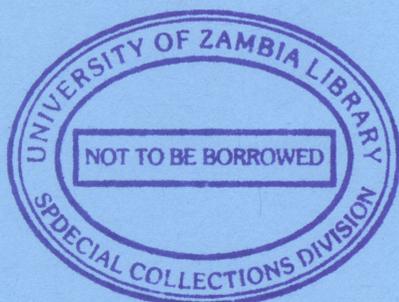


# A STUDY TO INVESTIGATE STUDENTS' UNDER-UTILISATION OF THE COUNSELLING SERVICES OF THE UNIVERSITY OF ZAMBIA



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**By**

**LLOYD MOOTO**

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STUDENTS' UNDER-UTILISATION  
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**A RESEARCH REPORT SUBMITTED TO THE UNIVERSITY OF  
ZAMBIA IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DIPLOMA IN ADULT  
EDUCATION.**

## **DEDICATION**

To whom all things come.

## **ACKNOWLEDGEMENT**

I am deeply indebted to my research supervisor, Mr. Arnolt L. H. Moonga, for his professional and timely guidance during the report writing.

I also wish to acknowledge the Head of Adult Education and Extension Studies Department, Dr. David Sibalwa, and other members of staff for their help and support during my studies.

Further, I would like to express my sincere gratitude and appreciation to my sister in-law, Mrs. Mabel Mooto, for typing and printing of this report.

Lastly but not the least, I would like to thank all those who assisted me in one way or another in the establishment of this report.

## **ABSTRACT**

The low utilisation of the University of Zambia Counselling Centre by the students prompted this study. The study sought to identify factors leading to under-utilisation of the Counselling services of the University of Zambia. It also sought to establish the students' awareness of the University of Zambia Counselling facility. Further, the study sought to find out the programmes offered by the University of Zambia Counselling Unit.

Descriptive research design was used in order to depict the factors that caused the under-utilisation. A study sample of 100 students was used.

The report findings revealed, among others, that the central location of the counseling centre has no privacy and therefore, it is a threat to students. It revealed that most of the students were aware of the existence of the centre but did not know the services it offers. Additionally, it was revealed that the work-hours for counselling and the hours for lectures do coincide. It was also revealed that there was shortage of man-power at the University of Zambia Counselling Unit.

Further, it was revealed that the centre handles such problems as those concerned with psycho-social, academic, vocational or career, gender, accommodation, or religious or spiritual counselling. It also makes recommendations for a bursary scheme to bursaries committee and work study

programme to the University of Zambia Registrar's office, for needy (vulnerable) students in order to improve their financial status. The study, as well, revealed that the centre has only one programme which involves student participation. The programme is called Stop Hiv Aids Reach Every Student (SHARES).

It is recommended that the counselling centre should establish a number of ways of publicizing its services. It is also recommended that the centre be either relocated to a place of utmost privacy or there should be an added shift for counselling (night shift). The University of Zambia Council should employ more counselors. Further, the counselling centre should promote greater involvement of students in its' activities.

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# **CHAPTER ONE**

## **BACKGROUND**

### **INTRODUCTION**

The impact of education on an individual depends on the effectiveness and wisdom with which one isolates and determines life purposes and goals. In this light, the aim of university or college education is not only to help students acquire knowledge and skills necessary in the development of the society today, but also to help them develop their total personalities as individuals (Tembo, 1985). This type of education can only be achieved if students are helped to understand themselves, their abilities, aptitudes and interests, and utilize this understanding in making wise choices so as to live better lives in their respective societies. The University of Zambia Counselling Unit was in this regard established for that 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, vocational or career, gender, accommodation, or religious or spiritual concerns. This study therefore, intended to investigate the causes of students' under utilization of the counseling facility of the University of Zambia.

### **STATEMENT OF THE PROBLEM**

Although the University of Zambia Counselling Unit has been in existence for a long time, the students are still under utilizing it's services. This study sought to address the problem by looking at the factors that caused the low utilization of the counseling facility by the students.

## **PURPOSE OF THE STUDY**

The purpose of this study was to investigate the students' under utilization of the University of Zambia Counselling Services. The study identified the causes of low utilization of the counseling facility. It also found out the students' awareness of the counseling services. Further, the study discovered the programmes offered by the counseling center.

## **OBJECTIVES OF THE STUDY**

- i) To identify factors leading to low utilization of the counseling services of the University of Zambia;
- ii) To establish the students' awareness of the University of Zambia Counselling facility;
- iii) To find out the programmes offered by the University of Zambia Counselling Unit.

## **ASSUMPTIONS OF THE STUDY**

The study assumed that there were no known factors leading to the low utilization of the University of Zambia Counselling Services. It also assumed that the programmes offered by the Counselling Unit were not known. It further assumed that the awareness of the counselling facility by the students was not known.

## **RELEVANCE OF THE STUDY**

The low utilization of the University of Zambia Counselling services should be one of the concerns that the university community and all the stakeholders should devote their attention to. Through the findings of this study, the University of Zambia Management will be informed of the causes of low utilization of the counseling facility by the students. The students' body will also be made aware of the counseling services offered at the University of Zambia. The study will be instrumental in having the donors channel their aid into activities that will improve the operations of the center. It will also have a reduction on the costs of the University of Zambia Clinic as some students seek medical attention because of illnesses that relate to lack of counselling. The lecturers, senior staff and general workers will as well be informed of the causes of the under utilization of the counselling services by the students. Further, the study will improve the utilization of the center's services by the students.

## **LIMITATION OF THE STUDY**

A sample comprising the whole student body could have been more representative than just a small body. However, time and financial constraints could not permit a large number. Nevertheless, scientific sampling procedures were followed to select a sample of students. The researcher was confident to obtain valid information for fair conclusion.

## **DEFINITION OF TERMS**

***COUNSELLING CENTRE:*** In this study, counselling center referred to a unit in the Dean of Students' Department that exists in order to help the students in solving the problems that militate against their academic life.

***COUNSELLING:*** In this study, counselling referred to a process which involves a specific kind of a relationship between a person who asks for help (student) and a person who is trained to provide that help (counselor).

***ACADEMIC PROBLEMS:*** The study referred to problems of academic nature such as problems of planning course work, quota changes, study time tables and other related issues.

***PSYCHO-SOCIAL PROBLEMS:***

The study, in this context, referred to problems that deal with the affective development of students with regard to their emotions and feelings.

***VOCATIONAL OR CAREER PROBLEMS:***

In this study, this referred to problems of making wise decisions and choices concerning their future as based on academic achievements, ambitions and interests on one hand, and the available opportunities our society has to offer on the other.

***GENDER PROBLEMS:*** The study referred to problems of a specific concern for feminine or masculine nature.

***RELIGIOUS OR SPIRITUAL PROBLEMS:***

In this study, this referred to problems in which students seek out their own chaplains according to their religious beliefs.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literature related to the study is summarized as follows in headings:

#### ***THE CONCEPT OF COUNSELLING***

The term counselling has been defined by many scholars. According to British Association of Counselling (1994), counselling is the skilled and principled use of relationships which develop self-knowledge, emotional acceptance and growth, and personal resources. The overall aim is to live more fully and satisfyingly. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, working through feelings and inner conflict or improving relationships with others. The counselling role is to facilitate the client's work in ways that respect the client's values, personal resources, and capacity for self-determination.

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 behaviour. 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 conversation as it is not simply two people exchanging information and opinions. It is not a discussion, as differing points are not argued. Counselling is not an interrogation, as the client is not being questioned in order to find out the truth. It 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. Counselling 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.

However, counselling focuses upon the person. The counselling intervention seeks to help the person maximize the opportunities in his or her life, irrespective of his or her personal situation. The counselor makes a professional commitment to try and help (Ibid).

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 it's strength and robustness and the practice that gives the theory it's 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 giving of advice and information, and counselling on the other is concerned with making decisions and planning changes (Kara Counselling and Training Trust, 1996).

## ***MODELS OF COUNSELLING***

One of the models is psychoanalytical counselling. 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, the task of the counselor is to help clients understand that they are using these techniques and to explore mechanisms with them. The counselors help the clients to understand the respects in which their behaviour does not permit to function adequately and what clients can do to change.

Another model is behavioural counselling. It has its roots in behavioural psychology (Kara Counselling and Training Trust, 1996). This model focuses upon behaviour that is observable and takes place at the interface between an individual and his environment. It emphasizes the interaction between the two, and how it is understood, controlled and altered.

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

Further, eclecticism counselling is another model. According to Balmer (1990), all the models have something to offer, but no one model provides definitive solution. Counsellors often take elements and components from different models and combine them to help in particular situations.

This is called 'eclecticism'. Most counselors develop their own methods of counselling by selecting techniques that work for them and they incorporate these into practice.

## ***THE ROLE OF COUNSELLING IN UNIVERSITIES AND COLLEGES***

Counselling is aimed at helping students in a non-medical setting with problems within the range of the so called normal 'limits' (Tembo, 1985). 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.

The following are some of the objectives of the Counselling Services of the University of Zambia (Ibid).

Initially, the counselling unit intends to help students adjust socially and academically to the university environments. It also seeks to help students develop self-awareness. This is aimed at making students understand their strengths, weaknesses and potentials, and utilized their knowledge to actualize their best selves. The counselling unit intends to equip and prepare students for adult life and responsibilities. Students should be made to recognize their own as well as other people's rights in society. It seeks to act as an information service concerning job opportunities and prospects within our society. This is based upon the students' abilities, interests, ambitions and resources. Further, it intends to act as a mediating agency between the students and the mass system of education.

There are a number of student adolescent problems that require counselling help (Manaster, 1977). One is that of those which might be primarily educational in nature. The problems like facing a new situation, trying out a new behaviour or making a decision may be addressed through experience, in discussion with peers or with help of a professional.

Most of the work of the college or university counsellors, community organizations, social service agencies and church groups involve these kinds of problems.

Counsellors in these settings help youths with problems of sex role adjustments, sexual behaviour, vocational and leisure time choices. They also help them with problems of social concerns, developing and keeping friends of both sexes, school related problems and educational choices. A university or college is composed of both adolescent and mature students and therefore, most of the adolescent students experience the aforementioned problems and there is need to address them as they militate against their academic life.

Adolescent is searching for a new sense of continuity and sameness (Erikson, 1968). When doing so, the adolescent may experiment, try on alternative roles, feel depressed and most certainly question self. Counsellors can assist these young people, many of whom experience this crisis during college or university rather than high school. These can be ironed-out by longer term counselling. During such counselling, the young person is made to feel warm, understanding

support of the counselor and is given permission to freely reflect and experiment within the counselling relationship.

According to Hurlock (1973), the greatest danger of the search for identity is the potential for self-rejection. Because self-rejection leads to poor personal and social adjustment, it is important to recognize and correct the common danger signals of maladjustment.

These are excessive irresponsibility, feeling of inadequacy and inferiority, expression of unsociable behavior, use of defense and retreat mechanisms, hypersensitivity to real and imagined slights, anxiety and worry, perfectionist attitudes, over or under-concern about appearance and hostility toward authority. With these problems, counsellors must be able to help adolescents more accurately assess themselves and their worlds.

With realistic concept of both their personal characteristics and the facts of their existence, young people will be able to adjust their views and plan realistically and assertively. Tertiary education counsellors and some teachers spend most of their time dealing with such adolescent problems that militate against educational progress.

According to Brammer, Shostrom (1960), vocational choice is one of the problems which students encounter in their academic life. Therefore, vocational counselling goals can be construed in different ways. First, and most commonly, vocational counselling is a process of confirming the choice of already made by the client. Many clients have done a fair job of sizing up themselves and their opportunities and making tentative choices as a result of other life experiences with parents and teachers. Secondly, vocational counselling is a process of clarifying vocational objectives. People are collecting information about vocations and their personalities all the time. However, they face difficulties in interpreting the meaning of the data and stating the vocational choice problem precisely. Counsellors can help this type of a client perceive his problem in more clearer terms. The third manner in which vocational counselling is helpful to clients is that it allows them to discover facts about themselves and the working world which they had not known before.

## ***GROUP COUNSELLING***

According to Kara Counselling Training Trust (1996), there is a distinction between individual and group counselling. Individual counselling involves a private relationship between the client and the counsellor. Whereas group counselling can be described as special relationship in which clients feel safe to discuss what really worries and upsets them with others. This is to define the desired new behaviours, to practice essential interpersonal skills and to implement new behaviours.

On the college or university campus groups have become increasingly popular as a way of meeting diverse needs of students who range from young adults to the elderly (Brown, Pate, 1970). Such groups can be designed for relatively healthy students who are experiencing some developmental crisis or for students who want to talk openly with others about their concerns.

The purpose of these groups is to offer the participants an opportunity to explore ways of changing certain aspects of their lives. In group situations, students of all ages can deal with many issues. These are career decisions, male or female relationships, the need for and fear of love, sex-role, identity issues, educational plans, the meaning of work, feeling of loneliness and isolation, learning to form intimate relationship, exploring marital conflicts and other concerns related to becoming a self-directed adult.

Through college or university counselling centre, students are likely to find a variety of groups designed for special concerns. These include assertion training groups, women groups, men's groups, groups for minorities, stress management, test-anxiety reduction groups and personal growth groups (Ibid).

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## ***INDIVIDUAL COUNSELLING***

In counselling, privacy is utmost important. Individuals do have problems which they feel could be shared with other people. However, in certain situations, an individual may wish to be secretive of his or her problems and seek counselling from a professional counsellor. This is where an individual's problem(s) is or are shared between himself or herself and the counsellor only. Then the counsellor helps in finding solutions to the problem(s). According to Kara Counselling Training Trust (1996), individual counselling is a relationship between a client and a counsellor held in private. Any counselling session in individual counselling therefore, is treated with the highest confidentiality it deserves.

## **CHAPTER THREE**

### **METHODOLOGY**

The various aspects of the methodology are summarized under such separate headings as research design, population, sample population, sampling procedure, data collection methods, data analysis, and conclusion and recommendations.

#### ***RESEARCH DESIGN***

This study was descriptive. It was designed to describe various aspects which cause the under-utilisation of the services of the University of Zambia by the students.

#### ***POPULATION***

The population consisted of students undertaking full-time programmes. The University of Zambia has students either on full-time, part-time or distance basis.

#### ***SAMPLE POPULATION***

The sample that was used targeted 100 full-time students. The University of Zambia has two campuses, namely, Great East Road and Ridgeway. However, only the students from Great East Road Campus were studied. The study only considered the students who were accommodated as it was easy to trace them for questionnaire responses.

### ***SAMPLING PROCEDURE***

The lottery method of simple random sampling was used to select four (4) students' halls of residence of which two (2) were for males and the other two(2) for females.

Thereafter, 25 students were randomly selected from one block of each of the four halls of residence.

### ***DATA COLLECTION METHODS***

Since the population of the research was that of literate students, a semi-structured or open ended questionnaire was administered to the randomly selected students. An interview guide was also used to interview the programme staff at counselling centre.

### ***DATA ANALYSIS***

The results were analysed qualitatively and quantitatively as based on the information collected through a questionnaire and interview guide.

### ***CONCLUSION AND RECOMMENDATIONS***

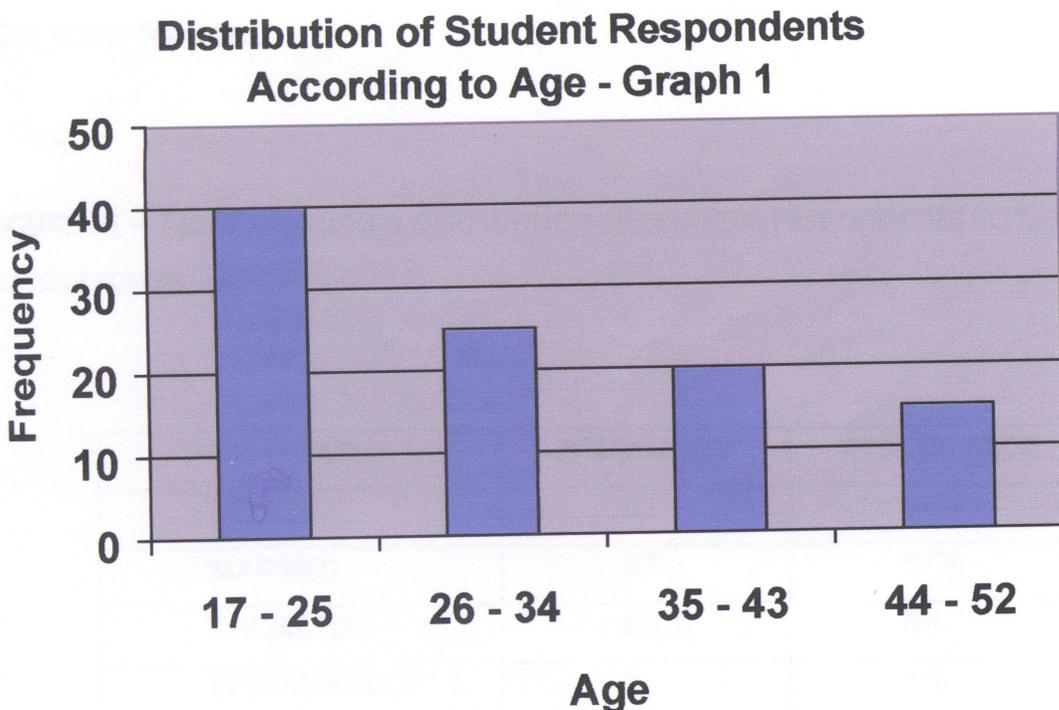
The results or findings were re-examined to ascertain what really they meant. Then recommendations, as based on the findings, were made that ought to address the problem.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

This chapter presents the findings of the study as 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. It begins with student respondents as follows:

**FIGURE I** - Simple bar graph showing :



According to the simple bar graph above, the highest age composition is between 17 and 25 years (40%) and the least is between 44 and 52 years (15%).

**FIGURE II** – Table showing a distribution of student respondents according to sex -

<b>SEX</b>	<b>FREQUENCY</b>
MALE	50
FEMALE	50
<b>TOTAL</b>	<b>100</b>

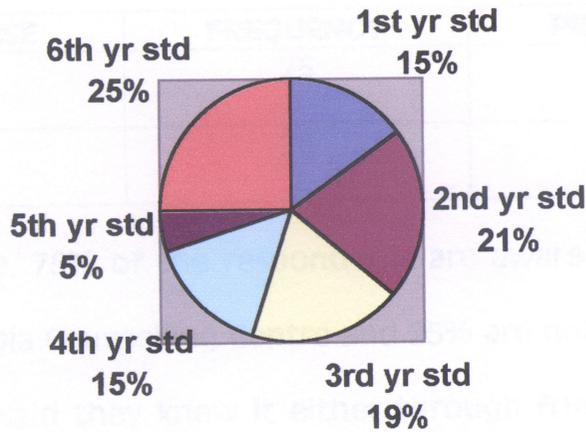
In the study, 50% of respondents among the students were males and the other 50% were females.

**FIGURE III** – Table showing a distribution of student respondents according to marital status -

<b>STATUS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
SINGLE	62	62%
MARRIED	37	37%
DIVORCED	NIL	NIL
WIDOW/WIDOWER	1	1%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

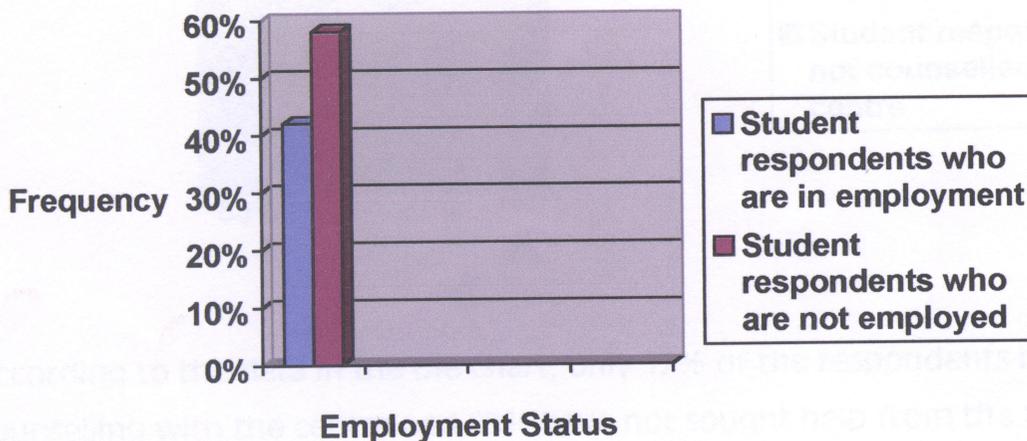
In the table above, it shows that the majority of student respondents are single constituting 62% of the distribution.

**FIGURE IV** - Pie chart showing a distribution of student respondents according to year of study.



According to the data in the pie chart above, most of the respondents are in their fourth year of study (25%), 15% are in first year, 21% in second year, 19% in third year, 15% are in fifth year and 5% are in sixth year.

**FIGURE V** - Multiple bar diagram showing a distribution of student respondents according to employment status.



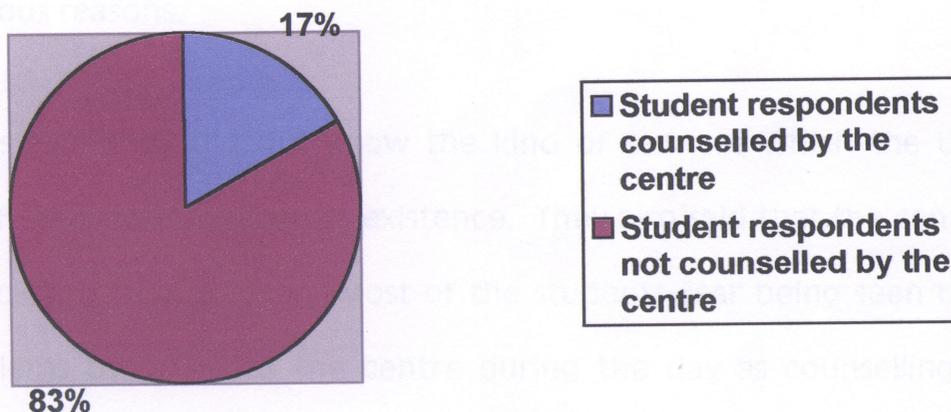
According to the multiple bar graph foregoingly, the student respondents who are employed constitute 42% and those unemployed constitute 58% of the distribution.

**FIGURE VI** – Table showing a distribution of student respondents according to respondents' awareness of the counselling centre

RESPONSE	FREQUENCY	PERCENTAGE
YES	75	75%
NO	25	25%

In the table above, 75% of the respondents are aware of the existence of the University of Zambia Counselling Centre and 25% are not aware of it. Those who were aware of it said they knew it either through friends or at familiarization meeting of first year students and those who were not aware of it attributed their unawareness to lack of publicity or advertisement.

**FIGURE VII** - Pie chart showing a distribution of student respondents who have been counselled and who have not been counselled by the counselling centre



According to the data in the pie chart, only 17% of the respondents have sought counselling with the centre and 83% have not sought help from the Unit. These percentages were calculated from the 75% respondents who were aware of the counselling centre.

Those who sought help or who sought services of the counselling unit of the University of Zambia registered such problems as sickness, accommodation, financial or sponsorship, coping up with studies (study skills) and differences with room mates. Other problems were differences with either boy or girl friends, drinking habits of hostels floor mates and job search.

Among the respondents of this category, 78% said their needs were met and the counselling sessions were successful. On the contrary, 22% of them said the centre was not helpful and therefore, their needs were not met. The major reason cited was inability of the counselors to make follow-ups on the problems presented to them.

The student respondents who did not utilize the services of the Counselling Centre gave various reasons.

The respondents said they did not know the kind of services which the Unit offers in spite of their awareness of its existence. They also said that the central location of the centre lacks privacy. Most of the students fear being seen that they have problems by going to the centre during the day as counselling in Zambia today is, for the most part, associated with HIV/AIDS illness. The respondents said counselling time clashes with the time for lectures. They said some counselors seem to be unqualified because they are unfriendly and therefore, the students have no confidence in them. Further, the respondents said the counsellors are not always found in office. To that effect therefore, secretaries to counselors ask the students a lot of questions as if they are counsellors as well.

**FIGURE VIII** – Table showing a distribution according to responses for necessity of student participation in the establishment and execution of counselling services

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
YES	72	72%
NO	28	28%

In the above table, 72% of the respondents said it is necessary to have students participate in the establishment and execution of services of the Counselling Centre. The other 28% said it is not necessary.

Various reasons were given being in support of student participation in the establishment and carrying out of programmes of the University of Zambia Counselling Unit.

It was pointed out that student participation will have the center establish relevant programmes, programmes based on student needs. They also said it will lead to acceptability and appreciation of counseling services by the students. They students will also take ownership of the services and will then acquire counseling skills and experience. The respondents said peer relationship will induce freedom on the part of affected students to air or express their feeling fully. They said it is only then that they will have people at counseling center who will understand and handle problems of fellow students better. Further, they said it is through student involvement that publicity or awareness of the services of the counselling center can be increased.

Those who did not want the students to be involved in the work of the counseling center however, gave their own reasons. They said students lack qualifications and experience for counselling. Additionally, they said there will be lack of confidentiality on problems handled.

Their concern was that student counsellors will not be secretive of the problems of their fellow students (clients). There will be disclosure of information to other students thereby amounting to no privacy in the counselling setting.

However, both parties expressed their feelings that it is necessary to have the counselling unit in the University of Zambia as there are numerous problems that militate against students' academic life.

The second part of this chapter presents findings from the interviews held with the programme staff of the University of Zambia Counselling Unit.

It was found out that the programmes that the unit offers deal with counselling concerned with such programmes as academic, psycho-social, vocational or career, gender, accommodation, or religious or spiritual setting. The center also helps the needy students to secure a bursary scheme, preferably to be put on the 100% category. Needy students are those who are orphans and have financial problems. There are two categories of the bursary scheme. The first category is where the government pays for 75% of students' tuition and accommodation fees. A student in this category is required to pay the remaining 25%.

The second category is where the student is exempted from both tuition and accommodation fees.

The government therefore, pays for the aforementioned fees in full and this is known as 100% category. The University of Zambia counselling centre, in this regard, makes recommendations to the bursaries committee upon satisfaction that the student meets the requirements. The center also provides bed-side counselling to sick students at both the University of Zambia Clinic and University Teaching Hospital.

Additionally, the counselling unit and the central administration have established a work-study programme for students. This is where full-time students are made to work in various departments or units of the University of Zambia on part-time basis. They said this programme is exclusive for students who are on self sponsorship and those orphaned. The counselling unit scrutinizes the applicants and those who meet the requirements are recommended to central administration for recruitment. The counselling staff said this is one way in which vulnerable students can be helped to raise money for their tuition fees. Further, the University of Zambia Counselling staff said the center, in conjunction with other higher institutions of learning, has instituted a student peer programme called Stop Hiv Aids Reach Every Student (SHARES). They said this is a project whose funding agency is "UNICEF"(United Nations International Children's Emergency Fund). "SHARES" is a combination of all students' clubs, associations and individuals conducting HIV/AIDS activities at higher institutions of learning. It's secretariat is at the University of Zambia.

The programme staff said "SHARES" is aimed at creating HIV/AIDS awareness among students in institutions of higher learning. It also seeks to reduce the prevalence and incidence of HIV/AIDS among students. They said "SHARES" is, as well, aimed at improving accessibility and satisfaction of care and support for students living with HIV/AIDS. Further, it seeks to promote greater involvement of the students in HIV/AIDS related activities.

It was established that the counselling center is under staffed at the moment. The programme staff said normally, the unit was supposed to be run by more than five counselors headed by a Senior Counsellor. However, the center for the past one year had no senior counselor and it is only managed by one counselor. The other three counselors are pursuing post graduate study programmes. By virtue of having only one counsellor to cater for the entire student population, the unit is unable to meet the required standards.

It was also found out that the activities of the unit have not been evaluated for the past two years. The center also has limited resources for effective and efficient execution of its services as the University of Zambia is a government grant aided institution.

Further, it was established that the unit publicises its services to first year students, on arrival at the University, at the welcome or introductory meeting with various schools and departments.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

The study sought to establish the students' awareness of the University of Zambia Counselling facility. The study revealed that 75% of the respondents were aware of the existence of the center and 25% of them were not aware. The awareness of the aforementioned 75% of the respondents was either through the orientation meeting in first year or through other students. The revelation of the findings was that although most of the respondents were aware of the existence of the counselling centre, they did not know the services that the unit offers.

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 it is a complete part of education within the academic context.

The fact that 25% of the respondents were not aware of the facility, it suggests to the University of Zambia Management that orientation of first year students not only to the counselling centre, but also to the entire university set-up at the time of their arrival through a single session meeting is not enough. There are some students who do not arrive on time due to a number of constraints. Therefore, the assumption that every first year student arrives within the first week of opening is not true. The assumption, to this effect should be revised if first year students were to be fully oriented to the university and it's operations.

The study revealed that other than the theoretical information given to first year students at the first meeting, the counselling unit does not organize physical orientation to its' services as others do in various schools and the library. It must be mentioned, at this stage, that the process of learning does not become effective and efficient by only employing the sense of hearing without the sense of sight. Therefore, the students needed to see, physically, what the counselling centre constitutes within the education process of the University of Zambia.

Further, limiting orientation to the centre to first year students alone is not enough. This is because students get absorbed so much in their academic work and therefore, they needed to be reminded of the significance of the counselling facility over the ensuing period.

The study also sought to identify factors leading to low utilisation of the counselling services of the University of Zambia. It was revealed that out of the respondents who were aware of the counselling centre, only 17% of them sought help from the unit. The other 83% however, never utilized the services. The study revealed a number of reasons for the same.

It was revealed that the central location of the centre makes it lack privacy. Therefore, most of the students fear being seen by others that they have problems by going to the counselling centre, more especially that the counsellors only work during the day.

The study revealed that there was need to have privacy in any individual counselling.

According to Kara Counselling Training Trust (1996), individual counselling is a relationship between a client and a counsellor held in private. In individual counselling, a counselling session is supposed to be treated with the highest confidentiality it deserves.

Although individuals do have problems which they feel could be shared with other people, in certain situations however, an individual may wish to be secretive of his or her problems. Therefore, such an individual would seek counselling from a professional counsellor.

It was suggested that because of this lack of privacy to the central location of the counselling centre, it should be moved to a private place. It was also suggested that other than working during the day, counsellors should, as well, have a night shift so that people can go to the centre without being seen by others. In addition, the study revealed that the time for counselling (day time) clashes with the time for lectures. Therefore, the suggestion of having night shift counselling sessions would be appropriate. It was also suggested that the counselling unit should deploy some of its staff to schools where students could easily access them after lectures, unlike walking longer distances to the centre.

The study revealed that some counsellors have unfriendly behaviour and this makes the students feel that they are not qualified counsellors. According to Kara Counselling Training Trust (1996), there are two approaches to counselling. The first approach is traditionally determined.

It is done by giving advice or guidance by, normally, trusted people within the community. The second one however, is professionally determined. It is done by 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. Counsellors therefore, have to be trained to deal with all aspects of their profession.

In a University setting, therefore, counsellors that provide help to students are professional counsellors. Professional counsellors have their regulatory body which, in this case, is Zambia Counselling Council (ZCC). It is a body which among other activities, monitors the behaviour of professional counsellors and corrects any deviation from the counselling ethics.

According to British Association of Counselling (1994), counselling is the skilled and principled use of relationships which develop self-knowledge, emotional acceptance and growth, and personal resources. The aim is to live more fully and satisfyingly. Therefore, counsellors have to observe their professional ethics in the dispensation of their professionalism.

It is time we began to report the unruly counsellors to Zambia Counselling Council if their professionalism is to be strictly adhered to.

Further the study revealed that inspite 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, the counselling centre should network with the schools so that lecturers could keep on reminding the students about the significancy of the existence of the centre and the kind of services it offers.

It was revealed that the University of Zambia has a community radio through which the centre could publicise it's services. The counselling centre should also have a brochure that should be distributed to students. The centre, as well, should be holding sensitization workshops for the students.

Further, the study sought to find out what programmes or services the University of Zambia Counselling Unit offers.

The study revealed that the unit offers counselling concerned with such problems as psycho-social, academic, vocational or career, gender, accommodation, or spiritual or religious setting. These problems militate against students' academic life.

According to Manaster (1977), there are a number of adolescent problems that require counselling help. One is that of those which might be primarily educational in nature. Others are problems like facing a new situation, trying out a new behaviour and decision making. All these problems may be addressed with the help of a professional counsellor.

According to Erickson (1968), adolescent is searching for a new sense of continuity and sameness. When doing so, the adolescent may experiment, try on alternative roles, feel depressed and most certainly question self. Counsellors can assist these young people, many of whom experience this crisis during college or university rather than high school. During such counselling, the young person is made to feel warm, understanding the support of the counsellor and is given permission to freely reflect and experiment with the counselling relationship.

According to Harlock (1973), the greatest danger of the search for identity is the potential of self-rejection. Because self-rejection leads to poor personal and social adjustment, it is important to recognize and correct the common danger signals of maladjustment. These are excessive irresponsibility, feeling of inadequacy and inferior, expression of unsocial behaviour, use of defense and retreat mechanisms, hypersensitivity to real and imagined slights, anxiety and worry, and so on.

With these problems, counsellors must be able to help adolescents more accurately assess themselves and their worlds. Tertiary education counsellors and teachers spend most of their time dealing with such adolescent problems that militate against educational progress.

All the foregoing writers therefore, emphasise the importance of a counselling facility in tertiary education. University students, for example, in the face of stretched stress can have poor performance. The study revealed that among the problems that were registered at the centre by the students were study skills, health, financial and job search. Others were conflicts with room mates, boy or girl friends and inept behavioural characteristics of hostel level mates.

Although there is a low utilisation of services of the counselling centre, such reported problems as foregoingly need professionals who would enable the students to adjust to conflicts of life.

As one problem which the study revealed was job search and choice, Brammer and Shostron (1960), also cited vocational choice as one of the problems which tertiary students encounter in their academic life. Therefore, vocation counselling goals can be construed in different ways. Many clients do a fair job of sizing up themselves and their opportunities and make tentative choices as a result of other life experiences with their parents or teachers. In this respect therefore, vocational counselling is viewed as a process of confirming the choice of already made by the client.

Secondly, people do collect information about vocations and their personalities at all time. However, they face difficulties in interpreting the meaning of the data and stating the vocational choice problem precisely. In this context, vocational counselling is a process of clarifying vocational objectives. The third manner in which vocational counselling is helpful to clients is that it allows them to discover facts about themselves and the working world which they had not known before (Ibid).

The writer is emphasizing the need for vocational counselling in tertiary institutions. Employment is by the day becoming an increasing problem in this country. The essence, for the most, part of continuing with the school system up to university level is for securing a better job.

If the stress on schooling is acquisition of better jobs, then there must be vocational counsellors in institutions of higher learning. Besides, even at secondary school level there are teachers entrusted with responsibility of guiding pupils in their career choices. These teachers are called career's masters.

The study also revealed that the counselling centre helps the needy (vulnerable) students to secure an appropriate bursary scheme. This is a commendable service more especially with the prevalence of high mortality rate of adults. There are many people who die leaving children in school. This normally leads to many students withdraw from their studies due to grounds of lack of sponsorship.

It was also revealed that the counselling centre, in its effort to help vulnerable students, has together with the University of Zambia Central Administration established a work study programme. This is a programme in which the needy students work on part time basis in various University of Zambia units. It is another programme in which the students with financial constraints can further be helped to raise money for their school fees.

The study revealed that the University of Zambia Counselling Centre together with other institutions of higher learning have established a peer programme known as Stop Hiv Aids Reach Every Student (SHARES). This is a mechanism to have students participate in activities which affect their lives.

In this programme, students meet, discuss and counsel themselves on issues related to HIV/AIDS. It was, as well, revealed that the "SHARES" project is funded by the United Nations International Children's Emergency Fund (UNICEF). "SHARES" is a project that takes the tenets of group counselling.

According to Kara Counselling Training Trust (1996), group counselling can be described as a special relationship in which clients feel safe to discuss what really worries and upsets them with others. In group counselling, the people define the desired new behaviour to practice essential inter-personal skills and implement new behaviour.

According to Brown and Pate (1970), groups have increasingly become popular on college or university campus as a way of meeting diverse needs of students who range from young, adults to the elderly. The purpose of these groups is to offer the participants an opportunity to explore ways of changing certain aspects of their lives.

Examples of counselling groups on college or university campus are assertion training groups, women's groups, men's groups, groups for minorities, stress management, test-anxiety reduction groups and personal growth groups (Ibid).

The "SHARES" peer programme which the University of Zambia Counselling Centre has in operation is a vital undertaking as it involves students in problems that militate against their academic life. The study therefore, revealed that there was need for the counselling centre to involve students in the establishment and execution of it's programmes. In so doing, student participation would increase the students' awareness of the services which the unit offers. In addition, more students would seek and appreciate counselling as their fellow students understand their problems better.

People normally become free and want to associate with others of their lateral level. Further, it was revealed that involvement of students in counselling programmes would have the counselling unit establish relevant programmes that are based on student needs.

However, having "SHARES" project as a peer counselling programme in the university is not enough because there are many problems, as earlier discussed, which militate against students' academic life. "SHARES" is only HIV/AIDS oriented and therefore, the project is not all inclusive.

The study also revealed that the counselling centre does not have enough manpower. This is the main reason as to why the respondents (students) expressed the problem of not finding the counsellors in office. In this regard, the University of Zambia Council should improve the staffing levels of the counselling centre.

The study revealed that the centre has had no supervisor for the past one year and that its activities have not been evaluated for the past two years. Therefore, the study suggests that if the staffing levels of the counselling centre are to be improved, this should be inclusive of a Senior Counsellor (Unit Supervisor) as it is only then that the activities of the centre can be adequately evaluated. Evaluation rests its foundation on control. This means that the activities of the counselling unit should be measured and the mistakes be corrected. There should be monitoring of the activities so that there can be no deviation from the originally set goals and objectives. This function of management can only be successful if the unit has a supervisor.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **CONCLUSION**

The study revealed that the majority of the students were aware of the existence of the University of Zambia Counselling Centre but they did not utilize its services. There were a number of reasons that were advanced for the same.

The students did not know the services that the counselling centre offers. The central location of the centre also lacks privacy and therefore, the students fear being seen by others. In addition, the time for counselling coincides with the time for lectures. The students in this respect therefore, are denied of time for accessing the facility. The students also complained of not finding the counsellors in office.

Further it was revealed that usually the counselling centre deals with such problems as those of psycho-social, academic, vocational or career, gender, accommodation, or religious or spiritual concerns. Other programmes were making recommendations for a bursary scheme and work study programme to relevant authorities for financial assistance regarding students with financial vulnerabilities.

The counselling centre also has a student peer project called Stop Hiv Aids Reach Every Student (SHARES). "SHARES" seeks to promote greater involvement of students in HIV/AIDS related activities.

## **RECOMMENDATIONS**

The following recommendations are made:

- 1) The University of Zambia Counselling Unit should find a number of ways for publicizing the services that it offers. Other than the routine sensitization meeting with first year students on their arrival, the Unit should;
  - a) Utilise the University of Zambia Community Radio (UNZA Radio) to create awareness to the student body on the services that it offers.
  - b) Network with the schools so that lecturers can help in reminding the students on the significance of the counselling centre and the kind of services that it offers.
  - c) Be holding sensitization workshops in order to orient the students to the services it provides.
- 2) The central location of the Counselling Centre is a threat to the privacy of students affected. The Counselling Unit therefore, should;
  - a) Either be relocated to a place of utmost privacy or in addition to day work -hours, there should be a night shift as students fear being seen by others during the day.

- 3) The work - hours for counsellors coincide with the hours for lectures and therefore, operationally the counselling unit should;
- a) Still introduce night shift
  - b) Deploy some counsellors to schools so as to facilitate their accessibility by the students.
- 4) There is erratic shortage of manpower at the counselling centre and therefore, the University of Zambia Council should employ more professional counsellors to adequately cater for the entire student population.
- 5) There is less student involvement (participation) in the activities of the counselling centre and therefore, the unit should promote greater involvement of the students in the programmes that it undertakes.

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## APPENDIX I

### TIME SCHEDULE

DESCRIPTION	MONTHS FOR 2004											
	J	F	M	A	M	J	J	A	S	O	N	D
Topic Identification			XX									
Development of Research Proposal (Statement of the Problem to Methodology)				XX	XX	XX						
Development of Instruments							XX					
Data Collection								XX				
Data Analysis									X			
Report Writing									X			
Submission of Report										XX		

## APPENDIX II

### BUDGET

	<i>DESCRIPTION</i>	<i>QUANTITY</i>	<i>UNIT RATE</i>	<i>AMOUNT</i>
1.	<b>STATIONERY:</b> <ul style="list-style-type: none"> <li>• Reams of Paper</li> <li>• Pens</li> <li>• Pencils</li> <li>• Staplers</li> <li>• Perforators</li> </ul> <p style="text-align: right;"><b><i>SUB-TOTAL</i></b></p>	<p style="text-align: center;">10</p> <p style="text-align: center;">20</p> <p style="text-align: center;">05</p> <p style="text-align: center;">02</p> <p style="text-align: center;">02</p>	<p style="text-align: center;">K25,000 x 10</p> <p style="text-align: center;">K500 x 20</p> <p style="text-align: center;">K200 x 5</p> <p style="text-align: center;">K15,000 x 2</p> <p style="text-align: center;">K60,000 x 2</p>	<p style="text-align: center;">K250,000</p> <p style="text-align: center;">K 10,000</p> <p style="text-align: center;">K 1,000</p> <p style="text-align: center;">K 30,000</p> <p style="text-align: center;"><u>K120,000</u></p> <p style="text-align: center;"><b><i>K411,000</i></b></p>
2.	<b>SECRETARIAL SERVICES:</b> <ul style="list-style-type: none"> <li>• Typing</li> <li>• Binding</li> <li>• Telephone</li> </ul> <p style="text-align: right;"><b><i>SUB-TOTAL</i></b></p>	<p style="text-align: center;">500 pages</p> <p style="text-align: center;">02</p>	<p style="text-align: center;">K2,500 x 500</p> <p style="text-align: center;">K5,000 x 2</p>	<p style="text-align: center;">K1,250,000</p> <p style="text-align: center;">K 10,000</p> <p style="text-align: center;"><u>K 100,000</u></p> <p style="text-align: center;"><b><i>K1,360,000</i></b></p>
3.	<b>TRAVEL EXPENSES</b> <ul style="list-style-type: none"> <li>• Transport</li> </ul> <p style="text-align: right;"><b><i>SUB-TOTAL</i></b></p>	<p style="text-align: center;">01 person</p>	<p style="text-align: center;">K5,000 x 10 days for literature review</p>	<p style="text-align: center;"><u>K50,000</u></p> <p style="text-align: center;"><b><i>K50,000</i></b></p>
4.	<b>TOTAL FOR CONSUMABLES</b> <ul style="list-style-type: none"> <li>(a) Sub-Total for Stationery</li> <li>(b) Sub-Total for Secretarial Services</li> <li>(c) Sub-total for travel Expenses</li> </ul>		<p style="text-align: center;">K 411,000</p> <p style="text-align: center;">K1,360,000</p> <p style="text-align: center;">K 50,000</p> <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> <p style="text-align: center;"><b><i>K1,821,000</i></b></p>	
5.	8% Contingency on Consumables		<p style="text-align: center;"><u>8 x 1,821,000</u></p> <p style="text-align: center;">100</p>	<p style="text-align: center;"><b><i>K145,680</i></b></p>
6.	<b>GRAND TOTAL</b> <ul style="list-style-type: none"> <li>(a) Amount for Contingency</li> <li>(b) Total for Consumables</li> </ul>			<p style="text-align: center;">K 145,680</p> <p style="text-align: center;"><u>K1,821,000</u></p> <p style="text-align: center;"><b><i>K1,966,680</i></b></p>

## **APPENDIX III**

### **QUESTIONNAIRE**

I am a student of the University of Zambia pursuing Adult Education programme. I am conducting a research on under-utilisation of counselling services of the University of Zambia by the Students. The information to be collected is purely for academic purposes.

### **INSTRUCTIONS**

1. All information obtained shall be treated with the highest confidentiality it deserves.
2. You are kindly requested to answer the questions as truthfully and accurately as possible.
3. Indicate your response by filling in the blank spaces as provided.

### **SECTION A - PERSONAL DATA**

1. Gender: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Marital Status: \_\_\_\_\_
4. Year of Study: \_\_\_\_\_
5. Qualification sought: \_\_\_\_\_
6. Employed or unemployed: \_\_\_\_\_

### **SECTION B**

7. Are you aware of the counseling centre of the University of Zambia, which offers Counselling services to students?

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8. If your answer to question 7 is yes, have you been counselled by the centre before?

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9. If your answer to question 7 is no, what could be the reason of your unawareness and suggest ways in which the centre can make its services known to students.

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10. If you have been counselled before, what was the nature of your problem (s) and did the counseling service meet your needs?

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11. State the reason (s) for meeting your needs, if they were met.

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12. State the reason (s) for not meeting your needs, if they were not met.

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13. What could be your reason (s), if you are aware of the centre, for not utilizing its services?

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14. Do you think it is necessary for the centre to involve students (student participation) in the establishment and execution of its programmes and give reasons for your answer (s).

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15. In your own opinion, do you think there is any need to have the counselling centre in the university and give reasons.

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## **APPENDIX IV**

### **INTERVIEW GUIDE FOR PROGRAMME STAFF (MANAGERS)**

1. History of the counselling centre.
2. Programmes or services offered.
3. It's staffing structure.
4. Do you feel the performance of your staff is up to the required standards or expectations of the unit?
5. Do you conduct any evaluation activities to ascertain how the objectives of your unit are being achieved?
6. Do you have enough resources to enable you carry out your services?
7. How do you publicise the services or programmes you offer?
8. When establishing your programmes, do you involve students or do students participate in your programmes and how if they do, why if they do not?
9. How do you think the services of your unit can be improved?