group Discussion Guide for Students

INTRODUCTION

Dear Participants,

My names are **Mtonga Grace**. I am a student at the University of Zambia pursuing a Masters in Guidance and counseling. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice. And my topic of choice is: **Sources of Grief and Nature of Counseling to University of Zambia Students**.

Information collected through this study is strictly for academic purposes only, and, therefore, shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

SECTION A

PART A: Questions related to how prevalent grief is among students at University of Zambia

1. What is Grief?
2. Have you ever experienced grief? Explain your response?
3. How prevalent is grief among students at the University of Zambia?
4. How are the grief counseling services provided to you addressing the prevalence of grief?

PART B: Questions related to sources of Grief among students at University of Zambia.

1. What are the major sources of Grief?
2. How is your academic performance affected by these sources of grief?
3. Do you think your institution has put in place any measures to address the sources of grief among students? Explain your response.

PART C: Questions related to nature of grief counseling to students at University of Zambia.

1. What types of grief counseling services are offered to you?
2. Have you ever received Grief counseling? If yes, explain.
3. Explain how the grief counselling services offered to you at your institution effective in meeting the needs of students experiencing grief?

Appendix B: Interview Schedule for Counselors

INTRODUCTION

Dear Participants,

My names are **Mtonga Grace**. I am a student at the University of Zambia pursuing a Masters in Guidance and counseling. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice. And a topic of my choice is: **Sources of Grief and Nature of Counseling to University of Zambia Students**.

Information collected through this study is strictly for academic purposes only, and, therefore, shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose either to participate in this research or not. I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

SECTION A

PART A: Questions related to how prevalent is grief among students at the University of Zambia.

1. How often do you receive cases of students experiencing grief?
2. How prevalent is grief among student at the University of Zambia? Explain your response.
3. What grief counselling services do you offer at your institution to address the prevalence of grief among the students?

PART B: Questions related to sources of grief among students at the University of Zambia.

1. What are the major sources of grief among students?
2. How are the student's academic performance affected by these sources of grief?
3. What measures have you put in place to address the sources of grief among students?

PART C: Questions related to the nature of grief counselling to students at the University of Zambia.

1. What types of grief counselling services are offered to students?
2. Do you think the grief counselling services that you offer at your institution are effective? Explain your response.
3. Are the referral services provided to students who are experiencing grief? If yes, explain