

**ACCESS TO GUIDANCE AND COUNSELLING SERVICES
AMONG STUDENTS AT UNIVERSITY OF ZAMBIA**

**BY
FLORENCE BWALYA**

**A Dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfilment of the requirements for
the award of the Degree of Master of Science in Counselling**

**THE UNIVERSITY OF ZAMBIA
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CERTIFICATE OF APPROVAL

I hereby certify that this dissertation of **Florence Bwalya** has been prepared under my supervision and I declare it meets the requirements of submission on the proceedings for the award of degree of Master of Science in Counselling.

Date:.....

Signature:
Supervisor (Dr. Rose Chikopela-Katongo)

DECLARATION

I, **Florence Bwalya** do hereby declare that this research report is my original work and to the best of my knowledge has never been submitted to any other university for similar or any other degree award without my consent or the authority from the University of Zambia and Zimbabwe Open University.

.....

Florence Bwalya

.....

Date

ABSTRACT

This study was designed to access guidance and counseling services among students at the University of Zambia. It was guided by the following objectives: to establish whether guidance and counselling services are accessed at the University of Zambia, to establish students awareness of guidance and counselling services at the institution and to ascertain whether guidance and counselling services offered at University of Zambia met students need. A study was descriptive it was designed to describe various aspects which cause the accessibility of guidance and counselling services of the University of Zambia by the students in School of Agricultural Sciences. The population consisted of students from school of Agricultural Sciences undertaking full-time programmes. The sample size of the study was 100 students. A probability sampling technique called simple random sampling was used to select the respondent from the study population. Data collection tools included questionnaires and interview guides.

However, the data also revealed that a lot still needs to be done to improve on the services are offered to students. Some of the issues that still need to be addressed include training more counsellors in guidance and counselling so that in each unit or school there is a counselling office to improve on the quality of delivery of counselling services to students.

The study end by giving recommendation on what can be done to improve the access of the students at the counselling centre.

DEDICATION

I dedicate this report to my dear children and lovely parents. Your wise and focused parental guidance and your strong passion for education inspired me to fight on and never to despair. May God continue giving you the inspiration of good parents and more years to live on earth.

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
G & C	Guidance and Counselling
HIV	Human Immunodeficiency Virus
MoE	Ministry of Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation's Educational Scientific and Cultural Organization
UNZA	University of Zambia

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**ACCESS TO GUIDANCE AND COUNSELLING SERVICES AMONG STUDENTS
AT UNIVERSITY OF ZAMBIA**

CHAPTER ONE

1.0 INTRODUCTION

This study will critically access guidance and counselling services among students at the University of Zambia. This chapter focused on the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, theoretical framework, limitations and definitions of terms.

1.1 Background of the study

Access to guidance and counselling is an invention that is as old as man. It is often referred to as a helping relationship between a trained personnel and untrained individual. Counseling has made a huge contribution to the life of millions as we live in a complex, busy, and changing world. Man who is usually referred to as a social animal will inevitably at one time or the other need guidance and counseling for effective decision making. Over the year's career guidance and counseling services have been modified by the development of various theories and techniques to help address the various needs of humans.

According to Burks and Steffire (1979), counseling can be defined as a relationship between a professional counselor and a client. This relationship is usually person-to-person, and may sometimes involve more than two people. It is designed to assist clients to understand and clarify their views of their life, and to learn to attain their self-determined goals through meaningful, well-informed choices and through resolution of challenges of an emotional or interpersonal nature.

Counselling is helping people to grow by learning to make responsible decision in order to come up with good actions. People are helped to solve their own problems. Counselling refers to the relationship between the person who is helping and the one being helped by a trained counsellor. Guidance involves ways and experiences of assisting individuals understand themselves. Guidance is knowledge based. It deals with facts and principles, methods and cognition while counselling is value oriented and deals with motivation needs and feelings. Counselling is personal and confidential (Ndhlovu, 2006).

Guidance and counseling as a movement was started in America at the beginning of 20th Century as a reaction to change process in an industrialized society. Guidance and counseling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up, Summit (1997). Globally, guidance and counseling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline. Guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at the institution (Nziramasa, 1999).

The Ministry of higher Education emphasizes the need for Guidance and Counselling services that will be offered to all students. The programme was introduced in the Zambian institutions and colleges in 1990. The aim of the Guidance and Counselling programme is to prepare and help students to cope with any difficulties they may encounter either in school or later in life, or indeed both. It is also meant to help an individual student to expand his or her

self-understanding and that of other people in order to enhance his or her holistic development.

Guidance and counselling services are those service that are offered to students beside their formal lessons within the institution environment. These include personal emotional, social, educational and vocational support. These services are for the basic concern of the individual student. They constitute an integral part of the pupil's all round education. The University of Zambia counselling unit was established for the purpose in 1980 (Ibid). There are a number of problems that militate against students' academic life and such problems can be of psycho-social, academic. This study therefore, intended to investigate the causes of students underutilization of the counselling facility at the University of Zambia.

Cramer (1996) states that guidance and counselling is a verbal process in which a counselor and counselee(s) are in a dynamic and collaborative relationship, aimed at identifying and working on the counselee's goals, in which the counselor employs a repertoire of diverse techniques and processes, to help bring about self-understanding, understanding of behavioral options available, and ability to make informed decisions in the counselee, who has the responsibility for his or her own actions.

Guidance and counselling Services in Zambia started in 1967. This was an initiative of the Ministry of Education. The main focus then was the guidance of students into vocations based on students' capabilities. This was the responsibility of career teachers, now called either guidance teachers or school counsellor. For some time, it seemed the country had adequate human resources; hence the Guidance and Counselling programme became less popular. However, in 1990, the Guidance and Counselling programme was re-introduced and

with expand functions. This time, its functions include: counselling, reducing drop-out rates, offering psychological help to abused students, sensitizing students on issues of subject combinations and career choice, drug-abuse and HIV/AIDS, referrals of pupils with learning difficulties to school counsellors, reducing examination anxiety among students, preventing delinquency, counselling of students with emotional and social problems. After decentralization, the aim of the unit will: offer guidance and counselling to all students at the University of Zambia, help students in their personal, social, educational (academic), vocational needs' and to help students cope with psychological problems (MOE, 2000).

Government policy emphasizes the need to strengthen Guidance and Counselling services (MOE, 1996; 2000), Guidance and Counselling services should be offered to all students at the University of Zambia because they contribute to the holistic development of the students. Guidance and counselling should help students to develop desirable attitudes towards other people, solve their own problems and to acquire skills for proper adjustment for self and society. These are intended not only for a student who already has problems but also for the individual who, though developing normally, would benefit from the services through class or group guidance and access information from the guidance counsellor.

It is important to note that even though the Guidance and Counselling Services programme has been in place since 1990 and the government has been spending money on it, it has not been evaluated comprehensively to determine its effectiveness. Apart from the career component (one of the issues in Guidance and Counselling), Chilala's (2002) study, which established that provision of equal access to technical secondary school education may have succeeded in terms of the numbers enrolled, but in terms of preparing students for the world of work in order to balance gender representation in technical fields, it has not performed

very well. The question one may seek to ask is whether or not students are accessing Guidance and Counselling services programme. It is therefore, not known whether or not the Guidance and Counselling programme is achieving the goals for which it was intended.

This study will focus on how the Guidance and Counselling services are being accessed by students at the University of Zambia.

1.2 Statement of the problem

In 1990, the Ministry of Education reintroduced Guidance and Counselling Services in the Zambian schools. Guidance and Counselling at the University of Zambia started in 1984. In spite of the implementation of guidance and counselling at the University of Zambia. It was not known how these services were accessed by students considering the many riot cases being recorded at UNZA every year.

1.3 Purpose of the study

The purpose of the study is to establish whether or not students at the University of Zambia access Guidance and Counselling Services.

1.4 Objectives of the study

The objectives of this study will find out whether:-

1. To establish whether Guidance and Counselling services are accessed at the University of Zambia.
2. To establish if Students are aware of Guidance and Counselling services at the institution.

3. To ascertain whether Guidance and Counselling services offered at University of Zambia met students need.

1.5 Research Questions

1. How are guidance and counselling services accessed by student at the University of Zambia?
2. How do students become aware of the Guidance and Counselling programme?
- 3.. How are guidance and counseling services meet the needs of students ?

1.6 Theoretical Framework

This study is based on Maslow's needs theory. The Basic assumption underlying the needs theory is all individuals are characterized by their 'needs' and that the behavior is explained and understood by analysis of this needs. The main focus of the present study however, is to establish whether Guidance and Counselling services provision is meeting students' needs. In line with this theory, lecturers should aim to meet the four types of guidance needs of students namely; remedial, immediate, exploratory and developmental. Efforts of Guidance and Counselling programmes should be directed at meeting a variety of the students' needs with special emphasis on the enhancement of self-concept and the encouragement of genuineness (Nelson, 1972; Akinade, 2004).

1.7 Definitions of significant terms

Access -is simply being able to get to what you need.

Attitude – refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Awareness – The art of creating consciousness in individual, families and communities through sensitization programmes.

Career Counselling – refers to a process of offering, advising and cautioning learners who may go astray in their career choice.

Client- refers to a learner receiving guidance and counselling services from a Professional helper, also known as counsellor.

Counselling- This is a helping relationship through which students are helped by trained person to define their goals, make decisions, and resolve problems related to social, personal, educational and career of one. It involves enabling students find better alternatives to problems befalling them, gain and recover skills after being listened to in a manner that is non judgemental, in an environment that does not threaten or inhibit students from opening up or sharing their concerns and at the end of the process be empowered and attain self-actualization.

Counsellor – Is one who counsels, assists or help the students or an individual to solve academic and psychological problems.

Effect- refers to a change produced by an action of cause or an outcome.

Guidance- refers to all the activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interests

abilities and potentials. Guidance also refers to advice given to the students to show them the right direction to take in their academic and social life. In this particular study guidance means assistance offered by trained or appointed counsellors in the counselling department to help students help themselves in making desirable choices, adjustments and solve various problems in their educational, vocational or social-personal life thereby living a satisfying life.

Group Counselling: This is a counselling session that takes place between the professionally trained counsellor and a group of people

Respondents- These are the direct parties to answer questions in a research study

Students- refer to a group of people in the learning process in a school

1.8 Limitations of the study

The attitudes and perceptions// of respondents were not controlled by the researcher but however, reliable data for analysis was obtained. The study was conducted only in one School at the University of Zambia, School of Agricultural Sciences with a sample of 100 participants, therefore, these findings cannot be generalized to other Schools at the University of Zambia.

1.9 Delimitation of study

The study was carried out at the University of Zambia, School of Agricultural Sciences.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter covered the concept of guidance and counseling, historical development and the need for guidance and counseling and types of Counselling. It had also government involvement in guidance and counseling, the counselor and counseling. It briefly gave a background of when guidance and counseling started in Zambia and at the University of Zambia. The focus of the review is on the status guidance and counselling provision in the universities and how the students have benefited from guidance and counselling services available.

2.1 Historical development and the need for guidance and counselling in Africa

According to Muithya (1996) in traditional African society, character formation was achieved through intense formal and informal programme of guidance and counselling. Makinde (1984) notes that guidance and counselling has been an essential part of every society and each society had its own sources of wisdom which controlled and regulated social interactions. Makinde (1984) states that in African society's provision of guidance and counselling was effected through identified people to whom members could turn to when necessary.

Most people were involved in guidance and counselling in the communities they lived in. Traditional African societies has people, who were doing the counselling for example uncles, aunties, grandparents and other influential people such as priests, chiefs and kings. Among the common ways of offering counselling as stated by Phiri (2006) includes giving advice to young people and sharing wisdom with people who has experience in life. Guidance and

counselling in African institutions is provided in different ways to students with each African country taking its own approach. Although guidance and counselling has been part of the African society, the integration of guidance services in the education system only began in the late fifties.

The Ministry of Education and Sports (2005) in Uganda reported that guidance and counselling was a component within their education curriculum meaning that every teacher trainee gets exposed to guidance and counselling skills and knowledge during his or her training. This has helped Uganda to successfully implement guidance and counselling in its schools even though there are a lot of challenges. The report further stated that education in Uganda used different models and approaches in delivering guidance and counselling to their students.

In Kenya, it is reported that guidance and counselling is provided to the learners. However, Kamara (2001) revealed that in Kenya effective counselling is not provided to the learners in schools, colleges and institutions because they use family processes in providing guidance and counselling to the learners. The review of the literature in Kenya revealed the connections in literature done at Global level. It shows that both global and African school counsellors face challenges in providing the services to the pupils due to poor policies and poor implementation mechanisms.

In Tanzania, guidance and counselling is as well provided even it is not on the school timetable. Wikipedia encyclopedia (2012) reported that as regards to the origin and development of guidance and counselling in Tanzanian at primary levels, there are no defined

counsellors to counsel students; there is no programme or time tabled action on counselling. The counselling is left to voluntary teachers and other stakeholders interested in education.

Although literature on Africa on guidance and counselling is scanty, there is evidence that guidance and counselling is provided to the schools in most countries in Africa. In some countries such as Malawi, Zambia, Tanzania and Swaziland, guidance and counselling did not exist until the late sixties. Wilma and John (2000).

2.2 Guidance and Counselling in Zambia

In Zambia guidance and counselling services started in 1967. There have been several changes in the way these services have been offered to students just like in other African countries. The changes are in relation to the added objectives such as helping learners with learning difficulties, reducing delinquent behaviour,

Guidance and counselling has been conceptualized as a programme of activities which was provided us with gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah, 2004).

The UNESCO module on guidance and counselling (2000) also posted that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, institution environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational

guidance, vocational guidance and persona social guidance (UNESCO module, 2000). Under these three areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral and follow-up (Denga 2001). Each of these major components of guidance and counselling along with their services address students' needs challenges and problems. The goal of guidance and counselling service is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Thus, the highlights of the National Policy on Education (1998) states "in view of the apparent ignorance of many young people about career counsellors will be appointed in institutions and tertiary levels".

There are two approaches to counselling. The first approach is traditional in context and the second is professional (Kara Counselling Training Trust, 1996). Traditional counselling is about giving advice or guidance on conduct or behavior. The advice and information, normally, is done by known and trusted individuals within the community. The professional counselling is about providing a system of helping individuals to capture personal issues for them to make decisions and then put plans into action. Professional counselling is provided by individuals who are recognized as qualified to provide that service. The recognition in particular places special emphasis upon education and counselors have to be trained to deal with all aspects of their profession. This competence depends upon the body of theory which legitimizes the practice of counselling.

The meaning of counselling has further been argued by scholars. According to Balmer (1990), the following is the argument. Counselling is not a discourse by the interviewer because the interviewer does not use counselling in which to listen to himself speak or air his or her own opinions. Counseling is not a confession as the client is not being morally

evaluated, pardoned or absorbed by the counselor. It is not about influencing attitudes, beliefs and behaviours because the client is not persuaded, compelled or threatened to change his or her attitudes to those of the counselor. Counselling is not a conversation as it is not simply two people exchanging information and opinions. It is not a discussion, as differing points are not argued.

Counselling therefore, is not just a body of theoretical knowledge, but is also a set of practical skills. The practical skills are as important as the theoretical knowledge and there is a reciprocal relationship between the two. It is the theory that gives the practice its strength and robustness and the practice that gives the theory its accuracy and validity.

Education and counselling have been closely linked and there are some superficial similarities. However, a subtle but important distinction is made. On one hand, education is concerned with making decisions and planning changes (Kara Counselling and Training Trust, 1996).

2.3 Role of Counselling

The role of counseling is to help people discover more effective ways of living with themselves and achieving what they need from life. It offers the opportunity to explore important issues in a safe and confidential environment. In listening without judgement, the counsellor supports the necessary process of self-discovery and understanding. Counselling helps clients achieve their personal goals, and gain greater insight into their lives. It gives individuals the tools to be the solution creator in their own life and helps them to learn how to deal with their difficulties and resolve them as quickly as possible. The main objective of counseling, therefore, is to bring about a voluntary change in the client. For this purpose, the

counsellor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decisions or the choices he/she makes, though the counsellor may assist in the process by his/her warmth and understanding relationship (Kachhar, 1984).

Counselling is aimed at helping students in a non-medical setting with problems within the range of the so called normal 'limits'. As such counselling is based on the recognition of the dignity and worth of the individual and his or her right to personal assistance in time of need. With such aims in mind therefore, counselling should not be looked upon as a mere peripheral adjunct, but should be seen as an integral part of education within the educational process (Tembo, 1985).

2.4 Types of Counselling

There are two major types of Counselling, namely: individual counselling and group counselling.

(a) Individual Counselling

This is referred to as one-to-one counselling. It occurs between the professionally trained Counsellor (Therapist) and his client (Counsee). The goal of this is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients' problems are alleviated. Frumboltz and Thoreson (1967) as cited in Ojo (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

(b) Group Counselling

This is a counselling session that takes place between the professionally trained counsellor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counselling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar.

During group counselling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counselling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counselor during group counselling is to help remove the marks covering the problem. He or she helps open up the problem with the professional competence and knowledge he/she possesses. The counselor is not just a member of the group; he/she is to direct the affairs and situations.

2.5 The counsellor and counselling

The counsellor in this context is a professionally trained counsellor and therapist who should be working in the institution. The role of the counsellor revolved around employing new skills to aid the client/learner through the “dark entangled forest” of his/her personality and society. Counselling aims at empowering the individual. The counsellor requires professional training to accomplish this task successfully. Castillo (1978) acknowledges that anyone who hopes a child to mature must first get to know and accept him for he or she is. Otherwise success will evade even his/her best affairs. Makewa (2008) concedes that it is important to understand the youth’s world as a counsellor. The counsellor is then able to help them better when they understand

them and that male and females are easier to build than it is to mend men and woman. A counsellor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counsellor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge.

2.6 Theories in Counselling

Counselling theories aim to assist the counselor to observe, describe, predict and evaluate events systematically and to observe and explain what takes place in the counseling process. They guide the counselor in effectively applying and modifying counseling but we can categories to assist clients appropriately. The three major theories of counseling namely, the psychoanalytic, the cognitive-behavioral and the client-centred approaches.

In psychoanalytic therapy, two techniques are very important, namely, free association and dream analysis. Free association is the technique in which the individual (client) tells all that comes to his/her mind uncensored, especially about early trauma or shock, regardless of how irrelevant, unpleasant or objectionable, it may be to him/her. Since the experiences of infancy and much of childhood are consciously “forgotten”, the client may resist or fail to produce any words, ideas or thoughts. This is called resistance. It is the inability to remember at important events or to talk about anxiety provoking subjects or events (Corey, 1986).

According to Andler (1932, psychoanalytical counselling as a therapy is concerned primarily with coping with anxiety. The anxiety arises from threatening circumstances connected with the external environment. Therefore, that task of the counsellor is to help clients understand that they are using these techniques and to explore mechanisms with them. The counsellors help the clients to understand the respects in which their behavior does not permit to function adequately and what clients can do to change. The psychoanalytic approach embodies the

assumptions of the medical model. Human nature is viewed from a deterministic framework. People are largely determined by unconscious motivation, irrational forces, sexual and aggressive impulses and early childhood experiences. Because the dynamics of behavior are buried in the unconscious, treatment consists of a lengthy process of analyzing inner conflicts that are rooted in the past. (Corey, 1986).

Dream analysis entails that the client reports dreams which often recapture childhood experiences to the counselor who interprets them. According to Freud, dreams are important because they may provide a means of understanding the unconscious. Freud pointed out, however, that there is no universal key to the meaning of dreams

These techniques seek to benefit the client by boosting his/her confidence and self-esteem. In free association the client is asked to report whatever comes to mind, regardless of how trivial or meaningless it may seem. The main concern is to assist the client to learn to identify connections and patterns in his/her thought processes and to allow the unconscious free expression thereof. In dream analysis, the client is encouraged to describe his/her dreams (Coey, 1986).

Theoretically, it stresses that therapeutic interventions are aimed at leaving dysfunctional behavior and replacing it with approved behavior. Behavioural counselling also emphasizes the consequence of behavior rather than its causes. Further, it stresses that the motivations for behavior are mainly biological.

2.7 Availability of Guidance and Counselling Services at the University of Zambia

Guidance and Counselling at the University of Zambia started in 1984. In spite of the implementation of guidance and counselling at the University of Zambia some of the students did not know the services that are available at counselling centre because students thought

that the only students who access counselling services are students who are suffering from psychological problems or those who are HIV/AIDs.

There is need for counsellors at the Institutions to sensitize students the benefit of accessing guidance and counselling services. Guidance and counselling is supposed to be offered to every student who enters the University of Zambia. Guidance and counselling in Universities is very important because it helps the learners to understand themselves and respect other people. It also helps students to avoid taking part in riots. Students undergo a lot of problems and stress, hence the need for the provision of guidance and counselling, and helps students to meet the therapeutic needs by helping them make decisions or plan for any form of change. The purpose of guidance and counselling is not to solve all the students' problems but to help reduce the students' problems in order to create a conducive environment for learning (Ngambuki, 1999).

However, Egan (1998) stated that students should be helped to manage their problems and empower them to become effective in future. Guidance and Counselling provides the students with an opportunity to talk about their problems in a non-judgmental setting and helps students to manage their problems and improve in their performance. Corey (1982) notes that guidance and counselling can help in the number of ways such as emotional, functional relationship management and identify solutions by promoting effective action.

2.8 Awareness of Guidance and Counselling

The awareness about the existence of the University of Zambia counselling centre, as well as the services that are offered by the counselling centre were also considered to be among the factors that affect the students at the University of Zambia counselling centre. The study revealed that in spite of their awareness of the existence of the counselling centre, the students did not know the services which it offers. This, for the most part, was attributed to

lack of publicity by the counselling unit. The findings suggested a number of ways for publicity of services of the counselling centre. Other than the routine awareness to first year students on their arrival, counselling centre should network with the schools so that lecturers could keep on reminding the students about the significance of the existence of the centre and the kind of services it offers.

The counselling centre should have sensitization workshops for all the students. The brochure should be distributed to students and the tents should be mounted in units at the University of Zambia so that it makes it easy for students to access the services than walking long distance to the counselling centre.

2.9 Access to Guidance and Counselling

According to Muithya (1996) in the traditional African society, character formation was achieved through intense formal and informal programme of guidance and counselling. Makinde (1984) notes that guidance and counselling has been an essential part of every society and each society had its own sources of wisdom which controlled and regulated social interactions. He states that in African society's provision of guidance and counselling was effected through identified people to whom members could turn to when necessary.

The role of guidance and counselling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counselling services was still wanting in helping curb indiscipline in schools, which was increasing.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section provides the methodology that was used in the study. It includes research design, the target population of the study, study sample, sampling techniques, data collection instruments, data collection procedures and data analysis. Further it explains how data was analysed to answer the research questions. A summary of the chapter is captured at the end.

3.1 Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. The design of a study defines the study type, descriptive and sub-type, research problem, hypotheses, independent and dependent variables, experimental design, and if applicable, data collection methods and a statistical analysis plan. A research design is a framework that has been created to find answers to research questions.

3.2 Study population

Peil et al, (1982:26) defines population as all the cases or individuals that fit in a certain specification. Target population or universe refers to all the members of a hypothetical set of people. Events or objects to which generalize the results of the research (Borgand Gal, 1979). The population consisted of students from school of Agricultural Sciences undertaking full-time programmes. The University of Zambia has students either on full-time, part-time, parallel or distance basis.

3.3 Sample size

In every research, which involves sampling, the issue of sample size is very cardinal. This is because there is a very big link between sample size and its level of representation of the population from which the sample was drawn. The larger the sample, the greater the representation. In this research therefore, a sample of 100 students was used which was considered to be sufficiently large enough to give us good representation of University of Zambia students from School of Agricultural Sciences and thus produce a large confidence interval and a little margin of error.

3.4 Sampling Techniques

There are two approaches to sampling, probability or random and non probability or non random sampling. Probability sampling is where every element of the population stands a chance of being included in the sample (Bless and Achola, 1969). Chance alone determines which times are to be included in the sample. Non-probability sampling involves choosing samples based on judgment regarding the characteristics of the target population and the needs of the study. In this approach some members of the target group have a chance of being chosen while others do not (Kane, 1993:91).

In this study, a probabilistic sampling technique called simple random sampling was used to select the respondent from the study population. A simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected. A simple random sample is free from sampling bias. However, using a random number table to choose the elementary units can be cumbersome.

3.5 Data collection instrument

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Sapsford, 1995). The study used one research instrument to gather data and this was interviewing guide and questionnaires.

‘An interview schedule is a list which contain standard and specific questions to be asked by the interviewer’ (Ghoshi, 2002). The schedule will enable the interviewer to probe deeply and collect detailed information from the respondents. This is because the researcher will utilize qualitative approach which does not require use of statistics. Questionnaires were administered to students in order to cross check information given by students.

3.6 Data analysis

Data analysis means to attach meaning to the collected data by extracting information from quantitatively and qualitatively. To whom meaningful distribution of scores of frequencies as well as percentages. . Data analysis was done by extracting information from the data collection tools. Tables were constructed showing the response and then converted into findings.

In qualitative research the researcher s the primary instrument for data analysis (Merriam and Simpson, 195\95). Data analysis in the study will involve grouping, classifying, and categorizing data according to research objectives. Therefore, the findings of the study will be presented and analysed in narrative form with little use of numerical figures.

3.7 **Ethical consideration**

This part of research which has to do with taking care of issues that guide the collection of data through respecting the respondents in terms of their privacy, from any form of abuse and respecting their right to choose whether to participate in or which information to give and which one to withhold. Mugenda and Mudenda (1999) defines ethics as “that branch of philosophy which deals with ones conduct and services as a guide to one’s behavior”. A letter was collected from the University of Zambia at the Institute of Distance Education to conduct the research study among students at the University of Zambia, School of Agricultural Sciences.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Introduction

This chapter presents the findings of the study was based on the data collected from the questionnaire that was administered to students and interviews held with the programme staff of the university of Zambia counselling centre.

The research endeavored to establish the gender of respondents and the responses were as reflected in table 1.

Table 1. Gender of Respondents

Category	Frequency	Population
Male	40	40%
Female	60	60%
Total	100	100%

The table above shows that 40% of the respondent were males while 60% of respondents were females.

The research sought to establish the marital status of the respondents in the responses reflected on table 2.

Table 2: Marital Status of Respondents

Category	Frequency	Population
Single	17	70
Married	3	30
Divorced	0	0
Widow/Widower	0	0
Total	20	100

The table above shows that 70%(17) were single, 30% (3) were married, there were no divorced and widows/widowers.

Table 3. Showing a distribution of student respondents according to year of study.

	1 st year	2 nd year	3 rd year	4 th year	5 th year
Male	10	9	10	10	7
Female	9	12	12	15	6
Total	19	21	22	25	13

According to the data in the table above, most of the respondents are in their fourth year of study (25%), 19% are in first year, (21%) are in the 2nd year, (22%) are in the 3rd year and (13%) are in the fifth year.

Table 4. **Distribution of student respondents according to employment status**

RESPONSE	FREQUENCY	PERCENTAGE
YES	80	80%
NO	20	20%

Table 5: **The table showing students respondents who are aware of the counselling centre**

RESPONSE	FREQUENCY	PERCENTAGE
YES	70	70%
NO	30	30%

In the table above, 80% of the respondents are aware of the existence of the University of Zambia Counselling Centre and 20% are not aware. Those who were aware of it said they knew it either through friends, health worker/clinic or at familization meeting of first year students. Those who were not aware of it said most of them are those students who are not accommodated with in campus.

It shows 70% of the respondents who are aware of the existence of the University of Zambia Counselling centre and 30% are not aware. Those who are aware said they knew counselling centre through friends and maybe through their lecturer who would advise them to seek counselling whenever they are in problems.

Among the respondents 60%% said their needs were met and the counselling sessions were successful especially where financial/tuition related issues the students were given confirmation letters to take to bursaries so that they were assessed and after going through interviews the responded were help by the social welfare. The student respondents said they were given GRZ Bursaries/scholarship loans and other were given student hardship loan for them to pursue their studies.

When the researcher asked respondents who were not aware of guidance and counselling and whether they visited the counselling office or not to get psychological support for psychosocial and academic problems the encountered. The majority of students replied that they do not have awareness about guidance counselling services, they said they were fear they believe that there is no adequate counsellor at the institution and the rest replied that they fear break of confidentiality as a reason not to visit counselling centre for their psychosocial and academic problems.

Table 6: Utilization of Guidance and Counselling Services by students

Students were asked whether they visited the counselling centre or not to get psychological support and academic problems the encountered

Table 5. Utilization of guidance and counselling services by students

Response	Yes	No	Total
Frequency	94	166	260
Percent	36%	64%	100

The student's respondents who did not utilize the services of the Counselling centre said they did not know the kind of services which the unit offers in spite of their awareness of its existence. Most of the students fear being seen by friends as they are going to the centre during the day as most of the students think that when someone goes for counselling it means that person is associated with HIV/Aids illness. The respondents said if the location of counselling centre can be isolated from the students hostels the student were going to be free from accessing the counselling centre.

Some students explained that they had not used the service because they had not had the need to do so and had no personal problems. They thought the counselling centre is used when someone is sick like HIV/AIDS and have personal problems. Some of the respondents said they utilize the counselling centre when they have financial/tuition related problems for them to pay for tuition fees.

Table 7. Distribution of student respondents who have been counselled by counselling centre

RESPONSE	FREQUENCY	PERCENTAGE
YES	25	75%
NO	10	25%

According to the data in the table, only 75% of the respondents have been counselled by counselling centre.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objective of this study were to access to guidance and counselling services among students at the University of Zambia. The findings would lead to conclusions on how accessible to guidance and counselling services among students at UNZA.

5.2 Summary of findings

The purpose of the study is to establish whether or not students at the University of Zambia access Guidance and Counselling Services. The study identified the causes of low utilization of the counselling facility. Descriptive survey design was applied to this study because it sought to collect data from respondents about their opinions. The study found out that the majority of the counsellors considered guidance and counseling services to be important at the University of Zambia. Most of the respondents were aware of the existence of counselling centre, but they did not know the services that the unit offers.

According to 75% of respondents said the best way to make students access guidance and counselling at the University of Zambia is by mounting tents every Fridays in central areas to increase awareness of guidance and counselling and counselors should emphasis on academic difficulties and motivation among students.

According to Tembo (1985), counselling should not be looked upon as a mere peripheral adjunct but should be seen as an integral part of education within the educational process. However, because of lack of adequate orientation to students to the services that they counselling centre offers, the students do not realize that is a complete part of education within the academic context. Therefore, if the University of Zambia can introduce guidance and counselling to students as part of the school course in each and every unit, it would be better because each and every student is assured of understanding what guidance and counselling is all about and the students will be utilizing the service.

Orientation of first year students not only to the counselling centre, but also to the entire university set-up would be better at the time of their arrival. Other students said that if only counselling course can be compulsory course to every student who enters at UNZA in the first year and giving them handouts, all students would be aware of the counselling services and be able to utilize the services.

According to 30% of the respondents were not aware of the counselling centre. It was suggested that the University of Zambia Management should orient all students every academic year before it starts so that those students who missed the orientation in first year are able to know and understand what counselling centre is all about at the University of Zambia. This is because some students arrive late for school and miss all the orientation.

Furthermore, counselling centre should come up with the programme of sending their staffs in units at the University of Zambia to orient students and teach the student the important of counselling centre, other respondents revealed that the central location of the counselling centre should be changed from where it is to somewhere where it is private. The suggestion

was made that the counselling centre should be located near where the clinic is located so that as clients go to the counselling centre people will not notice whether that person has gone for counselling or is sick. It was further suggested that the counsellors at the centre should work over weekends to accommodate those students who are tight up with classes during the week and have no chance of visiting the counselling centre.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study concludes that guidance and counselling is important at University of Zambia. Guidance and counselling services offered were educational guidance, career guidance, Financial/Tuition related, psychological and social guidance.

The students did not know the services that the counselling centre offers. The counselling centre lacks privacy and therefore, the students fear being seen by their friends. The students in this respect therefore, are denied of time to accessing the facility. The programmes were

Recommendations

The researcher recommends that:

- Management at the University of Zambia should make sure that Guidance and counselling counsellors should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their skills.
 - The Senior Counsellor at counselling centre should make sure there is adequate provision of guidance and counselling materials as well as application of peer counselling, there ought to be proper budgeting for the same in terms of finances and time respectively.
1. Management of the University of Zambia need to invite guest speakers who will provide the counselling services to the students in areas of concern.
 2. There is need for counselling centre staffs to be mounting tents every Fridays in central areas to increase awareness of guidance and counselling and by giving talks and free handouts for different educational opportunities.

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**UNIVERSITY OF ZAMBIA-ZIMBABWE OPEN UNIVERSITY MASTER OF
SCIENCE IN COUNSELLING**

I am a student of the University of Zambia pursuing Master of Science in Counselling in conjunction with Zimbabwe Open University. The purpose of the study was to critically access guidance and counseling services among students at University of Zambia. The researcher kindly requests you to participate in the research by responding to the questions. Your responses will be treated as confidential and will be used for the completion of this research only.

INSTRUCTIONS

Your are kindly requested to complete this questionnaire by providing a tick or filling in the spaces provided and filling in the spaces provided

SECTION A

1. What is your gender?

Male Female

2. What is your marital status?

a. Single b. Married
9090c. Divorced d. Widow/Widower

3. What is your age range?

a. 15 – 25 years b. 26 – 35 years
c. 36 – 45 years d. Above 45 years

4. What is your highest level of academic qualification?

a. O' Level Certificate

- b. College Certificate
- c. College Diploma
- d. University Degree
- e. Others (specify)

.....

5. What is your level of employment?

- a. Management
- b. Non-Management

SECTION B COUNSELLING ISSUES

6. Are you aware of the counselling centre of the University of Zambia, which offers counselling services to students?

- a. Yes
- b. No

7. If your answer 6 is yes, have you been counselled by the Counselling centre before?

8. Who referred you to the Counselling Centre

9. What were the reasons for seeking counselling

10. If your answer 6 is no, what could be the reason of your unawareness and suggest ways in which the centre can make its services known to students.

11. If you have been counselled by the counselling centre where your needs met, if Not State the reasons for not meeting your needs

12. Do you think it is necessary to have the counselling centre in the University and give reasons.

13. Briefly explain what would be the best way to run guidance and counselling at the University of Zambia

14. Does the University of Zambia organize orientation programmes on students when they come in first year?

15. What problems would you want counselors to emphasis on?

16. What can be done about it?

APPENDIX B: COUNSELLOR QUESTIONNAIRE

Kindly fill this questionnaire honestly and your information will be treated with confidence.

SECTION A

1. (a) What is your gender? Male Female
(b) Age 20-30 31-40 years above 40 years

- 2.. How many years have you been as counsellor?
(a) 1-5 years (b) 6-10 years (c) 11-15 years (d) 16-20 years
[]
(e) Above 20 years

3. Which of the following services would you say is mainly provided?
(a) Career guidance (b) Educational guidance (c) Psychological and social guidance (d) specify any other

4. How has guidance and counselling been useful in your institution?

3. How long have you served as a counsellor?
4. Are you trained in guidance and counselling?
5. Do you provide materials to students concerning guidance and counselling?
6. Does the counselling centre sensitize students on guidance and services?

THANK YOU.