

**AN EVALUATION OF THE EFFECTIVENESS OF GUIDANCE
AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN
UNIVERSITIES**

by

BEATRICE MAUPA

submitted in accordance with the requirements for the degree of

DOCTOR OF PHILOSOPHY

in the subject

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR REGIS CHIRESHE

FEBRUARY 2020

ABSTRACT

This study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. A mixed-methods design consisting of quantitative and qualitative approaches was adopted for the study and data were collected through questionnaires and unstructured interviews. The population for this study comprised all the 18 universities in Zimbabwe with approximately 75 000 students and 200 counsellors. The participants in the study comprised eighty (80) students (40 males and 40 females) in their second year of study and upwards and nineteen (19) guidance counsellors (11 females and 8 males). The Statistical Package for the Social Sciences Version 20 was used to analyse quantitative data derived from closed-ended questionnaire items. Frequencies and percentages were then derived from the quantitative data. Thematic analysis was used to analyse qualitative data from open-ended questionnaire items and interviews. The study revealed that although both students and guidance counsellors expressed positive perceptions of guidance and counselling services offered in their universities, in terms of their potential benefits to students, the majority of students regarded personal-social, career, placement, consultation, assessment, referral and evaluation services ineffective. The majority of guidance counsellors also regarded assessment, follow-up and evaluation services offered in their universities ineffective. The study also showed that the majority of guidance counsellors (63.2%) were not professionally trained. It also emerged from the study that internal evaluation of guidance and counselling services offered in the universities was never taken seriously. The study also showed that Zimbabwean universities were not adequately resourced in terms of guidance and counselling personnel and materials. The study revealed that generally guidance and counselling services offered in Zimbabwean universities were not effective. The study recommended that if Zimbabwean universities and their stakeholders collaborated and instituted a clear guidance and counselling policy which, among other important things, stipulates how guidance and counselling programmes would be run in universities, the effectiveness of guidance and counselling services offered in universities would most likely be enhanced. It was also recommended that if universities employed adequate fulltime professionally qualified guidance counsellors; periodically run training and in-service training workshops for the guidance counsellors and peer guidance counsellors; build proper infrastructure for all guidance and counselling activities; and secure proper assessment tests, the quality of guidance and counselling services offered in universities may be enhanced. The study also recommended that if guidance and counselling personnel were supervised regularly, and guidance and counselling services offered to students evaluated periodically and objectively, the guidance and counselling services offered in universities would be enhanced. This study may be significant to university counsellors, students, stakeholders and researchers in that it shares knowledge about the importance of effective guidance and counselling services offered to students and what constitutes effective guidance and counselling services.

KEY TERMS

Assessment, collaboration, counselling, effectiveness, ethics, evaluation, guidance, services, university, Zimbabwe

DECLARATION

Name: Beatrice Maupa

Student Number: 49252283

Degree: Doctor of Philosophy (Psychology of Education)

Title of Thesis: **AN EVALUATION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES**

I hereby declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

SIGNATURE:

B. Maupa

DATE: February 2020

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to the following people for assisting me in the development and completion of this thesis:

- My promoter Professor Regis Chireshe, for his expert guidance and constructive criticism.
- My children, Blessing, Tavonga, Takudzwa and Tinaye, for all the love, moral and emotional support.
- My grandson Ethan and niece Tafadzwa, for their unfailing love.
- My siblings Charity, Enety and Forbes for urging me to fulfil my dreams and propelling me forward with love and support.
- My dear friend Mark Peter Mupfurutsa, for his encouragement, love and care.
- Doctor Ruth Babra Gora, Doctor Cleopas Chidakwa and Mrs Jane Mutasa for their professional care and encouragement.
- My research assistants Taurai Ronald and Blessing, for the wonderful field work.
- The Ministry of Higher and Tertiary Education, Science and Technology Development, for granting me permission to undertake my fieldwork in the provinces.
- Registrars of the four universities that participated in this study, for giving me permission to do my field work in their universities.
- All students and guidance counsellors who participated in the study, for their time and sincerity.
- Galvern Maringwa, for analysing quantitative data.
- Mr Thomas Gama, for his editorial assistance.
- UNISA Financial Aid Bureau, for the part postgraduate bursary they awarded me.
- The Almighty God, for His love and faithfulness that passeth all understanding. This thesis is a product of His Grace!

DEDICATION

This thesis is dedicated to my late parents, Edward Munyoro Maupa and Virginia Mugurwi Maupa and my late sister, Mispa Maupa, for their love and care which I will forever cherish. May their dear souls rest in eternal peace!

TABLE OF CONTENTS

ABSTRACT	i
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
ABBREVIATIONS AND ACRONYMS	xix
CHAPTER 1: THE PROBLEM AND ITS CONTEXT	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	7
1.4 RESEARCH QUESTIONS	8
1.4.1 Main question	8
1.4.2 Sub-questions.....	8
1.5 OBJECTIVES.....	9
1.6 RATIONALE FOR THE STUDY.....	9
1.7 SIGNIFICANCE OF THE STUDY.....	10
1.7.1 University counsellors.....	10
1.7.2 University students.....	10
1.7.3 University administration	10
1.7.4 Policy makers.....	10
1.7.5 Researchers	11
1.8 THEORETICAL FRAMEWORK.....	11
1.9 ASSUMPTIONS.....	15
1.10 LIMITATIONS.....	16
1.11 DELIMITATIONS.....	16
1.12 DEFINITION OF TERMS	17

1.12.1 Counselling	17
1.12.2 Counsellor competencies	17
1.12.3 Effectiveness	18
1.12.4 Evaluation	18
1.12.5 Guidance	18
1.12.6 Multicultural counselling competence	19
1.13 ORGANISATION OF THE STUDY	19
1.14 SUMMARY	20
CHAPTER 2: REVIEW OF RELATED LITERATURE	21
2.1 INTRODUCTION	21
2.2 STANDARD GUIDANCE AND COUNSELLING SERVICES FOR STUDENTS IN EDUCATIONAL INSTITUTIONS	21
2.2.1 Orientation services in educational institutions	22
2.2.2 Information services in educational institutions	27
2.2.3 Counselling services in educational institutions	30
2.2.3.1 Personal-social counselling services in educational institutions	30
2.2.3.2 Academic counselling services in educational institutions	32
2.2.3.3 Career counselling service in educational institutions	34
2.2.4 Placement and follow up services in educational institutions	37
Placement and follow-up services are equally important guidance and counselling packages therefore they need to be offered effectively in educational institutions.....	37
2.2.4.1 Placement services	37
2.2.4.2 Follow-up services	38
2.2.5 Assessment services in educational institutions	39
2.2.6 Consultation services in educational institutions	40
2.2.7 Referral services in educational institutions	41
2.2.8 Evaluation and research services in educational institutions.....	43
2.2.8.1 Evaluation service	43
2.2.8.2 Research service.....	46

2.3 STUDENTS AND GUIDANCE COUNSELLORS' PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS	49
2.3.1 Students' perceptions of guidance and counselling services in educational institutions ..	49
2.3.2 Guidance counsellors' perceptions of guidance and counselling services.....	51
2.4 GUIDANCE COUNSELLORS' COMPETENCIES.....	53
2.4.1 Counsellor qualifications (training)	54
2.4.2 Counsellor multicultural counselling competencies	56
2.4.3 Counsellor attitudes.....	58
2.4.4 Counselling ethics	59
2.5 ENHANCING GUIDANCE AND COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS.....	61
2.5.1 Proper planning	61
2.5.2 Human resource development	62
2.5.3 Material resource development.....	63
2.5.4 Supervision of guidance counsellors.....	64
2.5.5 Teamwork and partnerships.....	65
2.6 SUMMARY.....	67
CHAPTER 3: RESEARCH METHODOLOGY.....	69
3.1 INTRODUCTION	69
3.2 RESEARCH PARADIGM.....	69
3.3 RESEARCH DESIGN	71
3.3.1 Mixed methods design	71
3.3.2 The importance and relevance of qualitative research method	74
3.3.3 Quantitative research method	76
3.4 POPULATION	77
3.5 SAMPLE AND SAMPLING PROCEDURE	78
3.6 INSTRUMENTATION.....	81
3.6.1 Questionnaire	81
3.6.2 Interview schedule	83
3.6.3 Training of research assistants.....	86

3.7 PILOT STUDY.....	86
3.7.1 The sample.....	86
3.8 VALIDITY AND RELIABILITY OF QUANTITATIVE DATA.....	89
3.8.1 Validity.....	89
3.8.2 Reliability.....	90
3.9 TRUSTWORTHINESS OF QUALITATIVE DATA.....	90
3.9.1 Dependability.....	91
3.9.2 Transferability.....	92
3.9.3 Credibility.....	92
3.9.4 Confirmability.....	92
3.10 DATA COLLECTION PROCEDURE: MAIN STUDY.....	93
3.10.1 Questionnaire administration.....	93
3.10.2 Unstructured interviews.....	93
3.11 DATA ANALYSIS.....	94
3.11.1 Quantitative data.....	94
3.11.2 Qualitative data.....	95
3.12 ETHICAL ISSUES.....	95
3.12.1 Permission.....	95
3.12.2 Informed consent.....	96
3.12.3 Confidentiality.....	96
3.12.4 Anonymity.....	96
3.13 SUMMARY.....	97
CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	98
4.1 INTRODUCTION.....	98
4.2 GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES.....	98
4.2.1 Students' responses.....	98
4.2.2 Guidance counsellors' responses.....	99
4.3 PURPOSE OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES.....	100

4.3.1 Orientation services offered in Zimbabwean universities	100
4.3.1.1 Students' responses	100
4.3.1.2 Guidance counsellors' responses	102
4.3.2 Information services offered in Zimbabwean universities	103
4.3.2.1 Students' responses	103
4.3.2.2 Guidance counsellors' responses	104
4.3.3 Personal-social guidance and counselling services offered in Zimbabwean universities	105
4.3.3.1 Students' responses	105
4.3.3.2 Guidance counsellors' responses	106
4.3.4 Academic guidance and counselling services offered in Zimbabwean universities	107
4.3.4.1 Students' responses	107
4.3.4.2 Guidance counsellors' responses	108
4.3.5 Career guidance and counselling services offered in Zimbabwean universities	109
4.3.5.1 Students' responses	109
4.3.5.2 Guidance counsellors' responses	110
4.3.6 Attachment services offered in Zimbabwean universities	111
4.3.6.1 Students' responses	111
4.3.6.2 Guidance counsellors' responses	112
4.3.7 Follow-up services offered in Zimbabwean universities	112
4.3.7.1 Students' responses	112
4.3.7.2 Guidance counsellors' responses	113
4.3.8 Assessment services offered in Zimbabwean universities	114
4.3.8.1 Students' responses	114
4.3.8.2 Guidance counsellors' responses	116
4.3.9 Consultation services offered in Zimbabwean universities	117
4.3.9.1 Students' responses	117
4.3.9.2 Guidance counsellors' responses	118
4.3.10 Referral services offered in Zimbabwean universities	119

4.3.10.1 Students' responses	119
4.3.10.2 Guidance counsellors' responses	120
4.3.11 Evaluation of guidance and counselling services offered in Zimbabwean universities	120
4.3.11.1 Students' responses	120
4.3.11.2 Guidance counsellors' responses	122
4.3.11.3 Guidance counsellors' responses	122
4.3.12 Focus of evaluations of guidance and counselling services offered in Zimbabwean universities	124
4.3.12.1 Students' responses	124
4.3.12.2 Guidance counsellors' responses	125
4.3.13 Methods used to evaluate guidance and counselling services offered in Zimbabwean universities	125
4.3.13.1 Students' responses	125
4.3.13.2 Guidance counsellors' responses	126
4.4 PERCEPTIONS OF COUNSELLORS AND STUDENTS TOWARDS GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES.....	128
4.4.1 Students' perceptions of guidance and counselling services offered in universities	128
4.4.1.1 Availability of guidance and counselling services to students	129
4.4.1.2 Guidance and counselling services which benefitted students most.....	129
4.4.1.3 Guidance and counselling services that did not benefit students.....	130
4.4.1.4 Students' perceptions regarding effectiveness of the guidance and counselling services offered in their universities	130
4.4.2 Guidance counsellors' perceptions towards guidance and counselling services.....	132
4.4.3 Benefits of guidance and counselling services to students.....	133
4.5 COMPETENCIES OF GUIDANCE COUNSELLORS	134
4.5.1 Students' responses	134
4.5.2 Guidance counsellors responses	136
4.5.2.1 How guidance counsellors assessed their competencies	137
4.5.2.2 Guidance counsellors' capacity to handle crisis situations	137
4.5.2.3 Counsellors' capacity to assess students' counselling needs.....	138

4.5.2.4	Guidance counsellors' knowledge of career tests	139
4.5.2.5	Guidance counsellors' observation of ethics	139
4.5.2.6	Guidance counsellors' capacity to counsel clients from diverse cultural backgrounds	140
4.5.2.7	Collaboration of guidance counsellors with other stakeholders	140
4.5.2.8	Supervision of guidance counsellors.....	141
4.6	ENHANCING GUIDANCE AND COUNSELLING SERVICES IN ZIMBABWEAN UNIVERSITIES	142
4.6.1	Students' responses	142
4.6.2	Guidance counsellors' responses	144
4.7	DISCUSSION.....	145
4.7.1	Guidance and counselling services offered in Zimbabwean universities.....	146
4.7.1.1	Orientation services offered in Zimbabwean universities	146
4.7.1.2	Information services offered in Zimbabwean universities	149
4.7.1.3	Personal-social guidance and counselling services offered in Zimbabwean universities	152
4.7.1.4	Academic guidance and counselling services offered in Zimbabwean universities	154
4.7.1.5	Career guidance and counselling services offered in Zimbabwean universities ..	155
4.7.1.6	Attachment services offered in Zimbabwean universities.....	157
4.7.1.7	Follow-up services offered in Zimbabwean universities	158
4.7.1.8	Assessment services offered in Zimbabwean universities	158
4.7.1.9	Consultation services offered in Zimbabwean universities	159
4.7.1.10	Referral services offered in Zimbabwean universities	160
4.7.1.11	Evaluation of guidance and counselling services offered in Zimbabwean universities	161
4.7.2	Students' and guidance counsellors' perceptions of guidance and counselling services offered in universities	163
4.7.2.1	Students' perceptions of guidance and counselling services	163
4.7.2.2	Guidance counsellors' perceptions of guidance and counselling services offered in universities	165

4.7.3	Guidance counsellors’ competencies	166
4.7.4	Enhancing guidance and counselling services offered in Zimbabwean universities	169
4.7.4.2	Human resource development	169
4.7.4.3	Material resource development.....	171
4.7.4.4	Supervision of guidance counsellors.....	171
4.7.4.5	Teamwork and partnership	172
4.8	SUMMARY.....	173
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		174
5.1	INTRODUCTION	174
5.2	REVIEW OF THE RESEARCH PROBLEM.....	174
5.3	REVIEW OF RELATED LITERATURE	175
5.3.1	Guidance and counselling services offered in educational institutions	175
5.3.2	Students and guidance counsellors’ perceptions of guidance and counselling services .	176
5.3.2.1	Students’ perceptions of guidance and counselling services.....	176
5.3.2.2	Guidance counsellors’ perceptions of guidance and counselling services.....	176
5.3.3	Counsellor competencies.....	177
5.3.3.1	Counsellor qualifications (training)	177
5.3.3.2	Counsellor multicultural competencies	177
5.3.3.3	Counsellor attitudes.....	177
5.3.3.4	Counsellor ethics.....	178
5.3.4	Enhancing the effectiveness of guidance and counselling services in educational institutions	178
5.3.4.1	Proper planning.....	178
5.3.4.2	Human resource development	178
5.3.4.3	Material resource development.....	179
5.3.4.4	Supervision of guidance counsellors.....	179
5.3.4.5	Teamwork and Partnership.....	179
5.4	REVIEW OF THE RESEARCH METHODOLOGY	180
5.5.1	Sub-question 1: Guidance and counselling services offered in Zimbabwean universities	180

5.5.2 Sub-question 2: Students and guidance counsellors’ perceptions of guidance and counselling services offered in their universities	181
5.5.2.1 Students’ perceptions of guidance and counselling services offered in their universities	181
5.5.2.2 Guidance counsellors’ perceptions of guidance and counselling services offered in their universities	181
5.5.3 Sub-question 3: Guidance counsellors’ competencies	182
5.5.4 Sub-question 4: Enhancing guidance and counselling services offered in Zimbabwean universities	182
5.5.4.1 Planning	183
5.5.4.2 Human resource development	183
5.5.4.3 Material resource development	183
5.5.4.4 Supervision of guidance counsellors.....	183
5.5.4.5 Teamwork and partnership	184
5.6 CONCLUSIONS	184
5.6.1 Guidance and counselling services offered in Zimbabwean universities.....	184
5.6.2 Students and guidance counsellors’ perceptions of guidance and counselling services .	185
5.6.3 Guidance counsellors’ competencies	185
5.6.4 Enhancing guidance and counselling services offered in Zimbabwean universities	185
5.7 RECOMMENDATIONS	185
5.7.1 Guidance and counselling policy	185
5.7.2 Practice	186
5.7.2.1 Human resource development	186
5.7.2.2 Material resource development.....	187
5.7.2.3 Partnerships and teamwork.....	187
5.7.2.4 Supervision	187
5.7.2.5 Evaluation and research.....	188
5.8 PROPOSED GUIDANCE AND COUNSELLING MODEL.....	188
5.8.1 Aspect 1: Guidance and counselling policy framework.....	189
5.8.2 Aspect 2: Human resource development.....	190

5.8.3 Aspect 3: Material resource development	191
5.8.4 Aspect 4: Partnerships and teamwork	191
5.8.5 Aspect 5: Supervision.....	191
5.8.6 Aspect 6: Evaluation and research	192
5.9 RECOMMENDATIONS FOR FURTHER STUDY	192
5.10 CONTRIBUTION OF THE STUDY.....	192
APPENDICES.....	214

LIST OF TABLES

Table 3.1: Students and Counsellors' Demographic Data.....	80
Table 3.2: A Grid Showing Examples of Items Obtained from Literature Study by Authors	85
Table 3.3: Students Pilot Study Sample Grid	87
Table 3.4: Counsellors' Pilot Study Grid	88
Table 4.1: Types of Guidance and Counselling Services Offered in Zimbabwean	99
Table 4.2: Orientation Services Offered in Zimbabwean Universities	101
Table 4.3: Information Services Offered in Zimbabwean Universities.....	103
Table 4.4: Personal-Social Guidance and Counselling Services Offered in Zimbabwean Universities ..	106
Table 4.5: Academic Guidance and Counselling Services Offered in Zimbabwean Universities.....	108
Table 4.6: Career Guidance and Counselling Services Offered in Zimbabwean Universities	109
Table 4.7: Attachment Services Offered in Zimbabwean Universi	111
Table 4.8: Follow-up Services Offered in Zimbabwean Universities.....	113
Table 4.9: Assessment Services Offered in Zimbabwean Universities.....	115
Table 4.10: Consultation Services Offered in Zimbabwean Universities	117
Table 4.11: Referral Services Offered in Zimbabwean Universities	119
Table 4.12: Evaluation of Guidance and Counselling Services in Zimbabwean Universities.....	121
Table 4.13: Focus of Evaluation of the Guidance and Counselling Services Offered in Zimbabwean Universities	124
Table 4.14: Methods Used to Evaluate Guidance and Counselling Services Offered in Zimbabwean Universities	126
Table 4.15: Effectiveness of Guidance and Counselling Services	131
Table 4.16: Guidance Counsellors' Competencies in Zimbabwean Universities.....	135
Table 4.17: Ways of Enhancing Guidance and Counselling Services in Zimbabwean Universities	143

LIST OF FIGURES

Figure 2.1: Summary of Standard Guidance and Counselling Services Offered in Educational Institutions.	48
Figure 5.1: A Proposed Maupa 2020 Model of Effective Guidance and Counselling Programme in Universities.	189

LIST OF APPENDICES

Appendix A: Ministry of Higher and Tertiary Education, Science and Technology Permission to Conduct Research at Universities in Zimbabwe	214
Appendix B: Ethical Clearance from Unisa College of Education Ethics Review Board	215
Appendix C: Request for Permission to Conduct Research at the University of Zimbabwe.....	216
Appendix D: Permission to Conduct Research at the University of Zimbabwe	218
Appendix E: Request for Permission to Conduct Research at Bindura University of Science Education	219
Appendix F: Permission to Conduct Research at Bindura University of Science Education	221
Appendix G: Request for Permission to Conduct Research at Catholic University of Zimbabwe	222
Appendix H: Permission to Conduct Research at Catholic University of Zimbabwe	224
Appendix I: Request for Permission to Conduct Research at Women’s University in Africa.....	225
Appendix J: Permission to Conduct Research at Women’s University in Africa	227
Appendix K: Research Assistant Confidentiality Agreement.....	228
Appendix L: Letter Requesting an Adult (Counsellor) to Participate in an Interview	229
Appendix M: Participant Information Sheet for University Counsellors	232
Appendix N: Cover Letter for a Student Questionnaire	235
Appendix O: Interview Guide for a University Counsellor	237
Appendix P: Questionnaire for University Students	241
Appendix Q: Participant Information Sheet for University Students	264

ABBREVIATIONS AND ACRONYMS

AIDS.....Acquired Immune Deficiency Syndrome

HIV.....Human Immuno Virus

NGO.....Non -Governmental Organisation

CHAPTER 1: THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

This chapter introduces the study which evaluated the effectiveness of guidance and counselling services in Zimbabwean universities. In addition, it presents background information which includes the rationale and importance of the study. Furthermore, the nature of the problem that was evaluated is outlined in the statement of the problem. The chapter also states the main question, sub-questions, objectives of the study and significance of the study. It further provides a brief description of the theoretical framework of the study. This chapter also presents information on delimitations and limitations of the study and the key terms used in the study.

1.2 BACKGROUND TO THE STUDY

Literature shows that generally, students in universities the world over face various problems which are academic, personal-social, career or vocational oriented (Munyaradzi & Addae, 2019:263; Rajkamal & Prema, 2018:12; Tuchili & Ndhlovu, 2017:88; Strepparava, Bani, Zorzi, Corrias, Dolce & Rezzonico, 2016:423; Kamundia & Kinga, 2016:78; Bobga, 2016:75; Tuchili & Ndhlovu, 2016:14). Frydenberg (2008:2) further opines that young people face a multitude of on-going life stressors which contribute to an increased risk of emotional, cognitive and behavioural difficulties in these adolescents such as depression, behavioural problems in and outside college, various anxiety disorders and academic failure.

Young people in universities can experience a wide range of emotional problems which can result in depression which in turn may prevent them from participating fully in everyday life and can also lead them to disengage from education (Ostergard, Fenger & Hougaard, 2019:150; Wulz, Gasteiger & Roland, 2018:207; Broglia, Millings & Barkham, 2017:1; Phillips & Smith, 2011:10). Most likely these challenges emanate from the increasing complexities in the society, families, industrial and technological development all going hand in hand (Bobga, 2016:75; Murray et al., 2016:131; Nyaga, 2011:11; Chireshe, 2011:101; Egbochuku, 2008:43; Rommens, 1993:9).

In his long-term study of the counselling needs of Turkish university students, Dogan (2012:91) notes that university years are a critical period in a person's life as it is during this period of completing adolescence and struggling to become an adult that young people face the difficulties of both this uncertain developmental period and the new hardships brought by university life. Adolescence has many concerns that in extreme circumstances are perceived as overwhelming and disabling, leading in a minority of cases to severe depression and even suicide. At this age the adolescents may also try all sorts of adjustment mechanisms to fulfill their needs (Hanimoglu, 2018:764; Tuchili & Ndhlovu, 2017:89; Kamundia & Kinga, 2016:78; Nyaga, 2011:20; Frydenberg, 2008:2).

Personal relationships such as dating and love gain importance in students' lives yet the majority lack adequate knowledge on these issues including coping and decision-making skills (Munyaradzi & Addae, 2019:271; Karimi, Muthaa, Bururia, Karimi & Mburugu, 2014:37; Dogan, 2012:91; Nyaga, 2011:29; Ruane Kasayira & Shino, 2011:134). Students might also lack knowledge about sexually transmitted infections, they might face peer pressure from other students to engage in sexual activities, they might not have skills to negotiate safer sex, they might lack information regarding the transmission of HIV, they might hold myths about HIV and AIDS and they might engage in other activities such as substance abuse that place them at greater risk for contracting HIV (Khan, 1998:1). Nyaga (2011:29) also notes that university life is the period when young people are preoccupied with experimenting with drugs and at times have trouble with the institutional and national authorities. Such issues may create tension and anxieties in students (Khan, 1998:1) resulting in some instances in increased depression, crimes and delinquency (Munyaradzi & Addae, 2019:271; Nyaga, 2011:4). This shows that profound physical, cognitive and social changes that accompany entry into adolescence create a state of instability and anxiety (Wambeti & Mwenda, 2016:253; Maliwa, 2016:24; Karimi et al., 2014:37; Broderick & Blewitt, 2006:340). Entry into university therefore requires a student to adjust to university life and culture (Bobga, 2016:75; Ruane et al., 2011:132). Failure to adapt may be disastrous to some students as this could affect their education and expose them to environmental as well as personal problems in their development.

Quite a large number of students in universities find themselves for example in the grip of personal adjustment problems as a result loneliness, feelings of insecurity, conflicts with peers and educators, low academic achievement and bad company. For many of them, it might be their first time leaving home for extended periods of time and hence they would be removed from their usual social support systems of friends and family (Thuryrajah, Ahmed & Jeyakumar, 2017:1; Browne, Muriro & Cass, 2017:52; Ruane et al., 2011:132). Most university students also grapple with complex social problems such as living with and sharing facilities with peers, living in hostels and sharing extra-curricular experiences and adjusting to heterosexual relationships (Ruane et al., 2011:132). Thus, failure to adapt to university life and its demands may be disastrous to some students in terms of their academic pursuits.

As alluded to earlier, literature shows that students may face academic pressures in universities. Ruane et al. (2011:131) note that unlike in high schools where most of the academic work is guided by the teacher, tertiary education students find themselves forced to adjust to a new learning environment in which they are expected to make their own decisions about academic issues and this new experience creates pressure for some students. Ruane et al. (2011:138) aptly summarise the challenges that are faced by university students by noting that such problems and challenges range from adjustment to university life, academic and learning skills, career issues, accommodation, financial problems, emotional problems, substance abuse, HIV and AIDS, student diversity, and presence of international students. All these problems may negatively affect students in their learning endeavours (Munyaradzi & Addae, 2019:265; Wambeti & Mwenda, 2016:256; Chireshe, 2006:1). All the noted observations underline the fact that students' problems are multifaceted and therefore it is important that universities offer students effective personal-social, academic and career guidance and counselling services (Strepparava et al., 2016:431; Kamunyu, Ndungo & Wango, 2016:142; Oseiwu, 2014:236; Litoiu & Oproiu, 2012:2; Sun Yuen, 2012:202).

Ideally, effective institutional guidance and counselling services help students address their personal-social, academic and career challenges effectively, ethically and rationally. Literature shows that guidance and counselling is a programme that has been designed to help individuals attain total development (Buizza, Ghilardi, Olivett & Costa, 2019:592; Lemesa, 2018:12; Tuchili

& Ndhlovu, 2017:90; Biasi et al., 2017:249; Lasode, Lawal & Ofodile, 2017:171; Kamundia & Ntarangwe, 2017:45; Okoye & Obineli, 2011:131). This may mean that if the individuals are not properly guided and or counselled they may not be able to take wise decisions later in life. It is important to reiterate that effective guidance and counselling services play a pivotal role in enhancing students' overall development and improving their academic performance at all levels by eliminating the hurdles they face in their studies, by resolving their physical, emotional and social difficulties and by helping them understand their learning strengths and weaknesses (Hanimoglu, 2018:765; Babatunde, 2018:152; Thuryrajah et al., 2017:3; Muliwana, 2016:5; Nkechi, Ewomaoghene & Nkechi, 2016:42; Liston & Geary, 2015:1014; Alemu, 2013:28). In that regard, guidance and counselling becomes an integral part of education which complements instruction, administration and aims at promoting or stimulating the gradual development of the ability by an individual student to make decisions independently without undue influence from others (Arijesuyo, 2012:39; See & Ng, 2010:18; Egbochuku, 2008:44). The importance of effective guidance and counselling services in universities need to be underscored.

When adolescents are not offered effective guidance and counselling services and or are unsuccessful in dealing with adjustment hurdles, negative psychological, emotional and behavioural consequences may arise (Calaguas, 2012:14; Frydenberg, 2008:2). Effective guidance and counselling therefore is a human oriented programme which is based on helping the individual to define his or her goals and aspirations in pursuit for greater productivity (Nwachuku, 2007:44). All these observations underline the need for effective guidance and counselling services in universities. Khan (1998:19) notes that there are three main functions of guidance and counselling, namely the adjustive function, the distributive function and the adaptive function. Guidance and counselling services are adjustment oriented in the sense that they help the student in making the best possible adjustment to the current situations in the educational institution and occupational world, in the home and the community. The counsellor, in this adjustive phase, provides placement and orientation to the students. The distributive phase involves discovering individual student's needs and making the needs known to the student and teachers (Khan, 1998:189-20). Khan (1998:20) further opines that to meet the requirements of the adaptive phase, counsellors need to know students' personal problems and aspirations, their abilities and aptitudes, as well as opportunities and social pressure awaiting them.

It is essential for guidance counsellors to be aware of students' needs and problems in order to address them effectively (Ruane et al., 2011:138). They need to have the necessary competencies to provide effective counselling services (Sakiz & Saricah, 2019:70; Wamalwa, 2019:11; Munyaradzi & Addae, 2019:265; Ojeme, 2019:30; Sinthia et al., 2018:244; Hines et al., 2017:4; Robert & Kinga, 2016:74). Rahman (2013:5) maintains that effective counsellors are those who can provide guidance and counselling services that enable students to develop their potential, and identify and provide solutions to problems. Guidance counsellors also need to be competent in multicultural guidance and counselling. According to Nyaga (2011:18), counsellors dealing with students in institutions of higher learning need to recognise the ways in which their clients' cultural values are operating in the counselling process.

Owing to the ever-increasing diversity on university campuses, student counsellors need to strive to become effective and culturally sensitive and gain skills that enable them to be multiculturally competent (Munyaradzi & Addae, 2019:266; Barden, Sherrell & Matthews, 2017:204; Ruane et al., 2011:138). Puukar and Launikari (2005:27) maintain that counsellors and other professionals need multicultural competencies in order to be better able to take into account cultural diversity of their clients. According to Corey (2009:42), ethical counselling practice requires practitioners to take each client's cultural background into account. Unless counsellors are willing to recognize diversity issues, and enter into and understand their clients' worlds, they are likely to lose their clients in the helping relationship (Ruane et al., 2011:137).

According to Seyoum (2011:167), effective counselling programmes are important to the institutional climate and are a crucial element in improving student achievement. Literature shows that for students to be properly guided and counselled, they need the assistance of trained and competent guidance counselling personnel (Wamalwa, 2019:11; Munyaradzi & Addae, 2019:265; Ojeme, 2019:30; Sinthia, Ardina & Suprapti, 2018:244; Hines, Moore 111, Mayes, Harris, Vega, Robinson, Gray & Jackson, 2017:4; Robert & Kinga, 2016:74; Eyo et al., 2010:87). Effective guidance and counselling personnel free individual students to accept responsibility for their own decisions, develop ability for self-analysis and self-direction (Khan, 1998:8), and assist them to become fully-functioning and productive members of the society (Calaguas, 2012:53). In this regard competent guidance counsellors ensure that their guidance

and counselling programme is responsive to the population it serves. They also reflect on the current institutional needs as well as local and community needs; and it is for this reason that it is both common and desirable for guidance and counselling programmes to vary from community to community (Crane, 2001:13).

Literature shows that the effectiveness of guidance and counselling services are enhanced when agencies, professional organizations and other stakeholders at state and local levels work together to establish common goals and expectations for their comprehensive and effective guidance and counselling programme (Ojeme, 2019:30; Munyaradzi & Addae, 2019:272; Sinthia et al., 2018:244; Hines et al., 2017:4; Falconer, 2008:v). Similarly, Mogbo, Obumneke and Anyachebela (2011:361) pertinently note that the proper implementation of the guidance and counselling services in educational institutions can only be effective if all stakeholders play their roles in the implementation process. Thus, to accomplish effective guidance and counselling services collaboration among stakeholders is essential.

Literature also shows that objective evaluation also enhances the effectiveness of guidance and counselling programmes services (Forbes-Mewett, 2019:10; Hooley & Rice, 2019:480; Ojeme, 2019:31; Escapa & Julia, 2018:21; Bolu-Steve & Oredugba, 2017:213; Crane, 2001:1). Similarly, Rommens (1993:10-11) notes that there is an escalating emphasis placed on programme accountability, which is inevitably linked to budget constraints and educational cutbacks. It is therefore apparent that guidance and counselling programme development needs to be guided by systematic planning and proven practices which include needs assessments, clearly written role descriptions and evaluation. Crane (2001:1) maintains that, because on-going effective evaluation is vital to the health of any programme, educational guidance and counselling programmes should be appropriately assessed at regular intervals. Evaluation plays an important role in building and maintaining strong counselling programmes, in showing whether the goals of the programme were realised, in making decisions related to building and modifying the programme, and in ultimately meeting students' needs most effectively (Crane, 2001:37). All this background information underlines the importance of the current study that evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities.

Notably, to the knowledge of the researcher, there is little research on the effectiveness of guidance and counselling offered in Zimbabwean universities. The notable studies include Mtemeri and Zirima (2013)'s comparative study on the effectiveness of career guidance and counselling services offered to students before and after enrolling at universities in Zimbabwe; Ruane et al. (2011)'s counselling students at tertiary institutions; and Mapfumo and Nkoma (2008)'s counselling that freshmen received in high schools and the counselling they need in colleges/universities. Related studies carried out in secondary schools include Chireshe (2006)'s assessment of the effectiveness of school guidance and counselling services in Zimbabwean secondary schools, Mawire (2011)'s evaluation on the implementation of guidance and counselling in Zimbabwean secondary schools, and Nkala (2014)'s assessment of the guidance and counselling programme in secondary schools at Mzilikazi District in Bulawayo Metropolitan Province. This current study evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities.

1.3 STATEMENT OF THE PROBLEM

It is apparent in the background to the study that generally students in universities find themselves in the grip of personal-social, academic and career problems such as loneliness, feelings of insecurity, accommodation issues, conflicts with peers and lecturers, low academic achievement, study and examination taking skills, bad company, bad career decisions and sexual problems (Munyaradzi & Addae, 2019:263; Otieno et al., 2018:1; Rajkamal & Prema, 2018:12; Tuchili & Ndhlovu, 2017:88; Kamundia & Kinga, 2016:78; Bobga, 2016:75; Tuchili & Ndhlovu, 2016:14). The background to the study also shows that personal relationships such as dating and love gain importance in university students' lives yet the majority of them are shy, fearful, gullible and lack adequate knowledge on these issues including coping and decision-making skills (Munyaradzi & Addae, 2019:271; Karimi et al., 2014:37; Dogan, 2012:91; Nyaga, 2011:29; Ruane et al., 2011:134; Frydenberg, 2008:2). These problems create tension and anxieties in the students (Khan, 1998:1) resulting in some instances in increased crimes, delinquency, depression and or disengagement from studies (Ostergard, Fenger & Hougaard, 2019:150; Wulz, Gasteiger & Roland, 2018:207; Broglia, Millings & Barkham, 2017:1; Nyaga, 2011:4; Phillips & Smith, 2011:10). The background to the study also highlights that with fully functioning and effective guidance and counselling services, students may be guaranteed to reach

their full potential and become successful members of the society (Munyaradzi & Addae, 2019:263; Hanimoglu, 2018:763; Lemesa, 2018:14; Biasi et al., 2017:249; Lasode et al., 2017:170; Kamunyu, et al., 2016:142; Eyo et al., 2010:89). Achievement of effective guidance and counselling services is however dependent for instance on implementers' attitude and willingness to support and propel it to its full implementation stage, effective training of guidance and counselling personnel, guidance counsellors' competencies, collaboration, periodic evaluation of the services and availability of resources (Sakiz & Saricah, 2019:70; Wamalwa, 2019:11; Munyaradzi & Addae, 2019:265; Ojeme, 2019:30; Robert & Kinga, 2016:74; Alemu, 2013:28; Seyoum, 2011:167). It is also apparent in the background to the study that there is little research on the effectiveness of guidance and counselling services offered in Zimbabwean universities. It is against this backdrop that this study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities.

1.4 RESEARCH QUESTIONS

1.4.1 Main question

The study sought to address the following main research question:

1.4.1.1 How effective are guidance and counselling services offered in Zimbabwean universities?

1.4.2 Sub-questions

The study was guided by the following sub-questions:

1.4.2.1 What are the guidance and counselling services offered in Zimbabwean universities?

1.4.2.2 How do university counsellors and students regard guidance and counselling services offered in their universities?

1.4.2.3 To what extent are university guidance-counsellors competent in executing their duties?

1.4.2.4 How can guidance and counselling services offered in universities be enhanced?

1.5 OBJECTIVES

This study sought to:

- 1.5.1 establish the guidance and counselling services offered in Zimbabwean universities;
- 1.5.2 establish how university counsellors and students regard guidance and counselling services offered in their universities;
- 1.5.3 establish the level of competency of university counsellors in executing their duties effectively; and
- 1.5.4 find out how guidance and counselling services offered in universities could be enhanced.

1.6 RATIONALE FOR THE STUDY

The researcher's passion for offering effective guidance and counselling services to students coupled with her knowledge about the importance of, and what constitutes effective guidance and counselling services in universities necessitated this study which evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities. The researcher agrees with Nwachuku (2007:22) that the whole essence of offering effective guidance and counselling services in universities is to empower students to make informed personal-social, academic and career oriented decisions. This explains why she sought to establish the extent guidance and counselling services offered in Zimbabwean universities empowered students to deal effectively with their personal-social, academic and career needs.

The researcher has observed with concern some maladaptive and unbecoming behaviour exhibited by a good number of students at her university which, more often than not, impacted negatively on their personal-social relationships, academic performance and career choices. The researcher thus, wondered whether students in Zimbabwean universities were being offered effective guidance and counselling services. This question necessitated this study which evaluated the effectiveness of guidance and counselling services in Zimbabwean universities.

1.7 SIGNIFICANCE OF THE STUDY

This study may be significant to university counsellors, students, stakeholders, policy makers and researchers in that it shares knowledge about the importance of effective guidance and counselling services offered to students and what constitutes effective guidance and counselling services. It is hoped this knowledge may herald possible institutional developmental plans, suggestions and recommendations that may enhance guidance and counselling services offered in Zimbabwean universities.

1.7.1 University counsellors

It is envisioned that this study may enhance counsellors' knowledge in running guidance and counselling services effectively. When they recognise their limits in terms of counselling competencies, it is hoped that they may advocate and subsequently mount training and in-service programmes for the benefit of university communities.

1.7.2 University students

The study may be significant to university students in that it may equip them with information to weigh the value of the guidance and counselling services offered by their universities. As the major beneficiaries of these services, students may offer suggestions regarding what needs to be done to enhance accessibility and effectiveness of the services offered.

1.7.3 University administration

The study may inform university administration on, among other important things, the quantity and quality of both human and material resources needed to be channelled to guidance and counselling units in their universities in order to achieve effectiveness.

1.7.4 Policy makers

The study may inform policy makers to come up with a clear and concise mandatory policy and legislation supported by an Act of Parliament that spell out the expectations and roles of the stakeholders in the implementation of effective guidance and counselling services in universities. If extensive consultation and planning among university stakeholders which include the Ministry of Higher and Tertiary Education, Science and Technology Development, lecturers, guidance

counsellors, students, parents, health personnel, captains of industries, and non-governmental organisations were done, such a policy would be compact.

1.7.5 Researchers

The study may also be significant to the researcher as it may not only improve her research skills but may also enhance her knowledge of the guidance and counselling profession. Researchers in the area of guidance and counselling may also get information and insight on what enhances the effectiveness of guidance and counselling services offered in universities. It is hoped that many researches may sprout from this study. The study, undoubtedly, creates opportunities for replication and comparative studies.

It is also hoped that this study may help to create constructive synergies among counsellors, administration, students, stakeholders and other interested parties for the betterment of guidance and counselling programmes offered in institutions of higher learning.

1.8 THEORETICAL FRAMEWORK

This study is informed by Carl Rogers' person centred approach to counselling which falls in the humanistic therapies (Macke & Haster, 2019:361; Csillik, 2013:350). This theory, which Rogers propounded in 1942 (Casemore, 2006:5), is widely used in counselling, and is a refinement of the client centred therapy (Corey, 2008:246; Casemore, 2006:5). It has its roots in Rogers' nondirective counselling which developed in 1942 (Casemore, 2006:5), and is rated as a powerful and revolutionary alternative to the directive and interpretative approaches to therapy then being practised (Corey, 2008:245). It is against this background that Rogers' person centred approach is also referred to as the non-directive approach or client centred approach. The development of the person centred approach stemmed from Rogers' experience of being a client and his experience of working as a counsellor (Casemore, 2006:5). This approach to counselling emphasises cordial counsellor-client relationships and client growth which is what effective counselling embodies. For these reasons, the person centred approach relates well to the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities.

Central to the humanistic theoretical framework, of which Rogers' person centred approach is part, is the belief and understanding that human beings have an inherent capacity to develop in a positive direction, if given the support that is conducive to that kind of growth (Macke & Haster, 2019:352; Ojeme, 2019:28; Wambeti & Mwenda, 2016:253; Csillik, 2013:352; Mawire, 2011:38; Gatongi, 2007:205). Effective guidance and counselling services in universities and any other institutions, therefore, should ensure this growth. Toller (2011:1) refers to the person centred counselling as a talking therapy which places the client at the heart of his or her own therapy. This means that the relationship that exists between a counsellor and a client in the person centred therapy is such that the client's world is the central context for being in the relationship (Tannen et al., 2019:406; Bobga, 2016:85; Csillik, 2013:350; Tudor, Keith, Valentine & Worrall, 2008:210).

According to Rogers (2004:11), it is the client who knows what hurts, what directions to go, what problems are crucial and what experiences have been deeply buried. It is only the client who is in a position to articulate the nature and effect of these problems and, with the help of the counsellor, suggests a way forward. It is also in this context that the theory was found valuable in guiding the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities, as it allowed students who are the major beneficiaries of these services to articulate their issues, problems and what hurts or excites them; and how they would want guidance and counselling interventions run. On the other hand, in the person centred approach, no condition is attached. A counsellor should therefore display a caring respect for clients, which allows them to be themselves and overcome the temptations of criticising their behaviour or suggesting to know a better way of solving their problems (Macke & Haster, 2019:361; Csillik, 2013:352; Gatongi, 2007:208). Because the theory is supposedly free from subjective judgments, it was found ideal to guide the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities.

The person centred approach is based on attitudes that assume that the counsellor has to understand the client from his or her perspective (Ojeme, 2019:28; Bobga, 2016:85; Csillik, 2013:352; Chiremba & Makore-Rukuni, 2004:35). According to Gatongi (2007:206), the person centred approach is not primarily concerned about finding out the causes of the problem and

finding the best solution possible. It is the individual client, in an open and accepting relationship with the counsellor, who is empowered to take control over his or her own healing. The primary focus of counselling from a person centred perspective has therefore been described as the facilitation of experiencing and ownership of own feelings by the client (Mpofu, 2006:122). This approach works well with university students who are expected to make informed, right and mature decisions regarding their lives, education and career with no or minimal influence or interference. The approach therefore values and believes in the dignity and worth of the client (Chiremba & Makore-Rukuni, 2004:4). Understandably, all human beings wish to have an environment where there is acceptance, non-judgment and warmth (Tudor et al., 2004:208). This non-judgmental approach was therefore found ideal for this study that evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities. According to Rogers, humans are basically good and could be trusted to direct their own lives, and have an inherent capacity to grow in a positive direction (Csillik, 2013:352; Mawire, 2011:40; Chiremba & Makore-Rukuni, 2004:35; Mpofu, 2006:119). They are also expected to realise their own potential if they are lucky to be nourished by unconditional love and understanding of significant others (Mawire, 2011:40).

The person centred approach, more than other therapies, is committed to a deep belief in humans' positive strivings and their essential goodness (Kamunyu et al., 2016:143; Mpofu, 2006:120). In person centred theory and practice, the counsellor's basic attitude towards the client is valued much more than the techniques he or she may use in counselling. Counselling techniques are effective so far as they convey the appropriate attitude toward a client (Tanen et al., 2019:406; Csillik, 2013:350; Wambeti & Mwenda, 2016:255; Chiremba & Makore-Rukuni, 2004:40). The person centred approach does not therefore have any specific techniques which are applied in every situation; each helper chooses what is most appropriate according to the case at hand (Clarke, 1994:1). The value of the person centred approach thus lies in recognising that its application is as varied as the people who are the agents of change in their life, rather than a counsellor or any model of therapy (Toller, 2011:11).

According to Chiremba and Makore-Rukuni (2004:34), the counsellor does not direct clients to solve their own problems, but their own organismic tendencies to grow direct them to that goal.

In this regard, a counsellor should display a caring respect for the clients, which allows them to be themselves and overcome the temptations of criticising their behaviour or suggesting to know a better way of solving their problems (Tudor et al., 2004:208). In other words, the counsellor is meant to be a useful companion in the process of counselling (Gatongi, 2007:206). Mpofu (2006:119) describes the relationship between a counsellor and a client in a person centred approach as “less that of helper to helpee, and more of person to person”. In this regard, the person centred approach to counselling gives a standard of effective counselling relationships between counsellors and clients. On that score, it aptly informed and guided this study on the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities.

According to Rogers, persons have an actualising tendency inherent at birth and this guides the focus of their strivings. The actualising tendency is an inherent tendency to maintain and promote growth in the individual (Mpofu, 2006:119; Chiremba & Makore-Rukuni, 2004:35). Person centred counsellors therefore work to establish a relationship with their clients in which they are able to develop their self-awareness. Through this they help them effect changes in their lives based on a greater understanding of their feelings and behaviour, a process that will hopefully lead to the client living a more fulfilled and meaningful life (Ojeme, 2019; Macke & Haster, 2019:362; Csillik, 2013:355; Toller, 2011:1). Rogers (2004:33-34) highlights the essence of counsellor attitudes in counselling by saying that the therapist must be genuine about who he or she is and what he or she is feeling and must be integrated in the relationship with the client. Rogers (2004: 33-34) also says that the therapist must accept and care for the client totally and non-judgmentally; must empathise with the client’s feelings and internal frame of reference, and must try to communicate this empathic experience to the client. Such a quality relationship (that is, one characterised by empathy, acceptance, respect, genuineness, concreteness, and cultural sensitivity) facilitates client progress by providing a situation that the client will want to maintain, by enabling the client to verbalise real concerns, and by making the counsellor a potent reinforcer in the client’s life (Rubin & Roessler, 2001:265). According to Rogers, if all these counselling ingredients are met, effective counselling will be realised. In support of this counselling approach, Gatongi (2007:205) maintains that it is essential to incorporate these accelerating ingredients to inform conditions which facilitate growth “...as it has been realised

that if an individual is denied acceptance and positive regard they fail to relate the meaning of their experience to themselves and positive growth in such a relevant way is inhibited”.

As indicated earlier, one of the main goals of the person centred approach is related to helping a client become a fully functioning person who becomes increasingly willing to change and grow, and develops a greater acceptance of self and others and becomes a better decision maker in the here and now (Macke & Haster, 2019:360; Wambeti & Mwenda, 2016:255; Gladding, 2009:209). The theory explains how effective counselling based on human relationships is supposed to be conducted and this works well in universities which enrol students from different cultural backgrounds with different guidance and counselling needs. The evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities was therefore premised on this counselling theory.

According to Rogers, a congruent therapist who provides unconditional positive regard and empathetic understanding stimulates psychotherapeutic personality change in a vulnerable, incongruent client if the client perceives these attitudes (Raskin, Rogers & Witty, 2008:141). Most importantly, as the person centred approach suggests, if the counsellor strives to help the client to understand self, have insight, decision-making strategies to change and grow, there must be a relationship of genuineness, non-possessiveness, warmth, acting and empathy (Musika & Bukaliya, 2015:89; Mawire, 2011:40). The fact that in the person centred approach the counsellor maintains a nondirective role in the counselling relationship makes this approach ideal in university settings where students, in most cases, need individual counselling and an approach that gives them autonomy to direct their own course of action with the counsellor taking a nondirective role. Again, the aspect of multiculturalism is best realised in the person centred approach whose concern is the particular individual client and his or her needs or challenges.

1.9 ASSUMPTIONS

This study made the following assumptions:

1.9.1 Similar guidance and counselling services are offered in Zimbabwean universities;

1.9.2 Effective guidance and counselling services are always needed in universities;

1.9.3 Effective guidance and counselling services enhance students' personal-social, academic and career development; and

1.9.4 All research participants would provide reliable information.

1.10 LIMITATIONS

An evaluation of the effectiveness of guidance and counselling services was conducted only in four of the eighteen Zimbabwean universities. It would have been ideal to do the study in most of the eighteen universities in Zimbabwe for purposes of generalising results and recommendations with confidence but both time and material resources were limiting. To counter the limitation of generalisability of the findings to the whole of Zimbabwe, the researcher included state, private and church universities in this study. Anticipated financial constraints in the production of research instruments and transport compelled the researcher to rely on questionnaires which were administered to conveniently selected eighty students from the four universities; and unstructured interviews conducted with purposively selected nineteen university counsellors from the four universities. To ease the financial constraints, the researcher and research assistants used public transport to and from the four Zimbabwean universities located in Harare and Mashonaland Central Provinces. The four universities were conveniently selected because of their proximity to the researcher and research assistants. The researcher engaged two research assistants to help with interviews and questionnaire administration. The researchers encouraged respondents to answer all questions on the questionnaire without forcing them to do so. This was done to ensure that the reliability and validity of the data collected would not be compromised. Analysis of data collected from students' questionnaires therefore heavily depended on quantitative data.

1.11 DELIMITATIONS

The study focused on evaluating the effectiveness of guidance and counselling services offered in four of the eighteen well established Zimbabwean universities. The study only focused on counsellors and students from two state and two private universities in Harare and Mashonaland Central provinces in Zimbabwe which offer programmes on conventional basis. Interviews were conducted with purposively selected counsellors and conveniently selected students from second

year up to fourth year responded to a questionnaire. The study was delimited to students from second year up to fourth year with the understanding that such students, as a result of their relative long stay in the universities, may have had knowledge of, or exposure to guidance and counselling services offered by their universities.

1.12 DEFINITION OF TERMS

The following terms should be understood within the context of this study:

1.12.1 Counselling

This is a service, offered by trained counsellors, designed to help an individual analyse himself or herself by relating his or her capabilities, achievements, interests and mode of adjustment to what new decisions he or she has to make (Ostergard et al., 2019:150; Nkechi, Ewomaoghene & Nkechi, 2016:38; Obumneke-Okeke & Anyachebelu, 2011:362; Makinde, 1990:44). Mpofo (2006:8) says counselling may be regarded as a supportive form of social service as far as it helps individuals clarify, pursue and achieve their life goals. Obumneke-Okeke and Anyachebelu (2011:362) further opine that counselling helps the individual to take an honest look at oneself, locate one's strengths and weaknesses, consider those feelings, thoughts and behaviour patterns in the context of laws, rules and regulations approved by society. According to Dogar, Azeem, Majoka, Mermood and Latif (2011:113), counselling is a complex helping process in which the counsellor establishes a trusting and confidential working relationship with the client. In this study counselling can be defined as the professional help that university students get from trained counsellors in order to adjust, grow and develop in university environments so that they achieve and balance their personal-social, academic and career needs.

1.12.2 Counsellor competencies

According to McLeod (1992:360), competence subsumes skills and refers to any qualities or abilities of the person which contribute to effective performance of a role or task. Ruane et al. (2011:137) cite listening skills, general counselling skills and assessment skills as important counsellor competencies. According to Pelling (2009:4), competent counsellors are those that are able to address the unique needs of various multicultural groups. In this study, counsellor competencies refer to the expertise that university counsellors are expected to have in order to

help students with diverse needs and cultural backgrounds deal effectively with their personal-social, academic and career needs and challenges.

1.12.3 Effectiveness

Effectiveness is the ability of a programme to achieve intended goals (Thuryrajah et al., 2017:3; Bobga, 2016:7). In this study, effectiveness means the extent guidance and counselling services offered in Zimbabwean universities produce specific desired effect or result on students that can be qualitatively measured.

1.12.4 Evaluation

Evaluation is a complex process of identifying the objectives of one aspect of learning or a skill process and of appraising the extent to which the objectives are achieved (Agbajor, 2017:2; Murray et al., 2016:136; Liston & Geary, 2015:1015; Lunenburg, 2010:6; Makinde, 1990:149). Lunenburg (2010:6) further notes that evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards. In this study, evaluation is the process of judging the extent to which the goals of guidance and counselling services offered in Zimbabwean universities have been realised.

1.12.5 Guidance

Guidance and counselling is a process of helping individuals to understand themselves and their world (Felicia, Yusif, Agyeman & Kwasi, 2018:69; Mogbo et al., 2011:361). According to Dogar et al. (2011:109), guidance is friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who is in need of such assistance. It is meant to help the guided individual to understand his or her problems and to overcome his or her hurdles. Mogbo et al. (2011:361) define guidance as a process of helping individuals to understand themselves and their world. Maliwa (2016:5) concur with Makinde (1990:42) says guidance is the processes of helping an individual understand himself or herself and his or her world. In this study, guidance is the assistance that university students get from professional guidance counsellors to understand, accept and use their abilities, aptitudes, and interests to develop themselves and their society.

1.12.6 Multicultural counselling competence

According to Constantine, Hage, Kindarchi and Bryant (2007:24) and Flores and Heppner (2002:190), multicultural counselling competence can be defined as the extent to which a counsellor is actively engaged in the process of self-awareness, obtaining knowledge and implementing skills in working with diverse individuals. In the current study, multiculturally competent counsellors effectively address students' personal-social, academic and career peculiar needs.

1.13 ORGANISATION OF THE STUDY

The study comprised five chapters as outlined below:

Chapter 1: The problem and its context

This chapter discusses the background to the study, statement of the problem, the main research question, sub-questions, and objectives of the study. It also explores the significance of the study, the rationale of the study, theoretical framework, and assumptions of the study. Limitations and delimitations of the study are also outlined. Key terms in the study are defined in this chapter.

Chapter 2: Review of related literature

This chapter reviewed literature that is related to guidance and counselling services in universities under the following sub-headings: 'Guidance and counselling services offered in educational institutions'; 'Counsellors and students' perceptions about guidance and counselling services'; 'Counsellors' competencies'; and 'How guidance and counselling services offered in universities could be enhanced'.

Chapter 3: Research methodology

This chapter discussed research design, population, sample, instrumentation, research procedures, data analysis procedures and research ethics.

Chapter 4: Data presentation, analysis and discussion

This chapter presented, analysed and discussed data under the following themes: 'Guidance and counselling services offered in Zimbabwean universities'; 'Counsellors and students' perceptions

about guidance and counselling services offered in their universities'; 'Counsellors' competencies'; and 'How guidance and counselling services offered in Zimbabwean universities could be enhanced'.

Chapter 5: Summary, conclusions and recommendations

This chapter summarised the research findings as guided by research questions outlined in Chapter 1; concluded the research and made some recommendations for improvement, and/or development of guidance and counselling services offered in universities.

1.14 SUMMARY

This chapter has introduced the study that evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities. The chapter has highlighted that students in universities, worldwide, generally face personal-social, academic and career related challenges, such as loneliness, accommodation issues, conflicts with peers and lecturers, low academic achievement, bad company and bad career decisions. The chapter further highlighted that university students therefore need effective guidance and counselling services which enhance their overall development and academic performance. It is apparent in the chapter that university students need the assistance of trained and competent guidance counsellors who ensure that the guidance and counselling services they offer are responsive to students' needs. The chapter has also emphasised the need for universities to objectively and periodically evaluate guidance and counselling services they offer to students. Objective evaluation plays an important role in building and maintaining strong counselling programmes, in showing whether the goals of the programme were realised, in making decisions related to building and modifying the programme, and in ultimately meeting students' needs most effectively. All this justified the importance of the study to university counsellors, university students, university administration and researchers. The study was guided by Carl Rogers' person centered approach to counselling which emphasises cordial counsellor-client relationships and client growth which is what effective counselling embodies. The next chapter focuses on the review of literature related to the effectiveness of guidance and counselling services offered in institutions of higher learning.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The present study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. The preceding chapter outlined the research problem and its context. This chapter reviews international and regional literature related to the effectiveness of guidance and counselling services offered in Zimbabwean universities. The related literature is reviewed under the following sub-headings drawn from the study's sub-questions outlined in Chapter 1: Standard guidance and counselling services for students in educational institutions; Students and counsellors' perceptions about guidance and counselling services; Counsellors' competencies; and Enhancing guidance and counselling services in educational institutions. Gaps filled in by the present study are discussed in this chapter. The next section explores literature on standard guidance and counselling services in educational institutions.

2.2 STANDARD GUIDANCE AND COUNSELLING SERVICES FOR STUDENTS IN EDUCATIONAL INSTITUTIONS

Literature shows that standard guidance and counselling services offered to students in educational institutions include orientation, information, counselling, assessment, placement, students' referral, consultation, follow-up and evaluation services (Ostergard et al., 2019:151; Ali & Shafiq, 2019:139; Escapa & Julia, 2018:2; Johnson et al., 2018:1865; Denovan & Macaskill, 2017:505; Tuchili & Ndhlovu, 2017:48; Falconer, 2008:3). The current study considered the guidance and counselling services outlined above standard, so they were used as benchmarks for guidance and counselling services offered in Zimbabwean universities. Studies conducted for example in America (Falconer, 2008:3), in United Kingdom (Denovan & Macaskill, 2017:505; Murray et al., 2016:131) and in Pakistan (Ali & Shafiq, 2019:139) show that the standard guidance and counselling services are used by researchers and counsellors in educational institutions in America to address problems that prevent students' success in academic, career and personal-social development. Similar regional studies for example conducted in Ghana (Sedofia & Ocansey, 2013:674), in Nigeria (Adedoyin, 2012:221) and in

Kenya (Orege, 2011:2) show that effective guidance and counselling services help students achieve self-understanding, self-awareness, self-acceptance and self-determination (Sedofia & Ocansey, 2013:674; Adedoyin, 2012:221; Orege, 2011:2). Similarly, a study conducted in Zimbabwe (Zindi & Makotore, 2000:216) show that effective guidance and counselling services help students achieve self-understanding, self-awareness, self-acceptance and self-determination. All this is in line with Rogers' person centered approach to counselling whose focus is on meeting the clients' subjective personal-social, academic and career expectations and in some cases demands. It is therefore essential that the services be effective so that they address students' diverse needs. The next sub-section reviews literature on students' orientation services offered in educational institutions.

2.2.1 Orientation services in educational institutions

Effective orientation services help students adapt and adjust better in new environments (Onyango et al., 2018:6; Lemesa, 2018:12; Arfasa & Weldmeskel, 2018:357; Kamundia & Ntarangwe, 2017:45; Kanus, 2017:170; Wambeti & Mwenda, 2016:256; Dogan, 2012:91). Literature also shows that in educational institutions, orientation services ensure that problems involved at transition points where students move from a familiar situation to an unfamiliar one are reduced (Nafees, Farooq, Tahirkheli & Malik, 2012:127; Seyoum, 2011:169). It is apparent from the submissions above that orientation services offered to students are important as a result they need to be conducted in an effective manner.

International studies conducted for instance in United Kingdom (Jenkins, 2018:11), in Turkey (Dogan, 2012:91; Sahin, 2009:61), in India (Augiene & Lamanaukas, 2015:13) and in Pakistan (Ali & Shaliq, 2019:140; Mitra, 2009:137; Nafees et al., 2012:127) show that effective orientation services offered in educational institutions help students feel emotionally secure and better adjusted in their new environments as well as help them acquire new knowledge, skills and behaviours that encourage positive and realistic self-appraisal, foster personal, academic and career choices and understand better their role in school and world of work. Nafees et al. (2012:127) add that effective orientation services in Pakistan help students discover their own talents in comparison to the opportunities of the world and help them prepare themselves to live a balanced life and contribute to the welfare of their fellow men. Nafees et al. (2012:127)

reiterate that effective orientation services have far reaching benefits for students as they not only prepare them for the world of work but prepare them for societal duties as well. The present study sought to establish whether orientation services offered in Zimbabwean universities matched the orientation services offered in international educational institutions described above.

Dogan (2012:91) further established that effective orientation services were based on communication skills, coping with stress, dating skills, assertiveness, study skills and test anxiety. Thus, the services were focused primarily on developmental and preventive issues. Dogan (2012)'s study focused only on students who sought counselling services at Baskent University. This method of collecting data from a single sample may be punctuated with biases as there would be no data from other source(s) to verify or complement the collected data. The present study, which sought to establish the effectiveness of orientation services offered in Zimbabwean universities, focused on students and counsellors in these universities. The study employed two samples for complementary reasons. The study also sought to establish whether Zimbabwean universities offered effective orientation services as benchmarked in Turkey and other international educational institutions described above. Sahin (2009:61)'s study however shows that orientation services were least utilised compared to consultation, counselling, information gathering and outreach and appraisal services. Judging from these findings, one could safely say that orientation services were not effective in these schools. Sahin (2009)'s study focused on elementary and secondary school teachers' views on guidance and counselling services offered in their schools in Istanbul, Turkey. The present study sought to establish the effectiveness of orientation services in Zimbabwean universities focusing on counsellors. The counsellors constitute a different group in terms of their professional duties in universities and their interaction with mature students who may have unique needs different from those of elementary and secondary school students.

Regional studies conducted for instance in Ethiopia (Arfasa & Weldmeskel, 2018:357; Seyoum, 2011:169), in Kenya (Getachew et al., 2019:121; Onyango et al., 2018:6), in Zambia (Maimbolwa, 2016:15; Maliwa, 2016:18) in Cameroon (Bobga, 2016:76) and in Nigeria (Lasode et al., 2017:170; Oluremi, 2015:703) also show that effective orientation services enhance students' adjustment, their ability to relate mutually and meaningfully with others and their capacity to engage in personal satisfying and effective style of living and to engage in their

studies. The studies in Kenya (Getachew et al., 2019:121; Wambeti & Mwenda, 2016:256), in Cameroon (Bobga, 2016:75), in Zambia (Maliwa, 2016:24; Maliwana, 2016:14) and in Nigeria (Lasode et al., 2017:171) show that university students got effective orientation services in their overall adjustment to new university environments, their accommodation and relationship needs. It follows then that students who get effective orientation services understand themselves and others well, have relative knowledge of their environment and focus properly on their personal-social, academic and career pursuits. On the contrary, literature shows that problems abound for students who find it difficult to adjust to their new environments (Kamundia & Ndarangwe, 2017:45; Thuryrajah et al., 2017:2; Maimboliwa, 2016:10, Oseiwu, 2014:237).

Studies conducted in Kenya (Getachew et al., 2019:121), in Ghana (Felicia et al., 2018:70) in Cameroon (Bobga, 2016:76) and in Ethiopia (Seyoum, 2011:170) show that effective orientation programmes in universities are those that are market oriented. Such services put the needs of students at the centre stage in terms of programmes and courses to be studied, career paths to be pursued, attachment or internship programmes to be taken (Bobga, 2016:76). This is important in that students are most likely properly oriented in terms of their studies and career paths. It is important therefore that universities and other educational institutions collaborate with public and private organisations, industries and companies to mould a product that would be productive, competitive and/or of great demand in the world of work. The current study sought to establish whether orientation services offered in Zimbabwean universities were similar to those offered in the regional educational institutions described above.

Studies conducted in Ethiopia (Lemesa, 2018:16) and in Kenya (Wambeti & Mwenda, 2016:256) reveal that issues of scholarships and bursaries were effectively addressed during orientation for the benefit of some students who may be hard pressed for finances, therefore need assistance regarding free scholarships, fee concessions, stipends available in the institution or offered by welfare and when to apply. The importance of bursaries and scholarships in educational institutions may not need to be emphasised as not all students who enroll or wish to enroll in educational institutions may be capable of paying tuition and any other fees without assistance from their universities, other organisations and well-wishers.

Studies conducted for instance in Ethiopia (Lemesa, 2018:16; Seyoum, 2011:169-171) reveal that Ethiopian universities offer students orientation services on entry, during college and on exit. Students are thus given orientation services on entry so that they are helped to know the different curricular offered by the institution and its various services. Orientation services during college are meant to provide students with testing services on a per-need basis, especially those who are unsure whether they are in the most appropriate course. Seyoum (2011:171) further notes that during career orientation week, students are given job-hunting tips, or are coached to make resumes and prepare for job interviews. The orientation exercise is done when students are preparing to leave university (on exit), and this prepares the students for the world of work. Effective orientation services thus assist students to become better or well-adjusted in new educational environments as well as help them leave these environments happy and ready to contribute meaningfully to the development of their societies.

Lemesa (2018:17) and Seyoum (2011:170) note that effective orientation services include effectively exposing graduands to the world of work by organizing career orientation weeks during which invited alumni and/or parents give career talks, share job-hunting tips or to make resumes and prepare for job interviews. Students who receive such effective services thus join the world of work with confidence and proper focus. However, Seyoum (2011:184) established that these orientation services were not accessible to all students and were not rendered by professional counsellors. Chireshe (2012)'s study of career guidance and counselling provisions at a South African university yielded similar findings. Chireshe (2012:307) established that the duties of the three career advisors interviewed included coordinating the university's orientation programme, although details of the nature and effectiveness of the orientation programme were not given. The study however, made a disturbing revelation that the career advisors were not trained to conduct these and other services (Chireshe, 2012:308). As a result, one may conclude that the services may not have been effectively conducted because the career advisors lacked competence. This may mean that the orientation services in both studies, (Chireshe, 2012; Seyoum, 2011), may not have been effective, and students could have been short changed in the process. Seyoum's (2011) study focused on students who responded to a questionnaire. However, this method of collecting data from a single sample using a single data collection method may be fraught with personal biases as there is no other way of verifying the authenticity

of the data collected. Similar to Seyoum's (2011) study, Chireshe (2012)'s case study may also have been limited in terms of scope and methodology because it focused on three career advisors at a South African university who participated in individual interviews. The present study focused on nineteen counsellors and eighty students drawn from four universities. The counsellors responded to unstructured interviews which were complemented by students' questionnaires. The researcher believes that such a design may greatly reduce participant or researcher bias that may emanate from using one data collection tool.

Studies conducted in Kenya (Getachew et al., 2019:120) and in Nigeria (Kyauta, 2017:8; Agbajor, 2017:179), however show that not all fresh and final year students attended orientation programmes set up by their universities. The fact that some students did not attend orientation programmes organised by their educational institutions could have arisen from lack of publicity of these services probably because the guidance counsellors themselves might not have understood their purpose or they might not have considered them important to students' wholesome development.

Studies by Boitt (2016), Maliwa (2016), Onyango et al. (2018) and Arfasa and Weldmeskel (2018) above were conducted in secondary schools, but the present study was conducted in Zimbabwean universities, and students in these universities constitute a different age group from those in secondary schools. The current study sought to establish whether students in Zimbabwean universities got effective orientation in adjustment, accommodation and relationship issues as the case with regional educational institutions described above.

Studies conducted in Zimbabwean educational institutions (Mapfumo & Nkoma; 2013:2; Chireshe, 2006:30) established that students needed effective orientation services so that they would adapt and adjust to their new environments. Mapfumo and Nkoma (2013:2) opine that entering college requires youths to face multiple transitions, including changes in their living arrangements, friendship networks and academic environments while adapting to greater independence and responsibility in their personal and academic lives. To achieve effectiveness in orientation services in universities, Mapfumo and Nkoma (2013:8) recommend that counsellors in high schools and those in universities "get through to each other on how to find articulation of

the counselling services from high schools to universities”. According to these researchers, this collaborative approach guarantees effective and smooth transition from high school to university.

Mapfumo and Nkoma (2013)’s study revealed that students from former government, mission and private schools found orientation services related to learning in large classes, adjustment difficulties, career prospects and large workloads effective. The study focused on first year students who were at the end of their second month at university. The present study focused on conveniently selected second, third and fourth year students in Zimbabwean universities and sought to establish whether their universities offered them effective orientation services. The study conducted by Chireshe (2006:145) established from students and counsellors who participated in his study that effective orientation services included study skills, explaining secondary school curriculum to students, introducing students to the physical layout of the school to students, among other important aspects. It would not be naive therefore to conclude that students who received such services were better adjusted to their environments because the services gave them an opportunity to acquire pertinent information regarding their environment and anticipated challenges. Chireshe’s (2006) quantitative study focused on counsellors and students in high schools who responded to questionnaires. The present study also focused on counsellors and students but in Zimbabwean universities. The students in universities, who constitute a different age group, responded to questionnaires and counsellors participated in face to face interviews. Arguably, triangulation of data collection methods in the present study may have yielded authentic and valid data. The next sub-section reviews literature on the effectiveness of information services offered in educational institutions.

2.2.2 Information services in educational institutions

Providing effective, relevant and wide range information services to students in educational institutions enhances their personal-social, academic and career endeavours (Ali & Shaliq, 2019:141; Lasode et al., 2017:171; Agbajor, 2017:179; Robert & Kinga, 2016:73; Wambeti & Mwenda, 2016:256; Anyia, 2010:18; Moly, 2007:185). Literature also shows that effective information services are those that are designed to provide accurate and current information to students in order to help them make intelligent choices of educational programmes, occupations or social activities (Ali & Shaliq, 2019:141; Robert & Kinga, 2016:73; Wambeti & Mwenda,

2016:256; Oluremi, 2015:703; Sedofia & Ocansey, 2013:674; Anyia, 2010:18; Moly, 2007:188). Moly (2007:185) reiterates that effective information service comprises relevant, up to date and adequate material which assists students to make better and informed personal-social, academic and career choices and help him or her in bettering their adjustment and optimum development. Effective information, therefore, adequately equips students to deal effectively with personal-social, academic and career issues.

Studies conducted for example in Pakistan (Ali & Shaliq, 2019:140) and in India (Moly, 2007:186) show that effective information services help a great deal in students' career choice and development. Moly (2007:186) further notes that to ensure effective dissemination of career or occupational information in colleges and universities in India, guidance counsellors need to work with university librarians. Moly (2007:188) contends that it is important for students to be taught and empowered to access relevant information that leads to improved knowledge about the self, the job market, education and training opportunities. The current study sought to establish whether Zimbabwean universities offered students effective career related information which matched the standard set in Pakistan and Indian's educational institutions.

Regional studies conducted for instance in South Africa (Chireshe, 2012:309), in Kenya (Orange, 2011:15), in Ghana (Sedofia & Ocansey, 2013:679; Anyia, 2010:18) and in Nigeria (Adedoyin, 2012:219) show that librarians can contribute much and relevant information towards the guidance and counselling programme as they are in a unique position to collect, organise, retrieve and disseminate relevant and effective career information or material to the users. The observation above shows that guidance counsellors need to work hand in glove regarding giving students relevant information regarding their academic and career pursuits. Orange (2011:15) opines that, because career development is a continuous process through which individual students acquire relevant information about oneself and the world of work, it is important that guidance counsellors provide this information in an effective manner. It is also important that the information is properly organised to help students make informed decisions about future careers.

A Ghanaian's study (Anyia, 2010:18) shows that relevant and effective career information may be collected from books, pamphlets, local newspapers, government reports, employment agencies, internet and various industries. However, Adedoyin (2012:219) notes that generally

information is not stable as there are changes from time to time. There is need therefore for guidance counsellors to provide and be rich sources of current, relevant and effective information for personal-social, educational and vocational guidance, information about examinations, information about industries, firms, job opportunities, qualification requirements, remuneration, hazards, training opportunities, conditions of services and the general working environment. According to Calaguas (2012:51), effectiveness of all guidance and counselling services will only be achieved if they are based on relevant information. This observation emphasises the need by guidance counsellors to be resourceful by engaging in serious research and collaborative work so that they impart correct, relevant and current information to students. The current study sought to establish whether students in Zimbabwean universities were given effective information regarding library facilities, dietary needs, tuition fees, sporting activities, exam taking skills, study skills, time management, spiritual issues, university laws and regulations as described in South Africa, Ghana, Kenya and, Nigeria above.

Sedofia and Ocansey (2013:679)'s study in Volta Region of Ghana however found that information services were provided to a lesser extent in educational colleges. The study concluded that the information services offered to students regarding their career, educational and social-personal needs were as a result not effective. Sedofia and Ocansey (2013:674) further submit that decision-making becomes difficult when the information that is required to make the right decision is lacking. Information is vital for human growth and development, so it needs to be accurate, timely and effective if students are to be helped to develop to their full potential and take advantage of the opportunities in and around their environment. The above survey focused on students, tutors and counsellors who all responded to questionnaires. All the data collected from these respondents were analysed using frequencies and percentages. These frequencies and percentages, without narrative expositions, may not make much sense, especially to novice researchers. The current study focused on counsellors who participated in one on one interviews and students who responded to questionnaires. Data collected from questionnaires were presented and analysed as frequencies and percentages; and data from interviews and students' open-ended questions were captured narratively and were thematically analysed. It would appear this approach yielded more illuminating data regarding information services offered in Zimbabwean universities.

Peer counsellors may assist in disseminating needed information to other students. For instance, literature in Kenya (Wamalwa, 2019:14; Kanga, 2017:85; Robert & Kinga, 2016:74), in Nigeria (Oluremi, 2015:703) and in Ethiopia (Lemesa, 2018:17; Nyaga, 2011:37) reveals that peer counsellors need to be involved in effectively disseminating relevant information to their age mates as they can reach as many of their age mates as possible. According to Nyaga (2011:38), peer counsellors may be trained in the following areas: family life education, substance abuse, financial management, time management, human sexuality and counselling skills. These are crucial areas in enhancing their age mates' academic, personal-social and career aspirations. In Zimbabwe, findings by Chireshe, 2006:32's study also show that peer counsellors, if properly trained are capable of effectively disseminating relevant and up to date information to their peers. The present study sought to establish whether Zimbabwean universities involved peer counsellors to offer effective information to their age mates which would address their personal-social, academic and career needs as described in the regional literature above. The next sub-section reviews literature on effective counselling services in educational institutions.

2.2.3 Counselling services in educational institutions

Educational institutions need to offer their students effective counselling services in their personal-social, academic and career domains (Forbes-Mewett, 2019:9; Ali & Shafiq, 2019:142; Biasi et al., 2017:249; Lasode et al., 2017:170; Tuchili & Ndhovu, 2017:90; IACS, 2005:3; Falconer, 2008:2). According to Seyoum (2011:167), personal-social, academic and career services are extricably linked that paying lip service to one of them may result in some students losing direction or focus in their lives. Effective counselling services are therefore designed to help students understand and clarify personal views of their life space, to learn to reach their self-determined goals through meaningful, well-informed choices and resolution of problems of an emotional or interpersonal nature. The following sub-section reviews international and regional literature on personal-social guidance and counselling services offered in educational institutions.

2.2.3.1 Personal-social counselling services in educational institutions

Effective personal-social counselling services are crucial in educational institutions. Studies conducted in United States (Bhochhibhoya et al., 2017:672), in Turkey (Elemo & Turkum,

2018:9; Hanimoglu, 2018:764), in Britain (Broglia et al., 2017:2; Denovan & Macaskill, 2017:506; Lawton et al., 2010:5), in Pakistan (Rajkamal & Prema, 2018:16) and in Italy (Strepparava et al., 2016), show that there are many reasons for students in educational institutions to seek help which include relationship and family problems, bereavement, issues around sexual and personal identity, anxiety including phobias and obsessions; depression including those who have made suicide attempt or who have suicidal ideas, eating disorders; financial constraints; cultural issues arising from childhood abuse or issues related to transitions or changes in life. The information submitted above shows that educational institutions have no choice but to offer students relevant, accurate and up to date personal-social guidance and counselling services. According to Commonwealth of Learning (2007:24-29), effective personal-social counselling services address and bring about positive change in students' behavioural, emotional, crisis, spiritual and bereavement counselling needs. The current study sought to establish whether personal-social services offered to students in Zimbabwean universities matched the ones described in the international universities alluded to above.

Similar studies conducted for example in Ethiopia (Lemesa, 2018:14), in Nigeria (Lasode et al., 2017:171), in Kenya (Boitt, 2016:28), in Zambia (Muliwana, 2016:18) and in Cameroon (Bobga, 2016:75) show that students in universities got effective personal-social guidance and counselling services which addressed their emotional, safety and survival, financial, health, spiritual needs and matters to do with their identity crisis, sexual, substance and alcohol abuse as well as suicide ideation. Observations made in Nigeria (Oluremi, 2015:703) showed that students in tertiary institutions faced problems such as dropping out of school, substance abuse, irresponsible sexual behaviour, eating disorders and pregnancy and these problems were addressed through effective personal-social counselling.

In South Africa and Namibia, Ruane et al. (2011:134) observed that universities needed effective guidance and counselling services to deal with students' emotional problems such as stress, depression, suicidal ideation and attempts; peer pressure; accommodation challenges; health issues and financial difficulties. Ruane et al. (2011:130) add that most African tertiary students are at a stage of life where their identity development is very important to them as young adults. At this stage they have to find out what it means to be a woman or a man and some need support to help them to be comfortable with their gender. Period of life change like being in college may

bring stress and problems that are multifaceted and are not easily solved. Effective personal-social counselling services, in this regard, could help students understand the impact of such tough situations on their personhood and social relationships and work out effective mitigatory strategies to deal with such and similar challenges. If students' personal-social services are effectively addressed they may understand and respect themselves and others, acquire effective interpersonal skills, safety and survival skills and other personal-social aspects that may subsequently assist them to develop into contributing members of society, which is the focus of Rogers' person centered approach to counselling. Chireshe (2006:29) made similar observations in Zimbabwe that effective personal-social counselling services in secondary schools help students to develop and maintain healthy and effective interpersonal relationships. Chireshe (2006) focused on high school students. The current study focused on university students who constitute a different age group from those in Zimbabwean high schools. It sought to establish whether the quality of personal-social guidance and counselling services obtaining in universities in Nigeria, South Africa and Namibia also obtained in Zimbabwean universities. The following sub-section reviews literature on academic counselling services offered in educational institutions.

2.2.3.2 Academic counselling services in educational institutions

Helping students achieve academic success is the first goal of any comprehensive and effective guidance and counselling services programme (Munyaradzi & Addae, 2019:265; Wamalwa, 2019:2; Bobga, 2016:79; Conner, 2006:8) and university academic competency is pivotal to students' successful completion of their studies, so students need to learn the skills that are essential for this success (Savitz-Romer, 2019:2; Hooley & Rice, 2019:472; Tuchili & Ndhlovu, 2017:92; Lasode et al., 2017:171; Ruane et al., 2011:135). All this is accomplished through offering students effective academic guidance and counselling services.

Studies conducted for example in United Kingdom (Jenkins, 2018:679; Broglia et al., 2017:12), in Australia (Forbes-Mewett, 2019:14; Browne et al., 2017:57), in America (Falconer, 2008:2), in Malaysia (Thuryrajah, et al., 2017:3), in Italy (Buizza et al., 2019:592) and in Pakistan (Nafee et al. (2012:128) reveal that students got effective academic guidance and counselling which assisted them to focus on and perform satisfactorily in their academic work, to overcome

learning difficulties, to become creative, to improve levels of motivation, to utilise institutional resources optimally such as libraries or laboratories and to acquire skills, attitudes and knowledge that contribute to effective learning in order to achieve success and understanding of the relationship of academics to the world of work and to life at home and in the community. The above submissions from various universities emphasise the importance of effective academic counselling services in educational institutions. Conversely, if educational institutions fail to offer effective academic counselling to their students, most of the students may not be able to take informed and useful decisions later in life as noted by Nwokolo, Anyamene, Oraegbunam, Anyachebelu, Okoye and Obineli (2010:131).

International studies reviewed above also show that every university student was attached to an academic advisor in their departments who would guide them in all academic related matters. Attaching students to academic advisors is a very important initiative by international universities as it ensures that students get quality assistance. This is essential because ideally the quality of education is reflected through academic achievement which is a function of study habits and study attitudes of the students, cultivated or enhanced through effective academic guidance and counselling as noted by Ch (2006:35) and Khan (1998:1). In essence, effective academic guidance and counselling services may also enhance students' self-esteem, self-awareness, self-evaluation and self-actualisation as advocated by Rogers in his person-centered approach to counselling. The current study sought to establish whether Zimbabwean universities offered their students effective academic guidance and counselling services that met international benchmarks as reflected in educational institutions above.

Similar regional studies conducted for example in Nigeria (Bolu-Steve & Oredugba, 2017:216; Lasode et al., 2017:171; Oseiwu, 2014:235), in Kenya (Adeusi et al., 2016:13; Onyango, Aloba & Raburu, 2018:7), in Cameroon (Bobga, 2016:76) and in Ethiopia (Lemesa, 2018:13) show that students got effective academic guidance and counselling especially in programme and course selection, study skills, exam or test taking skills and in matters to do or related to exam anxiety. Similar to the situation in international studies reviewed in this sub-section, studies conducted in Nigeria (Bolu-Steve & Oredugba, 2017:216; Lasode et al., 2017:171) and in Cameroon (Bobga, 2016:76) show that university students are allocated academic supervisors who oversee their academic work and other related matters. Arguably, students in such academic institutions are as

a result kept busy and focused on their studies and academic achievement becomes a reality for them. The current study sought to establish whether Zimbabwean universities offered students similar academic guidance and counselling to the situation in regional educational institutions described above. The following sub-section discusses international and regional literature related to the effectiveness of career counselling services offered in educational institutions.

2.2.3.3 Career counselling service in educational institutions

Effective career guidance and counselling in institutions of higher learning assist each student understand their career paths and that career choice and development is a lifelong process based on a sequential series of educational and occupational commitments (Hooley & Rice, 2019:472; Ali & Shafiq, 2019:144; Babatunde, 2018:152; Thuryrajah et al., 2017:1; Adeusi et al., 2016:12; Augiene & Lamanauskas, 2015:13; Sun & Yuen, 2012:203). The submission above shows that guidance counsellors need to help students identify skills, abilities, interests, experiences, values, personality traits and reflect on their influence and impact on career choices and decisions as noted by Litoiu and Oproiu (2012:4), UNESCO (2002:4) and Oye et al., 2012:27).

Studies conducted in United Kingdom (Hooley & Rice, 2019:475; Lawton et al., 2010:6; Villar, 2007:150), in Hong Kong (Ng & Yuen, 2016:3), in Italy (Langhei et al.,2018:37), in Pakistan (Ali & Shafiq, 2019:140) and in Paris (UNESCO, 2002:4) reveal that students got effective career guidance and counselling services that assisted them understand the demands of the world of work and their marketability. Essentially, the above observation means that students were also assisted to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as to become lifelong learners in the sense of professional development over the lifespan. Effective career guidance and counselling services also cover graduate deployment and entrepreneurship programmes. Literature in America (Augiene & Lamanauskas, 2015:13), in United Kingdom (Hooley & Rice, 2019:472), in Malaysia (Thuryrajah et al., 2017:1) and in Pakistan (Ali & Shafiq, 2019:145) shows that students were exposed to graduate deployment and entrepreneurship programmes. This is applauded because such programmes prepare students of different abilities to offer peculiar but valuable services to their communities. The current study sought to establish whether career guidance and

counselling services offered in Zimbabwean universities assisted students to understand the demands of the world of work as benchmarked by international universities alluded to above.

Similar to international studies alluded to above, regional studies conducted for instance in Cameroon (Bobga, 2016:77), in Nigeria (Agbajor, 2017:2; Adeusi et al., 2016:12; Oluremi, 2014:703), in Kenya (Robert & Kinga, 2016:74), in Ethiopia (Arfasa & Weldmeskel, 2018:358) show that students got proper career guidance and counselling from their career counsellors and in some instances from service providers partnering with their educational institutions. A study conducted in Ethiopia (Seyoum, 2011:163) however established that career guidance and counselling services were not effectively executed at Haramaya University as students faced problems in selecting a field of study commensurate with their ability and capacity. Seyoum (2011:163) adds, “The reason accounting for this could be that students had little or no idea how to plan further education and future careers. It is therefore possible to conclude that about 13000 students in the university campuses have not been getting the respective services properly.” Similar to Seyoum (2011)’s observation, Ruane et al. (2011:136) established that not all students who entered universities in South Africa and Namibia had clear goals pertaining to their field of study and career. These authorities concluded that the uncertainty was possibly due to a number of factors including lack of effective career guidance in high school level, lack of self-knowledge and lack of information or knowledge about various careers.

Studies conducted for example in Nigeria (Babatunde, 2018:152; Oluremi, 2015:703), in Cameroon (Bobga, 2016:76) and in South Africa (Chireshe, 2012:307), show that universities effectively hosted career expos and job fairs where companies set up their respective booths on campus, posted a list of openings for different levels of positions, got applications and CVs from interested students and did preliminary interviews. The universities described above are highly commended for preparing their students relatively well for the world of work and for engaging partners in that endeavour. Interestingly, Chireshe (2012:308)’s study cited above further revealed that although the three career advisors in the South African university studied collaborated with the Heads of Departments, Department of Education, District Coordinators, School Principals and student counsellors in the university’s guidance and counselling programmes, they were not trained for the duties they were conducting and did not have

adequate resources that would enable them to execute their duties effectively. This may mean that the career counselling services were not executed effectively.

Chireshe (2012)'s case study above focused on three career advisors at one South African university, whom the researcher interviewed. However, drawing conclusions from data collected from interviews only may impact negatively on the trustworthiness of the data collected as researcher bias may be unavoidable in the event that the researcher does not give his or her full attention to what the participant would be saying and end up capturing what he or she thinks has been said as noted by Legard, Keegan and Ward (2008:144) and Chireshe (2006:91). The current study collected data from students and guidance counsellors using questionnaires and interviews respectively. The researcher hoped that this mixed method approach would counter any researchers' and, or research participants' personal biases towards the study. The present study also sought to establish whether career guidance counsellors in Zimbabwean universities were trained to offer career guidance and counselling services.

Studies conducted in Nigeria (Babatunde, (2018:152) and in Cameroon (Bobga, 2016:81) above also highlighted that institutions of higher learning need to offer graduate deployment programmes as well as entrepreneurship programmes so that students awaiting graduation exit universities armed with knowledge and skills for both employment and entrepreneurship. The essence of graduate deployment programmes as well as entrepreneurship programmes in educational institutions needs no emphasis as all students in spite of their different abilities benefit from such programmes. Literature in Kenya (Egbule, 2006:44) show that institutions of higher learning the world over need to offer students effective career counselling services to assist them to start early enough to plan for proper vocation in terms of their interest, abilities, aptitude, and duration of training, sponsors, family and societal needs. It is apparent in the literature reviewed in this section that offering students effective career counselling services and supporting students who face difficulties in career choices need to be seen as a means of beginning the process of empowering young people to fully utilise their potential and fulfil their plans as advocated by Rogers' person centred approach to counselling. The current study sought to establish whether Zimbabwean universities offered their students career guidance and counselling services similar to those described in regional educational institutions reviewed above.

A study conducted in Zimbabwe (Mtemeri & Zirima, 2013:7), revealed that no significant career counselling services were given to students at the two universities they studied. Students at these universities expected their universities to create platforms with them on their careers and assist them on job opportunities and links with labour but this was not done. This means that the career counselling services in these two universities may not have been effective as they failed to address students' career counselling needs. Mtemeri and Zirima (2013)'s study focused on first year and second year students only who responded to survey questionnaires comprising open-ended and closed-ended questions. The present study focused on second, third and fourth year students in the selected Zimbabwean universities who responded to questionnaires and counsellors who participated in interviews. The researcher hoped that, by engaging or involving both counsellors and students in this study, the study would yield valid and trustworthy data regarding the effectiveness of career guidance and counselling services offered in the Zimbabwean universities. The following sub-section reviews international and regional literature on placement and follow up services in educational institutions.

2.2.4 Placement and follow up services in educational institutions

Placement and follow-up services are equally important guidance and counselling packages therefore they need to be offered effectively in educational institutions.

2.2.4.1 Placement services

Effective guidance and counselling programmes in educational institutions need to have provisions for placement services which meet students' needs. Studies conducted in Britain (Hooley & Rice, 2019:474; Villar, 2007:150), in Pakistan (Ali & Shaliq, 2019:147) and in Phillipine (Calaguas, 2012:18) show that students in institutions of higher learning were offered effective placement or attachment services. Effective placement services ensure that students are aware of study or job opportunities in and out of university. The service starts with relevant and comprehensive information and ends when students have been able to carry out their plans and have been followed up to find out the progress they are making. If the service is effectively implemented, it helps people find a place that would contribute to their physical, mental, emotional, educational and spiritual health and wellbeing.

Similar regional studies conducted for example in Cameroon (Bobga, 2016:81) in Nigeria (Babatunde, 2018:155; Oluremi, 2015 703), in Ghana (Anyia, 2010:17), in Ethiopia (Seyoum, 2011:167) and in South Africa (Chireshe, 2012:307) show that in fulfilling the placement function guidance counsellors in universities need to effectively teach students various skills relating to employment, that is, job seeking and job getting, staying on the job, writing application letters or filling application forms and interviewing. According to Seyoum (2011:167-168), effective placement of a student in an appropriate educational institution in Ethiopia is the key for academic and social adaptation and success. Thus, the absence of appropriate counselling or ineffective counselling might eventually result in poor placement of a student in an academic programme, educational institution, a lack of time management skills, poor adaptation skills to college life, a lack of occupational exploration and selection, or a lack of financial aid to attend college.

Observations made in Ethiopia (Seyoum, 2011:170) show that in some educational institutions there was a separate placement office which networked with companies, usually those in which alumni hold senior positions. This office handled training of senior graduating students on how to apply for a job, how to prepare resumes and how to behave during interviews. Similar to the practice in Ethiopian universities, Chireshe (2012:307) established that career advisors in one South African university had programmes that prepared students for the world of work. Chireshe (2006:45) argues that the effectiveness of these placement services is enhanced if custodians of these services are knowledgeable about job market trends, local job opportunities and requirements. The present study sought to establish whether students in Zimbabwean universities were offered effective placement services similar to those offered in regional educational institutions cited above. The next sub-section reviews literature related to the effectiveness of follow-up services in educational institutions.

2.2.4.2 Follow-up services

Effective follow-up services in educational institutions are crucial in that they give objective feedback on the progress being made by students on some task or job attachment, the challenges they may be encountering, the assistance and resources needed to enhance their operations (Sahin, 2009:62). Studies conducted in Britain (Hooley & Rice, 2019:472; Villar, 2007:150) in

Pakistan (Ali & Shaliq, 2019:147) and in Turkey (Sahin, 2009:62) show that effective follow up services on students either doing academic tasks or on job attachment are necessary and they ensure effective and quality service delivery to students as well as ensuring proper monitoring of their wholesome progress. The current study sought to establish whether follow-up studies in Zimbabwean universities matched international benchmarks described above.

Similarly, regional studies conducted for example in Cameroon (Bobga, 2016:81), in Zambia (Maimbolwa, 2016:18), in Namibia (Mbongo et al., 2016:22), in Nigeria (Lasode et al., 2017:179; Haruna, 2015:21; Olumeni, 2015:703), in Ethiopia (Seyoum, 2011:167) and in Ghana (Anyia, 2010:21) show that universities offered effective follow up services to students on academic tasks and those on internship. As a matter of fact, follow-up services are essential with all students' activities as they ensure effective monitoring of the students' progress and achievement. The current study sought to establish whether Zimbabwean universities followed – up on their students as benchmarked in regional educational institutions described above. The next section reviews international and regional literature on assessment services offered in educational institutions.

2.2.5 Assessment services in educational institutions

Effective assessment services are central in guidance and counselling programmes as they enable guidance counsellors to effectively assist students according to their needs (Lawton et al., 2010:4; Calaguas, 2012:50). According to Sahin (2009:62) and Nafees et al. (2012:125, students' abilities, capabilities, interests and personalities are ascertained through objective assessment services. Studies conducted in United Kingdom (Broglia et al., 2017:11; Murray et al., 2016:137; Lawton et al., 2010:4), in Australia (Forbes-Mewett, 2019:14; Browne et al., 2017:57) in Malaysia (Thuryrajah et al., 2017:5) and in Phillipines (Calaguas, 2012:50), show that guidance counsellors offered students effective assessment services through use of either interviews, psychological, interest, attitude and personality tests, anecdotal records or self-report forms. According to Calaguas (2012:50), proper students' admissions to different programmes, effective placements and counselling or students are achieved only when valuable information is derived first and foremost from multidimensional and effective assessments of students. Calaguas (2012:50)'s submission underlines the importance of assessment services in all educational

institutions the world over. Thus, through effective assessment services, counsellors thus assist students in making appropriate choices of programmes and courses and in making transitions from one educational institution to the other and from university to employment. The current study sought to establish whether Zimbabwean universities offered assessment services similar to those offered in international educational institutions described above.

Regional studies conducted for example in Ghana (Anyia, 2010:23), and in Ethiopia (Lemesa, 2018:15) also show that effective assessment services are achieved through either systematic interviews, interest, attitude and personality tests, anecdotal records or self-report forms. The studies above emphasised that effective assessments ensure effective guidance and counselling services for students are achieved as they lay firm foundation for students' growth and self-actualisation as advocated by Rogers in his person centered approach to counselling. The present study sought to establish whether universities in Zimbabwe offered effective assessment services to their students as is benchmarked in Ghana, Ethiopia and Malaysia. The next sub-heading reviews literature related to the effectiveness of consultation services in educational institutions.

2.2.6 Consultation services in educational institutions

Effective consultation services are important in educational institutions the world over since the process of helping students address their academic, social and career needs is a multidimensional one (IACS, 2005:4; Anyia, 2010:20). Studies conducted in United Kingdom (Wulz et al., 2018: 209; Jenkins, 2018:15; Beks et al., 2018:681), in Italy (Costa, 2019:595), in Australia (Browne et al., 2017:57), in Turkey (Dogan, 2012:95), in Malaysia (Thuryrajah, 2017:5) and in Alexandria (IACS, 2005:4) highlight the importance of effective consultation services especially in personal-social, academic and career related issues although academic issues such as study skills and absenteeism were most popular in guidance and counselling centres. IACS (2005:4) established that effective consultative services to members of the Alexandrian university communities made the environment as beneficial to the intellectual, emotional and physical development of students as possible. Similarly, Dogan (2012:95) found that during the early years and particularly in the second period of students' academic study at Baskent University in Turkey, academic issues such as study skills, test anxiety and absenteeism were popular reasons for consulting the guidance and counselling centre. Effective consultation, in this regard, is the key descriptor of

the counsellor's work since he or she ideally has all the student-university related information in his or her care. The current study sought to establish whether Zimbabwean universities offered students consultation services similar to those offered in international educational institutions described above.

Studies conducted for example in Nigeria (Bolu-Steve & Oredugba, 2017:213; Lasode et al., 2017:178; Oluremi, 2015:703) and in Ghana (Anyia, 2010:20) show that effective consultation services entail guidance counsellors working harmoniously with lecturers, parents and other agencies to resolve students' personal-social and academic problems. The guidance counsellors therefore are expected to effectively initiate the consultation service as they serve as rounding base, bringing relevant information to all those concerned although essentially effective consultation is most likely based on mutual respect. The concerned parties should, therefore, understand the purpose of the consultation service for them to appreciate the service and achieve effectiveness. Oluremi (2015:703) established that, through Cumulative Record Folders (CRFs), counsellors in Nigerian tertiary institutions effectively served as consultants to parents, employers and the community, and as referee to students when they apply for jobs, for admission to other institutions or for scholarships. In this regard, effective consultation services, which work in tandem with assessment services, enhance individual students' self-actualisation, growth and development. On the contrary, Sedofia and Ocansey (2013:680) established from students and tutors who participated in their study that consultation services were provided to a lesser extent in the colleges of education in Volta Region of Ghana. This means that the majority of students in these colleges may not have accessed consultation services at the time the study was conducted. Consultation services were thus not effectively delivered in the colleges of education. The present study sought to establish whether Zimbabwean universities offered students effective consultation services in order to enhance their development. The next section reviews literature on referral services.

2.2.7 Referral services in educational institutions

Referring clients is an indication of professionalism, on the part of counsellors, in understanding the limits of their skills (UNESCO, 2000:14; Conner, 2005:7; Wango, 2006:204). Some situations that require counsellors to refer clients to other professionals include when the clients

need kinds of services that counsellors are not able to provide; when the counsellor's relationship with client stands in the way of being able to work effectively with him or her; when the counsellor feels he or she is not making progress with the client and when a client asks for a referral (Commonwealth of Learning, 2007:19). Literature shows that when educational guidance counsellors need to refer a client to some organisations or professionals for further assistance they have to have knowledge of the effective support systems where the client can get help (Dogan, 2012:93-94; IACS, 2005:5; Nyaga, 2011:24; Mawire; 2011:44). According to Lawton et al. (2010:5), it is always important that effective needs assessment services be done first so that clients are referred to specialists accordingly.

Studies conducted in in United Kingdom (Beks et al., 2018:683), in Australia (Forbes-Mewett, 2019:16), in Canada (Commonwealth of Learning (2007:19), in Turkey (Dogan, 2012:94), in Paris (UNESCO, 2000:14), in New Zealand (Rethfeldt, 2011:14) and in Alexandria (IACS, 2005:5) show that counsellors effectively referred students to lecturers, administrators, other professional counsellors, clinical psychologists, clinics and hospitals for help or further management regarding their challenges. The current study sought to establish whether referral services offered to students were similar to those alluded to in the international educational institutions described above.

Similar to the international practice, studies conducted for example in Kenya (Nyaga, 2011:24), in Nigeria (Lasode et al., 2017:170; Bolu-Steve & Oredugba, 2017:213; Nkechi et al., 2016:44) and in Ethiopia (Lemesa, 2018:18) show that students who needed help or further management were effectively referred accordingly, with many of the academic and medical cases being referred to more knowledgeable or experienced professionals who included lecturers, administrators, other professional counsellors, clinical psychologists and, or medical personnel. This study sought to establish whether referral services in universities in Zimbabwe were similar to those described in the regional educational institutions above. The next section reviews literature related to evaluation and research services offered in educational institutions.

2.2.8 Evaluation and research services in educational institutions

2.2.8.1 Evaluation service

Effective guidance and counselling services in educational institutions are likely to be achieved through periodic evaluations (Hooley & Rice, 2019:480; Forbes-Mewett, 2019:12; Lawton et al., 2010:6; Crane, 2001:37; Seyoum, 2011:171; Sedofia & Ocansey, 2013:675; Anyia, 2010:21). Effective evaluation is making systematic judgments of the relative effectiveness with which goals of guidance and counselling are attained in relation to specified standards (Hooley & Rice, 2019:480; Agbajor, 2017:2; Muslikah, 2018:242; Escapa & Julia, 2018:21; Forbes-Mewett, 2019:12; Patton, 2002:152; Crane, 2001:8).

International studies conducted for example in America (Beks et al., 2018:62; Falconer, 2008:47; Reynolds & Cheek, 2002:95; Patton, 2002:103; Crane, 2001:8), in Britain (Hooley & Rice, 2019:480; Murray et al., 2016:135; Lawton et al., 2010:6; Fox & Butler, 2009:96), in Australia (Forbes-Mewett, 2019:17), in Hong Kong (Ng & Yuen, 2016:6) and in Finland (Numminen & Kasurinen, 2003:5) highlight that effective evaluation plays an important role in building and maintaining strong counselling programmes, showing whether the goals of the programme were realised and in making decisions related to building and modifying the programme so that students' needs are addressed most effectively.

According to Lawton et al. (2010:6), effective evaluation activities in educational institutions include direct feedback from users of the service and clinical outcome evaluation tools such as regular staff appraisals and formal reviews of the service as a whole. Lawton et al. (2010:13) add that effective evaluation activities take place alongside an on-going focus within the service on accountability, ethical and legal responsibility, professional accreditation and continuing commitment to relevant institutional issues. However, Fox and Butler (2009:96) bemoan that despite the wealth of evaluation and research into the effectiveness of counselling and psychotherapy in Britain, very few counsellors routinely evaluate what they do, probably for a whole range of reasons, for example, high demands on staff, and lack of appropriate knowledge and evaluation and research skills. This may mean that guidance and counselling services in a good number of educational institutions in Britain were not evaluated then and, as a result, their effectiveness may have been compromised. According to Crane (2001:8), if counsellors can

prove through evaluations that their programmes are having a positive effect, they will have made counselling less vulnerable to attacks by critics and will have more confidence in their own professional ability. If there are negative results from such evaluations, counsellors' subsequent efforts to improve their programmes will not only better serve the students but will also show stakeholders that a sincere effort to improve the services is in progress. Similarly, Patton (2002:152) opines that getting into details of guidance and counselling services through effective evaluation by counsellors in educational institutions better illuminates what worked and did not work along the journey to outcomes-the kind of understanding a programme needs in order to undertake improvement initiatives.

The study conducted by Numminen and Kasurinen (2003:5) establishes that evaluations of guidance and counselling services in Finland stemmed primarily from questions linked to transition from education to working life and, or higher education; and such evaluations have focused on career guidance and counselling. Proper transitions, in this regard, can only be hinged on effective evaluations. IACS (2005:5) maintains that regular and effective review of guidance and counselling service in Alexandrian universities are based on data from objective evaluations. IACS (2005:5) reiterates that the responsibility of the guidance and counselling service in Alexandrian universities is to conduct on-going and objective evaluation to determine the effectiveness of the service and to improve the quality of the service. IACS (2005:5) adds that, whenever possible, it would be helpful to include comparative data from other educational institutions in the evaluation process. Similarly, Crane (2001:8) notes that such an evaluation provides an objective feedback needed to substantiate the efficacy of guidance and counselling programme appropriations in educational institutions. Crane (2001:37) contends that outcome evaluations are equally important and if they are done effectively and objectively they show, among other important things, whether the goals of the programme would have been realised, whether the mission would have been accomplished and if the identified needs would have been met. Thus, there are two types of evaluation that counsellors could employ in their evaluation activities, that is, formative and summative evaluation.

According to Crane (2001:37), and IACS (2005:5), formative evaluation (which is also referred to as outcome evaluation), is an on-going process that occurs repeatedly at various stages of the implementation of the guidance and counselling services. Its purpose is to ensure that the

development of the guidance and counselling programme is proceeding in a timeous manner and that there are no problems that should be addressed immediately. On the other hand, summative evaluation (which is also referred to as product evaluation), is an assessment of the outcomes of the services provided by counsellors. It describes the overall success of the services and determines whether the services should be continued. It deals with end results of how well the services met the stated objectives. It follows then that, if these types of evaluations are done properly as alluded to earlier, effective guidance and counselling services could be achieved. Literature shows that most educational institutions in America use surveys, interviews, questionnaires and, or focus group discussions to gather stakeholders' perceptions about the current guidance and counselling programme (Falconer, 2008:47; Reynolds & Cheek, 2002:95; Crane, 2001:37). It is important that stakeholders give their opinion on the operation of guidance and counselling services.

According to Lunenburg (2010:6-7), effective evaluation of guidance and counselling services in American educational institutions includes establishing students' needs, cooperation of the staff involved in guidance and counselling and consideration of the process and product of the service. It also includes service delivery by suitably qualified counsellors, adequate counsellor-client ratio, physical facilities that are well planned and provided for, for instance, adequate space, privacy and accessibility and maintenance of appropriate records. However, as suggested earlier, to obtain realistic and useful evaluation results, the objectives of the guidance and counselling programme at each stage must be specifically defined and the criteria for success must be established (Lunenburg, 2010:6; Crane, 2001:8; Patton, 2002:152). The present study sought to whether counsellors in Zimbabwean universities effectively evaluated their guidance and counselling services as is the practice in international educational institutions described above.

Regional studies conducted for example in Nigeria (Agbajor, 2017:3; Bolu-Steve & Oredugba, 2017:213; Haruna, 2015:21) and in Kenya (Getachew et al., 2019:127; Karimi et al., 2014:36), in Ghana (Anyia, 2010:22) and in Ethiopia (Seyoum, 2011:183) also show that constant and effective evaluation of guidance and counselling services in educational institutions ensure that the services benefit from a systematic process of outcome evaluation; provides data about the effectiveness of the programme and enables the guidance counsellor to monitor the programme at all stages and take remedial measures as soon as these become necessary. Seyoum (2011:183)

established that many students were unhappy about inadequate academic information and limited support services at Haramaya University. Arguably, if regular and effective evaluations were being done at the university, then such problems could have been addressed. The current study sought to establish whether evaluation services offered in Zimbabwean universities matched regional benchmarks described above.

The study conducted by Chireshe (2006:38) in Zimbabwean high schools, concluded that if feedback from evaluations was received objectively by counsellors and other stakeholders in Zimbabwe, then students' educational, personal-social and career development would be addressed effectively. This means that objective evaluations are crucial for both guidance counsellors and stakeholders as they most likely serve as beacons for constructive and effective interactions with students. However, Chireshe (2006:160) established in his study that evaluation was not frequently done in Zimbabwean high schools. In other words the evaluation service was not effectively accomplished in these schools. As indicated earlier, the above study was conducted in Zimbabwean secondary schools. The current study was conducted in Zimbabwean universities which constitute students of different age group. The study sought to establish the extent evaluation services were conducted in Zimbabwean universities. The next sub-heading reviews literature on research services in educational institutions and their impact on the quality of service delivery.

2.2.8.2 Research service

Effective research plays a crucial role in the politics of guidance and counselling service delivery (Jenkins, 2018:18; Broglia et al., 2017:14; Agbajor, 2017:4; Wamalwa, 2019:12; IACS, 2005:5; McLeod, 2003:197; Numminen & Kasurinen, 2003:6). Effective research is therefore needed for a better understanding of students and their needs or challenges as well as for a working knowledge of university needs and resources. If done effectively it provides a basis for the development of the guidance and counselling services.

International studies conducted for example in United Kingdom (Jenkins, 2018:18; Broglia et al., 2017:14; Murray et al., 2017:137), in Finland (Numminen & Kasurinen, 2003:6) and in America (McLeod, 2003:197) show that guidance and counselling personnel who fervently engaged in research achieved success in their practice as they got to understand new trends in guidance and

counselling. The above submission therefore shows that research is inevitable if effective guidance and counselling services were to be achieved. Essentially, the integral responsibility of the guidance and counselling service is not only to conduct on-going evaluation but to conduct accountable research that determines the effectiveness of its services and to improve the quality of the services (IACS, 2005:5). It is apparent from the submissions above that research and objective evaluation work hand in glove. In that regard, feedback from follow-up studies, evaluations and other research activities may lead to new trends and effective approaches in guidance and counselling. The current study sought to establish whether Zimbabwean universities conducted research for the betterment of guidance and counselling services as benchmarked in international educational institutions described above.

Regional studies conducted for example in Ethiopia (Lemesa, 2018:15) and in Nigeria (Agbajor, 2017:4; Oluremi, 2015:700) also established that effective guidance counsellors in educational institutions spend a significant amount of time in effective research, that is, reading books and journal articles on a regular basis in order to achieve effectiveness in the guidance and counselling practice. The present study sought to establish whether what obtains in Zimbabwean universities regarding research matches the benchmarks set in regional educational institutions described above.

From the international and regional literature reviewed so far, it is apparent that a vibrant and effective guidance and counselling programme is hinged on wholesome services summarised in Figure 2.1.on the next page.

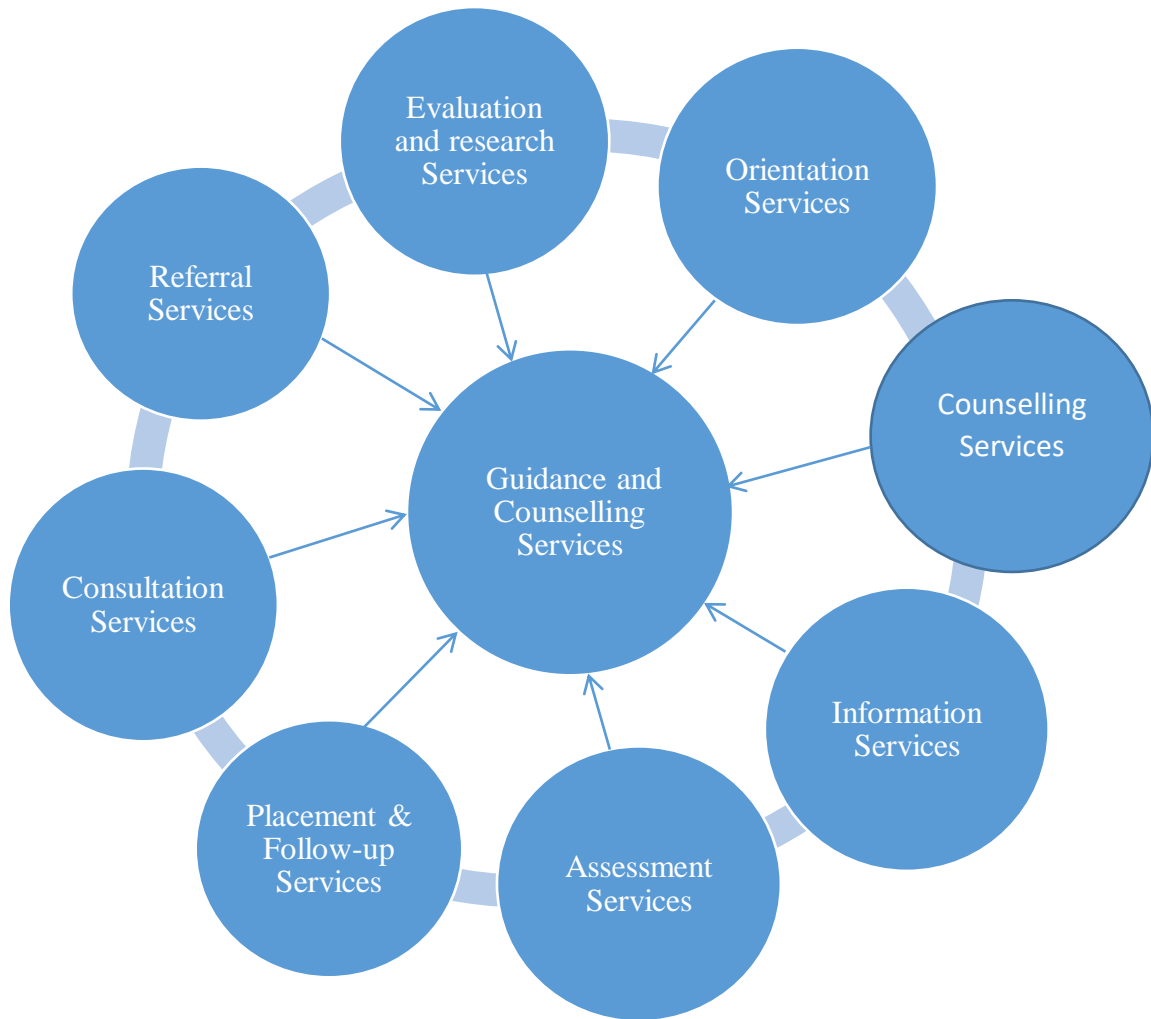


Figure 2.1: Summary of Standard Guidance and Counselling Services Offered in Educational Institutions.

These guidance and counselling services are interwoven as illustrated, resulting in a well-balanced and effective guidance and counselling programme. Arguably, if for one reason or the other some of the services are not effectively offered, the whole guidance and counselling programme may be derailed.

Ideally, stakeholders ought to have positive attitudes and perceptions of the programme if effective guidance and counselling services were to be achieved. The section below reviews literature on students and guidance counsellors' perceptions of guidance and counselling services offered in their institutions.

2.3 STUDENTS AND GUIDANCE COUNSELLORS' PERCEPTIONS OF GUIDANCE AND COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS

Essentially, how counsellors and clients perceive guidance and counselling services serve as an enhancement of or barrier to the effectiveness of the guidance and counselling services (Eyo et al, 2010:89; Wango, 2006:173; Nyaegah, 2011:7). According to Eyo et al. (2010:89), attitude or perception can be said to be positive or high when individuals' response to the task or programme is favourable and when they show commitment to their duties. It can be negative or low when the individuals express a nonchalant response, with regard to what is expected of them in the given situation. In this study, counsellors' perceptions of guidance and counselling services were considered positive or high when the counsellors showed unequivocal commitment to their duties. On the other hand, counsellors' perceptions of guidance and counselling services were considered low or negative when the counsellors did not show any commitment to and concern for the welfare of the students. In the same way, students' perceptions of guidance and counselling services were considered positive or high when they demonstrated readiness and, or voluntary willingness to access the services offered to them by their counsellors. If students showed that they did not regard highly their counsellors and guidance and counselling services offered to them or did not care to access them then the students' perceptions of the guidance and counselling services were said to be low or negative. The next sub section explores students' perceptions of guidance and counselling services offered in their institutions.

2.3.1 Students' perceptions of guidance and counselling services in educational institutions

It is important to reiterate that guidance and counselling services offered in educational institutions are meant to address students' personal-social, academic and career needs. Ideally, students are expected to regard highly these services and seek them whenever a need arises. Observations made in United Kingdom (Whiston et al., 2017:181; Hooley & Rice, 2019:481), in Pakistan (Ali & Shafiq, 2019:146), in Turkey (Hanimoglu, 2018:764) and in Italy (Matliwala, 2017:2) show that students had positive perceptions of guidance and counselling services offered in their institutions as they indicated that the services addressed their personal-social, academic and career needs. Arguably, if students got quality services for their wholesome needs, they are likely to cultivate positive attitudes towards guidance and counselling services towards such

services. The current study sought to establish whether students' perceptions of guidance and counselling offered in Zimbabwean matched their counterparts' perceptions in international universities described above.

Regional studies conducted for example in Nigeria (Lasode et al., 2017:179; Oluremi, 2015:703), in Kenya (Muango & Joel, 2012:154; Nyaegah, 2011:7) and in Zambia (Tuchili & Ndhlovu, 2017:90) revealed that the majority of students perceived orientation, information, academic and follow-up services effective, citing that the services significantly enhanced their academic and career development and personal-social competencies. In an evaluation of the effectiveness of guidance and counselling services in public universities in Kenya, students rated the services highly especially motivational talks and career counselling services. (Muango & Joel, 2012:154). On the contrary, the study conducted in Ethiopia (Seyoum, 2011:185) established that very few students had positive perceptions about guidance and counselling services offered at Haramaya University. The majority of the students, who responded to questionnaires, reported that the guidance and counselling services did not alleviate their academic, vocational, social and personal problems. Regarding vocational issues, students reported that they faced problems in selecting fields of study that were commensurate with their ability and capacity. Undoubtedly, this state of affairs generally affects students' uptake of the guidance and counselling services offered in their educational institutions. The few students who regarded highly the guidance and counselling services at Haramaya University reported that they got valuable academic support from their instructors (Seyoum, 2011:185). The above study focused only on students at Haramaya University in Ethiopia. Arguably, services that are effectively conducted attract students as the services enhance their wholesome growth.

In a study of principals and students' attitudes towards guidance and counselling services in the management of secondary schools of Kisii Country, Kenya, Nyaegah (2011:7) established that the majority of students interviewed had positive perceptions about guidance and counselling services offered in their schools. The students reported that the guidance and counselling services offered them useful information and that they played an important role in reducing individual and mass indiscipline in schools. They indicated that these services helped them to deal effectively with their personal-social, academic and career needs (Nyaegah, 2011:7). Ideally, when students show positive perceptions of guidance and counselling services they are offered, it

is an indication that the services are effective in addressing their needs. In this study, Nyaegah (2011) focused on high school students in Kenya. The present study focused on establishing students' perceptions of guidance and counselling services offered in Zimbabwean universities. Students in universities constitute a different age group, thus their guidance and counselling experiences, needs and expectations may be different. The present study sought to establish whether students' perceptions of guidance and counselling services offered in Zimbabwean universities matched those of their counterparts in regional universities mentioned above.

Mtemeri and Zirima (2013:6)'s study conducted in two universities in Zimbabwe revealed that students had negative perceptions about career counselling services offered by the universities. Students at these universities expected their universities to create platforms with them on their careers and assist them on job opportunities and links with labour but this was not done. The above study focused on first and second year students from two Zimbabwean universities, and focused mainly on career guidance and counselling services. The current study sought to establish students' perceptions of guidance and counselling services in four Zimbabwean universities. Students who participated in this study were in their second, third or fourth year stint. The next sub-section reviews studies related to guidance counsellors' perceptions of guidance and counselling services offered in educational institutions.

2.3.2 Guidance counsellors' perceptions of guidance and counselling services

It is encouraging when guidance and counselling personnel and administrators of educational institutions have positive perceptions of guidance and counselling services as such perceptions, more often than not, guarantee sustainability and effectiveness of the services in the educational institutions. International studies conducted for example in United Kingdom (Hooley & Rice, 2019:480), in Australia (Forbes-Mewett, 2019:10), in Italy (Langher et al., 2018:26) and in Indonesia (Sinthia et al., 2018:244) revealed that guidance counsellors had positive perceptions of guidance and counselling services offered in their universities. It is important to highlight that the studies reviewed above also showed that guidance counsellors regarded highly assessment and evaluation services offered in their universities. As a matter of fact, assessment and evaluation services are important guidance and counselling services in that if guidance

counsellors properly execute them, students' personal-social, academic and career needs may be addressed effectively.

Similarly, regional studies conducted for example in Nigeria (Lasode et al., 2017:171), in Zambia (Tuchili & Ndhlovu, 2017:52) and in Kenya (Wamalwa, 2019:11; Wango, 2006:173) in Cameroon (Bobga, 2016:84), in South Africa (Munyaradzi & Addae, 2019:267) and in Ghana (Azu, 2010:169) showed that generally guidance counsellors regarded highly guidance and counselling services offered to their students citing that the services focused students on their personal-social, academic and career pursuits. It was apparent in some of these studies for example in South Africa (Munyaradzi & Addae, 2019:267) and in Kenya (Wamalwa, 2019:11) that the majority of guidance counsellors felt that the services would be properly coordinated and more valuable to the students if all guidance counsellors were professionally trained.

The study conducted by Wango (2006:173) on policy and practice in guidance and counselling programme offered in secondary schools in Kenya revealed that guidance counsellors had positive perceptions of guidance and counselling services offered in the schools. The interviewed counsellors indicated that the guidance and counselling programme worked well for students, especially for those who readily accessed the services, for they addressed their personal and academic challenges. However, the guidance counsellors bemoaned that most students did not know much about the programme as a result very few students accessed the services (Wango, 2006:173). This scenario could indicate lack of publicity of the guidance and counselling programme in these secondary schools. If this is true, then it means that the guidance counsellors did not do much regarding publicising the programme so that it was accessed by everyone in need of the service. It would not be an understatement then to say the guidance and counselling services in these Kenyan high schools were not effective at the time the studies were done. Another similar study conducted in Ghana by Azu (2010:169) revealed that counsellors had positive perceptions of the guidance and counselling services they offered to their students however their efforts and zeal were hampered by poor funding and lack of office equipment and materials for counselling. Thus, the counsellors could not do much in terms of making the services effective. The administration's negative attitudes towards guidance and counselling services and subsequently their failure to finance the smooth running of the services might have dampened the efforts of the good counsellors. Guidance counsellors need, among other things,

adequate resources and solid support from administration to execute their duties effectively. Arguably, the state of affairs outlined above may have ripple effects on the development of students' personal-social, academic and career needs. The studies by Wango (2006), Nyaegah (2011) were conducted in high schools. The current study which sought to establish whether guidance counsellors' perceptions of guidance offered in their institutions were similar to their counterparts in regional educational institutions described above was conducted in Zimbabwean universities and students in universities constitute a different age group.

A study conducted by Chireshe (2011:106) on counsellors' and students' perceived benefits of guidance and counselling services in Zimbabwean secondary schools, showed that guidance counsellors had positive perceptions towards guidance and counselling services although female school counsellors viewed guidance and counselling services more positively than the male respondents. Chireshe (2011)'s study was conducted in Zimbabwean high schools. The present study sought to establish counsellors' perceptions of guidance and counselling services offered in Zimbabwean universities. The next part of the chapter reviews literature related to guidance counsellors' competencies.

2.4 GUIDANCE COUNSELLORS' COMPETENCIES

Counsellor competencies, among other things, may determine the effectiveness of guidance and counselling services offered in educational institutions. Literature shows that competent counsellors are needed in educational institutions to render effective guidance and counselling services in the best way possible in order to help students cope with modern life complexities and their various academic, career, social and personal endeavours (Sakiz & Saricah, 2019:70; Ojeme, 2019:28); Sinthia et al., 2018:244; Wambeti & Mwenda, 2016:256; Stedmon & Dallos, 2009:4; Nyaegah, 2011:7; Azu, 2010:157). National Centre for Guidance in Education (2011:2) and Egan (2007:53) concur that a competent counsellor is one who has genuine interest in working effectively with students as the development of effective counselling practice depends on the presence of attitudes reflecting openness to alternative approaches, appreciation of diversity and willingness to change.

Egan (2007:53) maintains that in order to achieve effectiveness in their practice, counsellors should be competent and committed, for there is no place for the 'caring incompetent' in the

helping profession. Thus, according to this authority, one cannot claim to have genuine interest in and care for students' needs when one is incompetent to help the students effectively. In this study, counsellor competencies were defined as counselling knowledge and skills, multicultural counselling skills, appropriate counsellor attitudes as propounded by Rogers (2004:141) and observation of counselling ethics. This section therefore reviews literature on 'Counsellor qualifications (training)', 'Counsellor multicultural competencies', 'Counsellor attitudes' and 'Counselling ethics'.

2.4.1 Counsellor qualifications (training)

Effective counsellors are ideally those who are professionally trained and hold either a Master of Science in Counselling, a Bachelor of Science in Counselling, a Diploma in Counselling or a Certificate in Counselling as these qualifications equip them with knowledge, skills and attitudes which are valuable ingredients for effective guidance and counselling programmes in educational institutions (Buizza et al., 2019:595; Elemo & Turum, 2019:14; Arfasa & Weldmeskel, 2018:358; Strepparava et al., 2016:431; Cheruiyot & Orodho, 2015:133; National Centre for Guidance in Education, 2011:2; Songoko, Yongungu & Mulinge, 2013:111).

International studies conducted for example in Italy (Sakiz & Saricah (2019:70), in Indonesia (Sinthia et al., 2018:244), in Hong Kong (Ng & Yuen, 2016:6) and in America (National Centre for Guidance in Education, 2011:2; Bernes, 2005:7) reveal that professionally trained guidance counsellors know how to assess clients' needs, conceptualise and intervene accordingly, and do so confidently and congruently with clear expectations. Thus, trained counsellors confidently and competently marshal knowledge, skills, and attitudes to meet students' complex demands by drawing on and mobilising psychosocial resources in the counselling context (National Centre for Guidance in Education, 2011:2) thereby achieving effectiveness. National Centre for Guidance in Education (2011:2) and Corey, Corey and Callanan (2007:360) concur that developing competence in counselling is a lifelong task requiring on-going commitment to the process of personal and professional development and counsellor competence is increased through counsellors' pre-service and in-service professional development needs. Arguably, counsellors who do not invest significantly in their course work, on-going learning, reading and professional developments may be frequently limited in having specialised skills to offer. The

present study sought to establish whether counsellor training highlighted in international educational institutions applied to Zimbabwean universities.

Similar regional studies conducted for example in South Africa (Munyaradzi & Addae, 2019:270), in Nigeria (Ojeme, 2019:28), in Kenya (Kamunyu et al., 2016:144), in Zambia (Tuchili & Ndhlovu, 2017:90), in Ethiopia (Lemesa, 2018:15), in South Africa and Namibia (Ruane et al. (2011:137) and in Ghana (Azu, 2010:157) reveal that apart from having an awareness of the various problems that students in universities have, counsellors needed to have proper training so that they develop listening skills, general counselling skills and assessment skills. Lemesa (2018:15) underlines that effective counsellors are those who are competent in using assessment tests to determine clients' guidance and counselling needs. This may mean that counsellors who fall short of these important competencies may not conduct guidance and counselling services effectively. Thus, counselling is a profession that requires competence, knowledge and skills which cannot be acquired unless one undergoes relevant training (Nyaegah (2011:7; Ruane et al., 2011:137; Nyaga, 2011:31).

Azu (2010:157) notes that in Ghana counselling draws upon the past of an individual and brings it to bear on the present of the same individual in order to fashion a future that ensures self-realisation and self-actualisation, a principle advocated by Rogers in his person centred approach to counselling. Therefore, counsellors need to be trained in order to develop the competencies that enable them to effectively conduct guidance and counselling services. According to Ruane et al. (2011:137), it is essential that counsellors are trained professionals who hold either a Bachelor's or Master's degree in Psychology with professional registration with a relevant board/council of the residing country to ensure effectiveness in their execution of guidance and counselling services.

Ruane et al. (2011:136) opine that to achieve effectiveness in career guidance and counselling services, counsellors in South Africa and Namibia needed to be well versed in the major career theories, have knowledge of the various career assessment tools and strategies and possess knowledge of the various contextual factors that influence career choices among African university students. Such knowledge is garnered through training. In his study on career guidance and counselling provisions at a South African university, Chireshe (2012:308), found

that career advisors who participated in the study were not qualified to use psychological tests or handle psychological problems. The inability of career advisors to use psychological tests provided by the university and their failure to handle psychological problems may point to counsellors' lack of training. Egbochuku (2008:44) opines that counsellors need to achieve effectiveness in their practice for there is no place for the 'caring incompetent' in the helping profession. Escapa and Julia (2018:18-19) concur with Egbochuku (2008:47) that there is a significant relationship between qualification of guidance and counselling personnel and the quality of guidance and counselling services rendered to students as a result educational institutions with qualified guidance and counselling personnel benefit more from the varieties of guidance services rendered by such personnel. It is essential therefore, that counsellors are professionally trained so that they discharge their duties competently. The present study sought to find out if the situation described in regional education institutions above also applied to Zimbabwean universities. The sub-section below reviews literature on counsellor multicultural competencies.

2.4.2 Counsellor multicultural counselling competencies

Notably, educational institutions the world over have humanity in common but they differ from one another in a whole host of ways - abilities, accent, age, attractiveness, colour, developmental stage, disabilities, economic status, education, ethnicity, fitness, gender, group culture, personality variables, health, national origin, occupation, personal culture, politics, problem type, religion, sexual orientation and social status (Egan, 2007:63; Pedersen, 1994:229). Effective and competent guidance counsellors are therefore expected to address the multicultural issues outlined above inherent in their clients. It is important therefore, that counsellors understand clients and their problem-situations in their multicultural context so that they help them effectively.

Studies conducted in international educational institutions in Italy (Buizza et al., 2019:595; Strepparava et al., 2016:431), in Turkey (Elemo & Turum, 2019:14), in America (Barden, Sherrell and Matthews, 2017; Chao, 2011:35) showed that guidance counsellors who were multiculturally competent handled well students' personal-social, academic and career multicultural needs including crises situations such as bereavement, suicidal ideation and

substance abuse. Chao (2011:35) notes that multicultural counselling competence consists of three areas namely attitudes and beliefs, that is, awareness of one's own assumptions, values and biases; knowledge, that is, understanding the worldview of culturally diverse clients; and skills, that is, developing appropriate intervention strategies and techniques. IACS (2005:4) and Corey (2009:42) reiterate that for guidance counsellors to achieve effectiveness in their practice, their programmes should be responsive to unique needs of various multicultural groups and individuals. Thus, competent counsellors take each client's cultural background into account to achieve effectiveness in the counselling relationship. According to Sue, Arredondo and McDavis (1992:480), counselling professionals without competence in working with clients from diverse cultural backgrounds are unethical and potentially harmful, and this borders on violation of human rights. The present study sought to establish the extent to which the situation highlighted in international educational institutions above regarding multicultural counselling competencies applied to guidance counsellors in Zimbabwean universities.

Regional literature, for example, in Nigeria (Ojeme, 2019:28), in Kenya (Wambeti & Mwenda, 2016:256; Kamunyu et al., 2016:144; Nyaga, 2011:20) and in South Africa and Namibia (Ruane et al., 2011:129) shows that multicultural counselling competences are important if effectiveness in all counselling practice is to be achieved. Nyaga (2011:20) notes that students in Kenyan universities are not a homogenous group but have stratified social, economic, political and ethnic backgrounds hence the importance of addressing their individual multicultural needs when counselling them. Similarly, Ruane et al. (2011:129) established that the counselling needs of tertiary level students of African origin (South Africa and Namibia) are as diverse as their backgrounds, which differ in terms of geography, religion, language, worldview and culture among other aspects. Therefore, counsellors dealing with such students are expected to recognise the ways in which their clients' cultural values are operating in the counselling process so that they help the clients effectively. Ruane et al. (2011:137) further opine that owing to the ever increasing diversity on university campuses, student counsellors must strive to become effective and culturally sensitive, and gain skills that will enable them to work harmoniously and competently with clients from diverse backgrounds. This ensures effectiveness in the different guidance and counselling services.

Implicit in the above observations is recognition of the complexity and diversity of client populations, and an acknowledgement that counsellors in educational institutions need to continuously improve their multicultural counselling skills in order to conduct their services effectively. Observations made in Zimbabwe (Gudyanga, deLange & Khau, 2019:36) show that Zimbabwe is a multicultural society therefore effective guidance and counselling services are most likely incumbent upon multiculturally oriented guidance counsellors. This present study sought to establish whether counsellors in Zimbabwean universities had multicultural counselling competencies as benchmarked in educational institutions in Nigeria, Kenya, South Africa and Namibia.

According to Rogers (2006:10), a person centred counsellor exhibits positive attitudes towards one's counselling practice. The sub-section below reviews literature on counsellors' attitudes towards guidance and counselling practice.

2.4.3 Counsellor attitudes

An effective counsellor-client relationship is characterised by empathy, respect, genuineness, unconditional positive regard for clients, and cultural sensitivity. Such a relationship facilitates, for instance, client progress by providing a situation that the client will want to maintain, by enabling the client to verbalise real concerns and making the counsellor a potent reinforce in the client's life. These core counsellor attitudes advocated by Carl Rogers enhance effective and caring counselling relationships (Tannen et al., 2019:406; Tudor, Keith, Valentine & Worrall, 2008:208; Munikwa et al., 2012:198; Rubin & Roessler, 2001:265; Muribwatoho, 2003:38). These counsellor attitudes bring into the counselling relationship a caring and genuine healing aspect in which the self of the client is fully accepted and valued (McLeod, 2003:67; Chiremba & Makore-Rukuni, 2004:35). According to Rogers (2006:10), counselling can hardly be effective if the client does not experience the counsellor as being genuine, empathic or having unconditional positive regard for him or her.

International studies conducted for example in United Kingdom (Tannen et al., 2019:406), in Australia (Forbes-Mewett, 2019:13), in Italy (Sakiz & Saricah (2019:70), in Indonesia (Sinthia et al., 2018:244) and in America (Raskin et al., 2008:141; Rubin & Roessler, 2001:265; Beach, 2009:20) show that counsellors who are genuine and highly regard their clients and also

empathise with them, are generally effective as these attitudes necessitate and facilitate the building of harmonious relations between them and the clients. with the clients work clients. According to Tannen et al. (2019:406) and Forbes-Mewett (2019:13), such a valuable relationship is a predictor of effective therapeutic outcome.

Similarly, regional studies conducted for example in South Africa (Munyaradzi & Addae, 2019:270), in Nigeria (Ojeme, 2019:28; Lasode et al., 2017:171; Oluremi, 2015:700), in Kenya (Wambeti & Mwenda, 2016:256; Kamunyu et al., 2016:144) and in Zambia (Tuchili & Ndhlovu, 2017:90) showed that counsellors who were endowed with positive counsellor attitudes such as empathy, genuineness and unconditional positive regard for clients related with their clients effectively. According to Lasode et al. (2017:171), such genuine counselling attitudes may result in effective guidance and counselling relationships which in turn enhance students' self-actualisation process advocated by Carl Rogers in his person centered approach to counselling. The present study sought to find out if guidance counsellors' attitudes in Zimbabwean universities matched those of their counterparts in regional educational institutions. The following sub-section reviews literature on counselling ethics and how these add value to the effectiveness of guidance and counselling services. Gaps filled by the current study are highlighted.

2.4.4 Counselling ethics

The guidance and counselling field is guided by ethics, so counsellors who uphold counselling ethics in their practice are likely to achieve effectiveness (Denovan & Macaskill, 2017:511; Jenkins, 2018:8; Beach, 2009:20). Corey et al. (2011:9), Chao (2011:35) and Rethfeldt (2011:14) concur that the primary purpose of a code of ethics is to safeguard the welfare of clients by providing what is in their best interest, to safeguard the public and to guide professionals in their work so that they can provide the best service possible. These ethics codes include observing clients' informed consent, confidentiality, privacy and cultural backgrounds (Chao, 2011:35; Rethfeldt, 2011:14). Feltham (1996:300) summarises the centrality, professionalism and almost sacredness of confidentiality in counselling in educational institutions by remarking, "What is counselling if not a private, professional, preciously boundary activity? Clients cannot discuss their innermost concerns, they cannot disclose their peccadilloes, their vulnerability and pain

unless they are absolutely sure that they can trust the counsellor.” Similarly, Bernes (2005:7) opines that in counselling people first need to know how much counsellors care before they find out how much they know.

International studies conducted for example in United Kingdom (Tannen et al., 2019:407; Jenkins, 2018:8; Broglia et al., 2017:7) and in Australia (Forbes-Mewett, 2019:7; Browne et al., 2017:57) show that guidance and counsellors who observed counselling ethics were respected by clients. The studies alluded to above also show that clients confide in and seek services from guidance counsellors whom they believe respect them not only as clients but as people with full human rights which need to be observed. A genuine interest in the client is therefore a must for the counselling process to achieve effectiveness (Rogers, 2006:10 Raskin et al., 2008:141). Essentially, guidance and counselling services offered in contexts and atmosphere punctuated with care, respect and trust is likely to be effective. The current study sought to establish whether counsellors in Zimbabwean universities observed counselling ethics as benchmarked by counsellors in United Kingdom and Australia described above.

Similar studies conducted in Kenya (Wamalwa, 2019:4; Wambeti & Mwenda, 2016:255; Kamunyu et al., 2016:144; Adeusi et al., 2016:20), in Cameroon (Bobga, 2016:85), in South Africa (Munyaradzi & Addae, 2019:270) and in Namibia and South Africa (Ruane et al., 2011:137) show that counsellors are obliged to observe ethical principles such as informed consent, confidentiality, issues of maleficence and beneficence, in order for students to trust them as well as to ascertain effectiveness in the counselling relationship. Munikwa et al. (2012:198) argue that a client should have complete faith in the person they are confiding in and therefore the counsellor should be wholly worth the trust by being genuine. The present study sought to establish whether counsellors in Zimbabwean universities observed counselling ethics in their practice as benchmarked in the regional studies reviewed above. The following section reviews literature on ways of enhancing the effectiveness of guidance and counselling services offered in educational institutions.

2.5 ENHANCING GUIDANCE AND COUNSELLING SERVICES IN EDUCATIONAL INSTITUTIONS

This section reviews strategies that international and regional educational institutions use to enhance the effectiveness of their guidance and counselling services under the following sub sections: proper planning, human resource development, material resource development, supervision of guidance counsellors and teamwork and partnerships. Gaps filled by the present study are highlighted.

2.5.1 Proper planning

Proper planning may enhance the implementation and sustainability of effective guidance and counselling services offered in educational institutions (Litoiu & Oproiu, 2012:2). International studies conducted for example in United Kingdom (Beks et al., 2018:679; Gilfillan, 2018:1) and in Italy (Buizza et al., 2019:591) show that effective guidance counselling programmes were those which had been properly planned for. The studies above further showed that concerted planning of guidance and counselling programmes by universities, guidance and counselling personnel and other stakeholders focused on human and material resources, infrastructural development and support systems. The current study sought to establish whether Zimbabwean universities considered planning as one of the strategies that could be used to enhance the effectiveness of guidance and counselling services offered in universities as benchmarked in United Kingdom and Italy described above.

Regional studies conducted for example in Ethiopia (Seyoum, 2011:188) and in Kenya (Oseiwu, 2014:236) show the need by universities to have a guidance and counselling plan which encompasses various programmes deemed necessary and appropriate for students. Similarly, studies in Zimbabwe (Mapfumo, 2001:26; Chireshe, 2006:190; Nkala, 2014:84) show that in order to come up with effective guidance and counselling programmes in educational institutions, it is necessary to first determine what support services and available resources are necessary to meet the needs of students, families and the communities. Thus, proper planning for and subsequent provisions of adequate and relevant material resources or facilities and support services enhance the guidance and counselling services. The present study sought to establish whether Zimbabwean universities considered proper planning as one of the strategies that could

be employed to enhance guidance and counselling services offered in universities as described above.

2.5.2 Human resource development

Human resource development is one of the key strategies which could be employed by educational institutions to enhance the effectiveness of guidance and counselling services offered to students. Studies conducted for example in United States (Bhochhibhoya et al., 2017:676; Chao, 2011:35), in United Kingdom (Gilfillan, 2018:1), in Italy (Biasi et al., 2017:255), in Turkey (Hanimoglu, 2018:763), in New Zealand (Akoth et al., 2016:523) and in Australia (Forbes-Mewett, 2019:11) show that training, in-service training and periodic staff development training workshops capacitate guidance and counselling personnel with knowledge, skills and techniques which help them execute their duties effectively. Guidance counsellors also need to be trained and continue receiving training in multicultural counselling in order to enhance counsellor-client helping relationship. Chao (2011:35) suggests that universities need to intensify in-house training for counsellors so that the counsellors benefit in this regard. It would not be an understatement to say that if these human resource development programmes are neglected then clients may be short-changed. As a result, the guidance and counselling programmes may not be effective. The current study sought to establish whether human resource development would enhance the effectiveness of guidance and counselling services offered in universities as the practice in international educational institutions outlined above.

Similar to the observations noted above, regional studies conducted for example in Kenya (Wamalwa, 2019:11; Kamundia & Ndarangwe, 2017:46; Akoth Oigo & Kaluyu, 2016:523), in Nigeria (Ojeme, 2019:30), in Zambia (Tuchili & Ndhlovu, 2017:92), in Cameroon (Bobga, 2016:84) and in Ethiopia (Seyoum, 2011:84) underline the importance of intensive training for guidance and counselling personnel and further recommend that counselling centres in universities need to provide training, professional development and continuing education experiences for staff, peer counsellors and trainees. Akoth Oigo and Kaluyu (2016:523) emphasise intensive career guidance trainings in order to develop the needed competence of career guidance staff and increase the number of staff available to offer these services. This is important as it guides coordinators of guidance and counselling services in terms of the

personnel needed and the modalities regarding how and when these human resource development programmes could be run.

Lasode et al. (2017:179) and Tuchili and Ndhlovu (2017:92) concur that employment of adequate full time trained counsellors in all departments enhances accessibility and effectiveness of guidance and counselling services. According to Nyaga (2011:3), to achieve the observations made above there is need for total enlightened commitment on the part of the university policy and decision makers. The observations reviewed above emphasise the essence of availability of adequate professionally trained and in-serviced human resources in educational institutions so that guidance and counselling services are enhanced. The present study sought to establish whether the situation in Zimbabwean universities regarding human resource development is similar to the situation in regional educational institutions described above. The next sub-section reviews literature on material resource development as one of the strategies that could be used to enhance the effectiveness of guidance and counselling services offered in educational institutions.

2.5.3 Material resource development

Availability of adequate and specialised material resources may also enhance guidance and counselling services offered in educational institutions (UNESCO, 2002:8). Observations made for instance in United Kingdom (Broglia et al., 2017:13), in Turkey (Hanimoglu, 2018:763), in New Zealand (Akoth et al., 2016:523) and in Paris (UNESCO, 2002:8) reveal that educational institutions need to spend much of their money and time replenishing, procuring and developing relevant and adequate material resources such as career tests and other assessment tools for use by guidance counsellors in their practice. UNESCO (2002:8) further notes that for purposes of enhancing effective career guidance and counselling services, such materials mentioned above need be up to date, relevant, easily accessible and reflective of the nature of the work world and current possibilities for students. This means that such specific career and assessment tests and materials like books and, videos with well classified information on careers or jobs need to be availed to students for effective utilisation. The current study sought to establish whether material resource development would enhance the effectiveness of guidance and counselling

services offered in universities as described in international educational institutions outlined above.

Similar regional studies conducted for instance in Namibia (Mbongo et al, 2016:12), in Kenya (Wamalwa, 2019:19; Cheruiyot & Orodho, 2015:135; Orenge, 2011:1; Songok et al., 2013:110), in South Africa (Chireshe, 2012:309) and in Ethiopia (Lemesa, 208:15; Arfasa & Weldmeskel, 2018:358) show that guidance and counselling services may be enhanced through provision of adequate and specialised material and infrastructural resources such as spacious counselling rooms and suitable furniture; career centers; career briefs and guides; career tests and other assessment tests.

Similar to studies conducted in Ethiopia (Lemesa, 208:15; Arfasa & Weldmeskel, 2018:358), Chireshe (2012:308)'s study revealed that inadequate guidance and counselling materials grossly compromised enhancement and effectiveness of career guidance and counselling services. Chireshe (2012:308) established that the university lacked career guidance and counselling centres. The career advisors interviewed revealed that they used their small offices for that purpose. Chireshe (2012:308) further established that these career advisors had some career magazines, some compact discs for graduate careers, career expo books for final year students; and one career advisor had career tests in her office which she, unfortunately, did not know how to use. This is an indication that effective implementation and enhancement of the guidance and counselling services is possible if the needed resources are in place and counsellors know how to use them effectively. Chireshe (2012)'s case study focused on three career advisors in one university in South Africa. The present study focused on nineteen guidance counsellors and eighty students in four Zimbabwean universities. The present study sought to establish whether material resource development would enhance effectiveness of guidance and counselling services offered in universities as is the situation in regional educational institutions described above. The following sub-section explores literature related to supervision of guidance counsellors in educational institutions.

2.5.4 Supervision of guidance counsellors

Studies conducted for example in United Kingdom (Biasi et al., 2017:253; Beks et al., 2018:683), in America (Mead, 2007:1), in Malaysia (Thuryrajah et al., 2017:5) and in Australia

(Corey et al., 2007:360) shows that guidance and counselling services offered in educational institutions could be enhanced if guidance counsellors were supervised periodically. According to Corey et al. (2007:360), supervision is perhaps the most important component in the development of a competent practitioner and subsequent achievement of effectiveness in guidance and counselling service delivery. These authorities further opine that being competent professionals demand, not only continuing education, but also a willingness to obtain periodic supervision when faced with ethical or clinical dilemmas. Mead (2007:1) further notes that in American educational institutions it is widely accepted that all counsellors, whether experienced or just starting out benefit from having regular professional supervision. The present study sought to establish whether the effectiveness of guidance and counselling services offered in educational institutions would be enhanced through regular supervision of guidance and counselling personnel and related processes as benchmarked by international educational institutions described above.

Regional literature, for instance in Ethiopia (Lemesa, 2018:18) and in Kenya (Wamalwa, 2018:4) show that periodic supervision of guidance counsellors enhances the effectiveness of the services. Ideally, all the processes leading to the whole guidance and counselling programme need to be supervised or monitored in order to achieve and enhance the effectiveness of guidance and counselling services offered in educational institutions. The current study sought to establish whether guidance and counselling services offered in educational institutions would be enhanced through regular supervision of guidance and counselling personnel and related processes as benchmarked by regional countries described above. The next sub-section reviews literature related to teamwork and partnership as possible strategies that could enhance the effectiveness of guidance and counselling services offered in educational institutions.

2.5.5 Teamwork and partnerships

Teamwork and partnerships among stakeholders who include but not limited to parents, teachers, counsellors, students, administrators, other organisations and service providers may enhance the effectiveness of guidance and counselling services offered in educational institutions (Munyaradzi & Addae, 2019:272; Ojeme, 2019:30; Gilfillan, 2018:7; Hines et al., 2017:4;

Robert & Kinga, 2016:74; Aliyev, Erguner-Tekinalp, Ulker & Shine-Edizer, 2012:3087; Muango & Joel, 2012:154).

International studies conducted for example in United States (Savitz-Romer et al., 2019:2; Hines et al., 2017:4; Beach, 2007:19; Falconer (2008:v), in Malaysia (Kok, Low, Lee & Cheah, 2012:5), in Hong Kong (Ng & Yuen, 2016:6), reveal that the concept of cooperation, collaboration and trust among role players and stakeholders is fundamental in that it enhances the effectiveness of guidance and counselling services offered in educational institutions. The observation noted above may mean that there would be need for a deliberate and focused effort by stakeholders and guidance counsellors to plan for the guidance and counselling programme, share notes and responsibilities, all done to enhance the effectiveness of the services. That commitment inevitably enhances the effectiveness of guidance and counselling services offered to students. Falconer (2008:v) notes that guidance and counselling services in American educational institutions are enhanced when agencies, professional organisations and other stakeholders at the state and local levels work together to establish common goals and expectations. Falconer (2008:v)'s observation highlights a very important point that partnership in guidance and counselling is not confined to local stakeholders but is also extended to other organisations and institutions. Such a partnership enhances guidance and counselling services offered to students. Arguably, more and diverse ideas (from diverse partners) undoubtedly enrich the effectiveness of the guidance and counselling programme. The present study sought to establish whether Zimbabwean universities believed teamwork and partnerships would enhance the effectiveness of guidance and counselling services offered in educational institutions as benchmarked in United States of America and Hong Kong described above.

Similar regional studies conducted for example in South Africa (Munyaradzi & Addae, 2019:272), in Nigeria (Lasode et al., 2017:180; Mogbo et al., 2011:361) and in Kenya (Nyaga, 2011:21-22) reveals that if effectiveness of guidance and counselling services offered in universities were to be enhanced, the support of the administration is vital because a counsellor cannot deal with all guidance and counselling cases alone. He or she has to work with the administration, other counsellors and relevant professionals from other circles. This is especially important where referrals need to be done and documented. Following up on referral cases

becomes easy with the support of administration. This collaboration is also important in terms of resource procurement and maintenance.

Similar research by Mogbo et al. (2011:361) shows that in Nigerian educational institutions, enhancement of guidance and counselling services offered to students were guaranteed when all stakeholders played their roles in the implementation process. This is important especially if such a partnership is evident in both formative and summative phases of guidance and counselling programmes in the educational institutions. If stakeholders also become actively involved in the evaluation process of the guidance and counselling services offered to students the result may inevitably enhance the services and subsequent plans as implementation of recommendations would not be much of a hassle. Kok et al. (2012:5) note that collaboration among all stakeholders from the educational community not only benefits students but also enhances the provision of effective guidance and counselling services in educational institutions. The present study sought to establish whether Zimbabwean universities believed teamwork and partnerships would enhance the effectiveness of guidance and counselling services offered in universities as benchmarked in regional educational institutions described above.

2.6 SUMMARY

This chapter reviewed international and regional literature related to the study that evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities. The chapter shows that standard guidance and counselling services offered to students in educational institutions include orientation, information, counselling, assessment, placement, students' referral, consultation, follow-up and evaluation and research services. All these guidance and counselling services are considered integral in university education as they do not only complement instruction and administration but also promote the gradual development of the ability by an individual student to make decisions independently without undue influence from others. Literature also shows that how counsellors and clients perceive guidance and counselling services offered in their institutions serve as an enhancement of or barrier to the effectiveness of the guidance and counselling services.

Research studies reviewed show that generally students and counsellors regarded highly the effectiveness of orientation, information, academic, consultation and follow-up guidance and

counselling services offered in their institutions but regarded lowly the effectiveness of personal-social, career, assessment, research and evaluation services. Lack of adequate expertise in the counselling fraternity was said to heavily compromise the effectiveness of the above mentioned services. Counsellor competencies such as proper counselling qualifications, proper counselling attitudes, multicultural counselling skills and observation of counselling ethics are said to be among other important aspects which determine the effectiveness of guidance and counselling services offered in universities. The chapter showed that proper planning, adequate material and human resources, supervision of counsellors, teamwork and partnership, research and periodic evaluation of services are some of the strategies which universities could use to enhance guidance and counselling services they offer to students. The next chapter discusses research methodology adopted for this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. Specifically, it aimed at addressing the following research objectives which also guided the review of related literature in Chapter 2:

- i) establish the nature of the guidance and counselling services offered in Zimbabwean universities;
- ii) establish how university counsellors and students regard guidance and counselling services offered in their universities;
- iii) establish the level of competency of university guidance-counsellors in executing their duties effectively; and
- iv) find out how guidance and counselling services offered in Zimbabwean universities can be enhanced.

The previous chapter reviewed literature and research studies related to the study. This chapter discusses the research methodology adopted for this study. Research methodology is a systematic procedure by which the researcher describes and explains how research will be conducted (Almeida, 2018:142; Rajasekar, Philominathan & Chinnathambi, 2013:5; Wathore, 2012:116; Leedy & Ormrod, 2001:102). This chapter discusses the following research methodology aspects as they relate to the present study: research paradigm, research design, population, sample and sampling procedures, data collection instruments, pilot study, data collection procedure, data analysis and ethical issues. The following part of the chapter discusses the research paradigm adopted for the present study.

3.2 RESEARCH PARADIGM

This study, like any other scientific study, was informed by a research philosophy which is commonly referred to as a paradigm. Research philosophy includes important assumptions about how one observes or views the social world (Aliyu, Kasim & Martin, 2014:80; Bahari, 2010:17; Mouton, 2009:15; Creswell & Plano, 2007:21). The present study worked with both quantitative

and qualitative data collected from students and university counsellors. For this reason the study was grounded on post-positivism philosophy.

Post-positivism is an approach to human knowledge that rejects the view that knowledge is erected on absolutely secure foundations as is believed by positivists (Adhbi & Anazi, 2017:88; Aliyu et al., 2014:80; Phillips & Burbules, 2000:29). The paradigm assumes that reality is multiple, subjective, culturally and mentally constructed by individuals (Tüzemen, 2016:7; McGregor & Murnane, 2010:424; Giddings & Grant, 2007:5; Gale & Beecham, 2005:353; Crossman, 2003:54). Of much significance to the present study is McGregor and Murnane's (2010:423-424) observation that post-positivistic paradigm assumes that research should not be value-free and unbiased but be value-laden, subjective and inter-subjective, even value-driven within the critical paradigm.

Post-positivistic paradigm allowed the voice and role of the researcher and the participants to be heard and noticed in the research. It also enabled the researcher to understand the phenomenon under evaluation. It is against all this background that the post-positivist philosophy was found to be most suitable for the present study which sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. The post-positivistic paradigm enabled the researcher to interrogate multiple perceptions, knowledge, views and experiences of university counsellors and students to establish the effectiveness of guidance and counselling services offered in their universities. As Tüzemen (2016:8) and Romm (2014:135) note the paradigm led to a relativist and critical realist approach towards the principal issues (ontology, epistemology and methodology) regarding the phenomenon guidance and counselling in Zimbabwean universities. The post-positivistic paradigm thus allowed the researcher to critically get closer to the truth about the effectiveness of guidance and counselling offered in these universities.

The post-positivistic paradigm is endowed with flexibility that allowed the researcher to collect, analyse and discuss participants' experiences, knowledge and perceptions at ease regarding the phenomenon in question, without emotionally haranguing them. The paradigm helped the researcher to establish counsellors' competencies, information which aided in the evaluation of

the effectiveness of guidance and counselling services offered in their universities. The following section discusses the research design adopted for this study.

3.3 RESEARCH DESIGN

This study adopted the mixed methods research design which incorporates both quantitative and qualitative research methods. A research design is a procedural plan that is adopted by the researcher to answer research questions validly, objectively, accurately and economically (Bryman, 2012:46; Creswell, 2009:3; Wiersma & Jurs, 2009:118; MacMillan & Schumacher, 2006:22; Kumar, 2005:84; Punch, 2004:149). The mixed methods research design was adopted because it addressed different aspects of the research procedure from philosophical assumptions to data analysis as noted by Bryman (2012:46) and DeLisle (2011:92). Yin (2003:19) notes that colloquially a research design is an action plan for getting from here to there, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers. In this study the research design had two main functions, that is, it related to the identification and or development of procedures and logistical arrangements required to undertake the study and it emphasised the importance of quality in these procedures as noted by Kumar (2005:84). The following subsection discusses the mixed methods research design.

3.3.1 Mixed methods design

As indicated earlier, the post-positivism paradigm adopted for the present study made it imperative that the mixed method design be adopted for the study. The mixed methods design which is also referred to as the 'third methodological movement' (Venkatesh, Brown & Bala, 2013:22; Johnson, Onwuegbuzie & Turner, 2007:129), has become a valid alternative to either quantitative or qualitative research designs (Caruth, 2013:112), and for this reason it was adopted for the present study. Mixed methods design is a growing area of methodological choice for many academics and researchers from across a variety of discipline areas (Khalid, 2017:22; Molina-Azorin, 2016:37; Cameron, 2011:96; Bergman, 2009:11). In this study the mixed methods design involved collecting, analysing and interpreting quantitative and qualitative data in a single study (Kaur, Vedel, Sherif & Pluye, 2019:667; Almeida, 2018:137; Olivier, 2017:4; Khalid, 2017:22; Molina-Azorin, 2016:37; Bryman, 2012:628; Leech & Onwuegbuzie, 2009:26). The mixed methods design in this study can be summarised as the integration of qualitative and

quantitative methods in examining a research problem (Fidel, 2008:266; Bazeley, 2006:66; Brannen, 2005:176). The mixed methods design was employed in this study to get a balanced views, perceptions and experiences of students and guidance counsellors in the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities.

There are various approaches of mixed methods designs but the present study employed the convergent parallel, also referred to as the concurrent triangulation mixed methods design, which involves the simultaneous collection, merging and use of both the quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Mohajan, 2018:12; Almeida, 2018:140; Molina-Azorin, 2016:37; Terrell, 2012:268; Creswell & Clark, 2011:70; Creswell, 2009:14-15; 403; Creswell, 2006:64). Thus, a questionnaire containing both open ended and closed ended questions was self-administered to students for purposes of collecting both qualitative and quantitative data concurrently. Face to face interviews with counsellors were also conducted roughly at the same time by trained research assistants.

Mixed methods design recognises and works with the fact that the world is not exclusively quantitative or qualitative; it is not an either quantitative or qualitative but a mixed world (Creswell, 2014:14; Terrell, 2012:268; Cohen, Manion & Morrison, 2011:22). The above noted fact made the mixed methods design attractive and efficient in that the researchers were able to collect both quantitative and qualitative data during a single data collection phase roughly the same time. The mixed methods design is useful as neither the quantitative or qualitative approach by itself is adequate to best understand the research problem thus the strengths of both quantitative and qualitative research can provide the best understanding of the problem (Caruth, 2013:117; Nyaruwata, 2013:110; Terrell, 2012:268; Creswell, 2009:18; 121; Connelley, 2009:31; Yin, 2006:45; Fidel, 2008:266; Denscombe, 2008:272; Johnson & Onwuegbuzie, 2004:14-15). In this regard, the mixed methods design was employed for purposes of obtaining different but complementary data that had both depth and breadth regarding the phenomenon under study (Venkatesh, Brown & Bala, 2013:45; Creswell & Plano Clark, 2007:65; Teddie & Yu, 2007:86), that is the effectiveness of guidance and counselling services in Zimbabwean universities.

The researcher also used the mixed methods design to directly compare and contrast quantitative statistical results with qualitative findings and to validate findings or expand quantitative results with qualitative data (Terrell, 2012:268; Nzaluba, 2011:56-57; Creswell, 2006:64). The mixed methods design was also used for purposes of completeness in this research (Caruth, 2013:113). The research approach ensured credible representation of experiences or associations that are attained through qualitative and quantitative methods. For example, closed questions in students' questionnaires generally did not allow flexibility hence some information might have been lost or not catered for. In such cases, qualitative methods might have added completeness to the data through the use of interviews and open ended questions in questionnaires.

The mixed methods design was also used for corroboration purposes in this research. In the present study this mixed methods design was necessary to uncover information and perspectives, increase corroboration of the data and render less biased and more accurate conclusions (Olivier, 2017:4; Almeida, 2018:137; Khaldi, 2017:38; Venkatesh et al., 2013:45; Reams & Twale, 2008:133; Brannen, 2005:176) regarding the effectiveness of guidance and counselling services offered in Zimbabwean universities. Thus, data collected from closed questions in students' questionnaires were corroborated with data from open ended questions in the same questionnaire and those from counsellors' interviews. The mixed methods design particularly the concurrent triangulation strategy which was adopted in this study had the advantage that data collection and analysis was completed more quickly (Bamberger, 2012:9) and fostered flexibility in the research process at the same time creating new insights and possibilities that one method could not have produced (Fidel, 2008:267). According to Caruth (2013:119), and Cohen et al. (2011:25), for evaluation studies (like the current study), the mixed method design presented opportunities to understand 'how' and 'why' questions regarding the phenomenon being evaluated. Thus, it presented a more robust conclusion of the research (Ritchie & Lewis, 2010:39; Creswell, 2009:203; Bird, 2009:1310). The mixed methods research design has limitations though that the researcher was wary of.

The mixed methods design can be difficult for a single researcher especially when two designs are used concurrently as they require quality time and expertise (Almeida, 2018:138; Caruth, 2013:115; Terrell, 2012:268; Creswell, 2009:214; Ritchie & Lewis, 2010:38; Onwuegbuzie & Collins, 2007:303; McMillan & Schumacher, 2006:401). Research assistants were therefore

trained so that they would be familiar with quantitative and qualitative research methods (Creswell, 2012:66; Creswell, 2003:22). Specifically, research assistants were trained on how to gain entry into research sites, how to administer questionnaires and how to conduct interviews. Although Robson (2011:16) maintains that it is difficult to judge what would have been gained by employing both methods in one research the researcher believes that it is highly probable that the present research yielded validity and reliability (trustworthy and dependable) results through this mixed methods design. Richer insights into the effectiveness of guidance and counselling services offered in Zimbabwean universities may were likely produced through the mixed methods design than what could have been collected by utilising either qualitative or quantitative research approach only. It is however, important to note that because this study adopted the mixed methods design, it did not endeavour to establish relationships between or among any notable variables in the phenomenon being studied or have questions or hypotheses that pose such relationships (Creswell, 2009:7) as is reflected by the research questions in Chapter 1. The following subsection discusses the importance and relevance of the qualitative research method to this study, as part of the mixed methods design.

3.3.2 The importance and relevance of qualitative research method

As indicated earlier, qualitative research methods were used in this study to complement quantitative methods. Qualitative research is a form of systematic empirical inquiry which aims at understanding and interpreting behaviours, contexts and interrelations in the nature of things (Almeida, 2018:138; Creswell, 2014:4; Rovai, Baker & Ponton, 2014:4; Denzin & Lincoln, 2011:3; Munichello & Kohler, 2010:12; Creswell, 2009:4; Denzin & Ryan, 2008:580). Denzin and Lincoln (2011:3) and Tewksbury (2009:39; 52) note that qualitative research consists of a set of interpretive material practices that makes the world visible as the method emphasises the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency. The fact that qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view (Leedy & Ormrod, 2005:94; Denzin & Lincoln, 2005:10) worked perfectly for this study that sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. Interviews that were conducted with university counsellors and open ended

questions that were responded to by students brought out useful information regarding the extent to which guidance and counselling services offered in Zimbabwean universities were effective.

Qualitative research was also ideal for the present study because it is a naturalistic inquiry that studies people in their natural settings where they experienced the issue or problem under study (Denzin & Lincoln, 2011:3; Creswell, 2009:175; Gibson & Brown, 2009:8; Silverman, 2007:351; Williams, 2007:69; Marshall & Rossman, 2006:2; Punch, 2004:148). Thus, this method helped the researcher to explore and establish participants' experiences, knowledge and perceptions regarding guidance and counselling services offered in their universities, information which was then used to evaluate the effectiveness of these services offered in these institutions. It is important to realise that narrative (qualitative) research not only conveys information but brings information to life (Morrison, 1993:553). In this regard, data collected from students and counsellors would be used to improve and, or enhance guidance and counselling services offered in Zimbabwean universities. Essentially, qualitative research enables and challenges practitioners and policy makers to pay attention to detail (Chilisa & Preece, 2005:184; Tewksbury, 2009:39). In the present study qualitative research enabled the researcher to probe for underlying values, beliefs and assumptions of participants regarding effectiveness of guidance and counselling services offered in Zimbabwean universities.

Another notable advantage of qualitative method in this study, especially interviews, is that the researcher was able to identify and handle response bias as it occurred, rather than afterwards (Choy, 2014:99). The researcher was therefore able to seek clarifications and elaborations regarding counsellors' opinions and perceptions regarding effectiveness of guidance and counselling services offered in their universities, thereby enhancing the quality of the data being collected. It was envisaged that the qualitative approach helped researchers to collect authentic and experiential data because the researchers collected data themselves. In this regard, Wiersma and Jurs (2009:232) concur with Denzin and Lincoln (2005:10) that qualitative researchers are key instruments as they collect data themselves through interviews and observing behaviour. As a result, they make an interpretation of what they see, hear and understand (Creswell, 2009:175-176). Thus, participants of the current study presumably described phenomena in rich detail and in the entire research process the researchers kept a focus on learning the meaning that the

participants held about the problem or issue, not the meaning that the researcher brings to the research or writers express in the literature as noted by Creswell (2009:175).

Knowledge produced by qualitative research methods however, was not generalised to other settings as only 99 people participated in the research study. This is in sync with Johnson and Onwuegbuzie (2004:19) and Nyawaranda (2003:36)'s observation that qualitative research seeks insight rather than statistical analysis. Generally, qualitative research is said to be characterised by bias created by interpretations of the researcher and, or untruthful or biased respondents (Creswell, 2009:177; Johnson & Onwuegbuzie, 2004:4; Patton, 2002:226). In this regard, Denzin and Lincoln (2005:9) caution investigators not to impose their assumptions, limitations or delimitations and accept that reality exists as the respondent sees it. This study adopted the mixed methods design, so this limitation may not have affected the validity of the results as it may have been addressed by the strengths of quantitative research. The researchers also tried to build flexible but professional rapport with participants so that they would not feel intimidated and that they would also understand the seriousness of the study. Where necessary the researchers sought clarification through probing so that authentic data would be collected. Generally, collection of qualitative data is said to be time consuming. This means the researcher spends extensive time in the field collecting extensive data, then spends many hours presenting, analysing and reporting the findings (Creswell, 2013:49; ACAPS, 2012:10; Johnson & Onwuegbuzie, 2004:19; Yauch & Steudel, 2003:472). In this regard the researcher enlisted the services of trained research assistants to ease the load. The following section discusses the quantitative research method as part of the mixed methods design.

3.3.3 Quantitative research method

The quantitative research method, which is typically considered to be the more 'scientific' approach to doing social research by positivists (Tewksbury, 2009:39), was used in this present study to collect quantitative data from university students through closed questions. It is worth reiterating that although ideally quantitative research is a means for testing hypotheses and objective theories by examining the relationship among variables (Bryman, 2012:176; Creswell, 2009:4; Babbie, 2007:85, 87; Nueman, 2006:151; Berg, 2001:3; Leedy & Omrod, 2001:100), it was not used for that purpose in this study. Quantitative data was used to explain and describe

university students' perceptions, experiences, knowledge and understanding of guidance and counselling services in their universities. This was done through collection of numerical data that were analysed using descriptive statistics (Ramona, 2011:1108; Aliaga & Gunderson, 2000:3; Creswell, 2003:153; Williams, 2007:66; Neumen, 2006:52). The quantitative method also helped identify important beliefs and attitudes of the participants (Kaur et al., 2017:669; Creswell, 2012:376; Reams & Twale, 2008:256) regarding the effectiveness of guidance and counselling services.

Johnson and Onwuegbuzie (2004:19) and Yauch and Steudel (2003:47), note that the quantitative method has two significant advantages (which were relevant to the present study). First, it is administered and evaluated quickly and responses are tabulated within a short space of time. Second, the numerical data obtained through this method allow determination of the extent of agreement or disagreement between respondents (Yauch & Steudel, 2003:47). In this study, quantitative data were collected legitimately and rigorously, using appropriated methods, that is questionnaires, and analysed critically, to achieve reliability (ACAPS, 2012:6) as the data are relatively independent of the researcher (Williams, 2007:66; Johnson & Onwuegbuzie, 2004:19).

Quantitative methods have limitations which the researcher was wary and took care of. Quantitative data are subject to sampling errors which may result in biased results (Chilisa & Preece, 2005:117). Johnson and Onwuegbuzie (2004:19) note that if not careful, the researcher may miss out on phenomena occurring and knowledge produced may be too abstract and general for direct application to specific local situations, contexts and individuals. However, in the present study these limitations were taken care of by employing a questionnaire comprising closed-ended and open-ended questions which to a larger extent helped in providing understanding and description of respondents' personal experiences and perceptions about guidance and counselling services offered in their universities. The following section describes the population that the researcher worked with.

3.4 POPULATION

The population for this study comprised all the 18 universities in Zimbabwe with approximately 75000 students and 200 counsellors. Research population is a well-defined collection of individuals known to have similar characteristics (Asiamah, Mensa & Oteng-Abayie, 2017:1610;

Taherdoost, 2016:19; Alvi, 2016:10; Sekaran & Bougie, 2012:262; Explorable, 2009:1; Best & Khan, 2008:115; Polit & Beck, 2006:258). This study focused on university counsellors and students because they are the implementers of guidance and counselling services and beneficiaries of these services respectively. The researcher anticipated that the defined research participants would be able to give rich information and insights regarding the effectiveness of guidance and counselling services offered in their universities. The study did not however involve all universities in Zimbabwe but worked with a total of four universities. The following section describes the sample that took part in the present study.

3.5 SAMPLE AND SAMPLING PROCEDURE

Four Zimbabwean universities comprising two state universities (one in Harare Province and the other one in Mashonaland Central Province) and two private universities (both in Harare Province) were conveniently selected to participate in the study. The researcher chose to work with these universities because of their proximity to where she resides and works.

The present study had two independent samples from each of the four Zimbabwean universities and the size of the samples for counsellors for each university varied depending on the size of the institutions. A sample of 99 participants (19 counsellors and 80 students) was selected from the four universities. The state university in Harare Province had the largest number of participants (counsellors) because it is the oldest university in Zimbabwe. However, there were an equal number of male and female students participating in the study in all the four universities.

Convenience sampling strategy was employed to select 80 students (second year upwards) to take part in the study. A convenient sample is one that is simply available to the researcher by virtue of its accessibility (Taherdoost, 2016:22; Alvi, 2016:29; Bryman, 2012:201; Teddie & Yu, 2007:78; Gray, 2004:88; Davis & Sutton, 2004:151). The students (second year upwards) selected to participate in the study were ideal because they had some exposure to and, or knowledge of guidance and counselling services offered in their universities. Thus, the students were regarded rich sources of information regarding the nature of the services offered in their universities.

Purposive sampling technique, on the other hand, was used to select counsellors from the four universities who took part in the study. A purposive or judgmental sample is one that is selected based on the characteristics and knowledge of a population and which are deemed by the researcher to be crucial to understanding the phenomenon being investigated (Taherdoost, 2016:23; Alvi, 2016:30; Singleton & Straits, 2010:173; Wiersma & Jurs, 2009:342; Ritchie, Lewis & Elam, 2008:78; Barbour, 2008:52; Neuman, 2006:222). Thus, the sample for the present study was handpicked on the basis of their relevance to the problem under study (Cohen, Manion & Morrison, 2007:115). The sample comprised information- rich counsellors from which the researcher got insight about the issues concerning guidance and counselling services offered in the four universities. A total of 19 counsellors took part in the study. These counsellors interviewed included lecturers, deans of students, sports staff, wardens in the halls of residence, clinic staff and the chaplaincy and all of them guided and counselled students on a part-time basis. A description of the sample for students and guidance counsellors is given on the next page.

Table 3.1: Students and Counsellors' Demographic Data (N=99)

Respondents	Characteristic	Characteristic Description	Frequency	Percentage
Students	Gender	Male	40	50,0
		Female	40	50,0
	Age	19-24 years	63	78.8
		25-30 years	11	13.8
		31 or more years	6	7.5
	Year of study	Second Year	45	56.3
		Third year	9	11.3
		Fourth year	26	32.5
		Total	80	100.0
	Guidance counsellors	Gender	Male	8
Female			11	57.9
Age Range		25-30 years	1	5.3
		31-35 years	3	15.8
		36-40 years	1	5.3
		40+ years	14	73.7
Teaching Experience		1-5years	1	5.3
		6-10 years	4	21.1
		11-15 years	1	5.3
		16+ years	7	36.8
		No teaching experience	6	31.5
Highest Counselling Qualification		Certificate in Counselling	2	10.5
		Diploma in Counselling	3	15.8
		MSc. in Counselling	2	10.5
		Not trained	12	63.2
Type of Institution		State University 1	4	21.1
		State University 2	10	52.6
		Private University 1	3	15.8
		Private University 2	2	10.5
		Total	19	100.0

The section on the next page describes the specific research instruments that were used to collect data from students and guidance counsellors in Zimbabwean universities.

3.6 INSTRUMENTATION

In the present study research data were collected from students and counsellors by means of a questionnaire and unstructured interviews respectively. Below, a description of the questionnaire is given.

3.6.1 Questionnaire

A Likert scale type of questionnaire was used for the present study. The questionnaire was self-administered. A questionnaire is a document containing questions designed to solicit information appropriate for analysis (Kabir, 2017:208; Roopa & Rani, 2012:273; McMillan & Schumacher, 2010:158; Babbie, 2009:244; Gray 2004:187). Zohrabi (2013:254) notes that questionnaires are one of the primary sources of obtaining quantitative data in any research endeavour, so in this study questionnaires were used to collect quantitative data from students. Information sought from respondents was about their knowledge, perceptions, beliefs and feelings about the effectiveness of guidance and counselling services offered in their universities. Respondents indicated how strongly they agreed or disagreed with given statements using a number of positions on a five point scale (Bryman, 2012:166; Lodico et al., 2010:98). The researcher adopted Bryman's (2012:166) suggestion that since the scale measures intensity; the scoring of responses should be carried out so that a high level of intensity of feelings in connection with each indicator receives a high score. For example, a score of '5' would be given for a very strong positive feeling, that is, 'strongly agree' and a score of '1' for very negative feelings, 'strongly disagree'.

The questionnaire also contained open-ended questions to complement closed questions. Nunan (1999:143) maintains that it is better that any questionnaire includes both closed-ended and open-ended questions to complement each other and reduce researcher bias. Thus, closed-ended questions provided the inquirer with quantitative or numerical data and open-ended questions with qualitative or text information (Kabir, 2017:202; Zohrabi, 2013:254; Roopa & Rani, 2012:274), regarding the effectiveness of guidance and counselling services in Zimbabwean universities.

Questionnaires have advantages which made them ideal for the present study. They are the most effective, cheap and efficient way of eliciting views and opinions from a large number of participants in a structured way (Murth & Bhojana, 2008:109; Gray, 2004:188; Wilkinson & Birmingham, 2003:10; Denscombe, 2003:159-160). In this study a relatively large number of students (80) responded to the questionnaires. Denscombe (2003:159-160) further notes that questionnaires also supply standardised answers as all respondents are posed with exactly the same questions and pre-coded answers that allow for speedy collation and analysis of data by the researcher. However, in this study open-ended questions were equally important in that the responses to these types of questions more accurately reflected what the respondent wanted to say (Zohrabi, 2013:254). According to Gillham (2000:5), open-ended questions can lead to a greater level of discovery that is why they will complement closed-ended questions in this study.

The questionnaire was also ideal for this study because it offered the possibility of complete anonymity which is crucial in obtaining information about people's personal practices (Brink 2009:147; Chireshe, 2006: 92). Wood and Roskerr (2011:182) also add that there is privacy and confidentiality in questionnaires since no name is given. In the current study respondents were not asked to write their names on the questionnaire. It is likely that anonymity enhanced validity and trustworthiness of the responses as respondents felt a great sense of anonymity responding to the questionnaire. Questionnaires were also chosen for this study because they are easy to analyse (Pathak, 2008:109). The critical point though is that when designing the questionnaire, the researcher was obliged to ensure that it was valid, reliable and unambiguous (Richards & Schmidt, 2002:438). This was ascertained by research experts who include the researcher's promoter, as well as by conducting a pilot study with students with similar attributes to those who then participated in the main study. This procedure is important because as Borg et al. (1999:219) note questionnaires are susceptible to researcher bias. For instance, leading questions, that is, questions that give respondents a clue to the most desired answer, more often than not yield biased responses. Conducting a pilot study ensured that such issues were addressed as noted by Roopa and Rani (2012:275).

As already noted the questionnaire, in this study, was self-administered to a group of students at one time and place to ensure high return rate. The researcher and assistant researchers were present to explain any unclear questions and the conditions under which the questionnaire was to

be filled out. The questionnaire had distinct categories that systematically led to the evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities as follows:

Introduction: This part introduced the researchers, described the nature and purpose of the research and requested prospective participant's consent to take part in the research. Participants were informed that participation would be on a voluntary basis and that they had the right to withdraw from the research at any time.

Section A: collected participants' demographic data.

Section B: contained questions on guidance and counselling services offered in Zimbabwean universities.

Section C: focused on purpose of guidance and counselling services offered in universities.

Section D: focused on programme evaluation and research.

Section E: focused on students and counsellors' perceptions of guidance and counselling services offered in their universities.

Section F: focused on guidance-counsellors' competencies.

Section G: contained questions on enhancing guidance and counselling services offered in universities.

As indicated earlier, interviews were conducted with counsellors from different universities to establish the effectiveness of guidance and counselling services in Zimbabwean universities. The section below gives information regarding the nature of such interviews.

3.6.2 Interview schedule

In the present study the researcher sought open-ended answers related to a number of questions and themes regarding the effectiveness of guidance and counselling services offered in the targeted four Zimbabwean universities. Unstructured interviews, which Kabir (2017:213) and Saunders, Lewis and Thornhill (2012:375) refer to as in-depth interviews, were conducted with selected counsellors, on a one on one basis. According to Roopa and Rani (2012:275) and Burns

(1999:118), interviews are a popular and widely used means of collecting qualitative data. The researcher used unstructured interviews as they are conversational in nature as noted by Burns (1999:119). In this study, interviewees were given the opportunity to talk freely about their knowledge, experiences and perceptions of effectiveness of guidance and counselling services offered in their universities. That is why this type of interaction (unstructured interview) is sometimes called non-directive or informant interview since it is the interviewee's perceptions that guide the conduct of the interview (Saunders et al., 2012:375). It was therefore anticipated that these instruments would yield valid and reliable data as interviewees (counsellors) were not coerced to give researchers information.

Unstructured interviews were ideal for the present study as they attempted to draw out rich information, attitudes, opinions and beliefs around particular themes, ideas and issues without predetermined questions (Kabir, 2017:213; Khaldi, 2017:25; Adhabi & Anozie, 2017:90; Sekaran & Bougie, 2012:15; Gay et al., 2011:388; O'Leary, 2010:195; Johnson & Turner, 2003:308). Thus, unstructured interviews drew out interviewees' information, attitudes, opinions and beliefs about the effectiveness of guidance and counselling services in their institutions. Most importantly, in this research unstructured interviews allowed the researcher to get first-hand information directly from some knowledgeable informants as noted by Adhabi and Anozie (2017:91) and Zohrabi (2013:255). However, interviews are generally time consuming and have low perceived respondent anonymity (O'Leary, 2010:196; Johnson & Turner, 2003:308). To address this issue interviews were conducted within stipulated time and interviewees were assured that their identities and information would be kept confidential. Interviews followed a similar but less stringent structure than the questionnaire since these interviews were not strictly based on predetermined questions.

The questionnaire and unstructured interview items used for this study were obtained from the literature reviewed in Chapter 2. Examples of such items are shown on the next page.

Table 3.2: A Grid Showing Examples of Items Obtained from Literature Study by Authors

Items	Author(s)
Guidance and counselling services offered in universities: orientation; information; academic; personal-social; career; consultation; assessment; placement; referral; and follow-up.	Ostergard et al., 2019:151; Ali & Shafiq, 2019:139; Lemesa, 2018:12; Denovan & Macaskill, 2017:505; Thuryrajah et al., 2017:1; Dogan, 2012:91), Murray et al., 2016:131; 425; Karimi et al., 2014:37; Adedoyin, 2012:221
Purposes of guidance and counselling: personal-social; information; academic; career; assessment; placement; follow-up; referral; and consultation.	Sakiz & Saricah, 2019:70; Sinthia et al., 2018:244; Broglia et al., 2017:13; Jenkins, 2018:15; Beks et al., 2018:681; Rajkamal & Prema, 2018:16; Murray et al., 2016:137; Hines et al., 2017:4; Munyaradzi & Addae, 2019:265; Ojeme, 2019:30; Alemu, 2013:28; Wamalwa, 2019:11; Ng & Yuen, 2016:3), Robert & Kinga, 2016:74; Calaguas, 2012:51; Oluremi, 2015:703
Programme evaluation and research	Forbes-Mewett, 2019:12; Strepparava et al., 2016:431; Buizz et al., 2019: Beks et al., 2018:62; Babatunde, 2018:155; Lasode et al., 180; Agbajor, 2017:2; Muslikah, 2018:243; Oluremi, 2015:700; IACS, 2005:5
Students and guidance counsellors' perceptions of guidance and counselling services offered in universities.	Hanimoglu, 2018:763; Buizza et al., 2019:597; Babatunde, 2018:154; Lasode et al., 2017:179; Munyaradzi & Addae, 2019:270; Strepparava et al., 2016:431; Buizz et al., 2019:597; Karimi et al, 2014:42; Lasode et al., 2017:179; Randall & Bewick, 2016:90 Wulz et al., 2018:212; Chireshe, 2006:106
Guidance- counsellors' competencies: effective communication; listening skills; observing ethics	Wamalwa, 2019:11; Munyaradzi & Addae, 2019:266; Sinthia et al., 2018:245; Songoko et al., 2013:111; Tannen & Daniels, 2019:407; Wambeti & Mwenda, 2016:256; Bhochohibhoya et al., 2017:675; Johnson et al., 2018:1868; Barden, 2017:204; Todd, 2017:30; Egan, 2007:63; Lunikari & Puukari, 2005:8
Enhancing effectiveness of guidance and counselling services offered in educational institutions	Broglia et al., 2017:442; Thuryrajah et al., 2017:3; Randall et al., 2016:87; Mapfumo, 2001:26; Chireshe, 2006:190, Munyaradzi, 2019:266; Ojeme, 2019:30; Robert & Kinga, 2016:78; Cheruiyot & Orodho, 2015:138; Wango, 2006:179; Wamalwa, 2019:19; Babatunde, 2018:153; Lemesa, 2018:15; Thuryrajah et al., 2017:4; Hines et al., 2017:4; Gilfillan, 2018:7

3.6.3 Training of research assistants

Two research assistants were conveniently selected and trained to assist in the collection of data from research participants. The research assistants, who work at a well-established research organisation in Harare, also assisted with data capturing and analysis. Training the research assistants ensured standard collection of data. The purpose of the research was explained and research ethics spelt out. Research assistants filled in a confidential form committing themselves to collecting data from participants ethically and professionally. They participated in the pilot study which essentially helped them to familiarise with research instruments and procedures. The next subheading highlights the importance of the pilot study in the present study.

3.7 PILOT STUDY

A pilot study was run with few participants, that is, counsellors and students at State University 2 in Harare Province. This group of participants did not participate in the main study. Nardi (2006:95) maintains that participants in the pilot study should not be part of the final sample because they would be familiar with the data collection tools. Thus, involving them again in the main study could yield biased results. Permission to carry out the pilot and main study was granted by the University Registrar (See Appendix D). In the present study pilot study questions were examined for bias, sequence, clarity, face validity and then were tested on small groups to determine their usefulness and reliability (Cohen et al., 2008:206; Marshall & Rossman, 2006:125). Thus, pilot testing provided a good way of assessing whether the questionnaire flowed, the instructions were adequate, the wording of the items and format were clear, and whether the questionnaire could be completed within a reasonable time (Roopa & Rani, 2012:275; Creswell, 2012:390; Blumberg, 2011:58; Burns & Grove, 2009:42; Wiersma & Jurs, 2009:205-206; Riet & Durrheim, 2006:94; Brink, 1996:173-174). The pilot study also gave researchers an opportunity to discuss critical observations that were likely to have a bearing on the main study.

3.7.1 The sample

As indicated earlier, the pilot study was run at State University 2 in Harare Province. The sample of the pilot study consisted of 4 counsellors (2 females and 2 males), who were purposively selected to take part in in-depth interviews and 10 (6 females and 4 males) conveniently selected

students who responded to questionnaires. All questionnaires were self-administered. Proper data collection procedures were adhered to to ensure that findings of the pilot study would not be compromised. The demographic data for the pilot study samples (for both questionnaires and interviews) are given in tables 3.3 and 3.4.

Table 3.3: Students Pilot Study Sample Grid (N= 10)

Characteristic	Characteristic Description	Frequency	Percentage
Gender	Male	4	40.0
	Female	6	60.0
Age	19-24 years	5	50.0
	25-30 years	4	40.0
	31 or more years	1	10.0
Year of study	Second Year	1	10.0
	Fourth year	9	90.0
Type of institution	State University	10	100.0

Table 3.4 on the next page shows demographic data for the pilot study conducted with university counselors.

Table 3.4: Counsellors' Pilot Study Grid (N=4)

Characteristic	Characteristic Description	Frequency	Percentage
Gender	Male	2	50
	Female	2	50
Age	40+years	4	100
Experience as Counsellor	16+years	4	100
Teaching experience	16+years	4	100
Highest Counselling Qualification	Certificate in Counselling	2	50
	Other	2	50
Type of Institution	State University	4	100

Below is a summary of the information (drawn from the consent forms and information sheet) that guided respondents:

This questionnaire seeks to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. The study forms part of the researcher's Doctor of Philosophy in Psychology of Education Degree at the University of South Africa (UNISA) and it is envisaged that it may help to enhance the effectiveness of guidance and counselling services offered in Zimbabwean universities. You were selected to participate in this study because as a student you are one of the beneficiaries of guidance and counselling services offered to students by counsellors at your university. You are not required to write your name, so anonymity is assured. All information you provide will be strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for participating in this study.

As Creswell (2009:150) suggests the researchers incorporated significant participants' comments into the final instrument. Respondents however indicated that it was rather long. This was

evidenced by some gaps on open ended questions. However, the questionnaire was not altered because the researchers strongly felt that altering it would have meant interfering with the focus of the research questions. Researchers agreed to give respondents more time to complete the questionnaire. They also conceded that open ended questions that required respondents to explain their responses to closed ended questions or required respondents to give or comment on any other forms of guidance and counselling services offered by their universities would not matter much if they were left unanswered, for example, Questions 6.i); 8.i); 10.i); 12.i); 14.i); 17.i); 19.i); 21.i); 23.i); 25.i); 29.i); 32.i); and 36.i). The researchers made the assumption that the respondents who left such questions unanswered may not have information regarding the aspects indicated on the questionnaire besides the ones given on the questionnaire.

The four pilot interviews were insightful as researchers involved interviewees in post-interview reviews. It emerged from the reviews that interviewers tended to ask leading and closed ended questions which either gave them either biased responses or limited responses. However, some closed ended questions meant to probe further interviewees or to seek clarification were considered relevant.

The researcher ensured that issues of validity and reliability of data in quantitative research and trustworthiness in qualitative research were addressed in the present study. The following section discusses validity and reliability of quantitative data.

3.8 VALIDITY AND RELIABILITY OF QUANTITATIVE DATA

It is a requirement and expectation that scientific researches be valid and reliable. Therefore, issues of validity and reliability of research data and findings were inevitable in the present study.

3.8.1 Validity

Validity is concerned with the integrity of the conclusions that are generated from a piece of research (Taherdoost, 2016:29; Bryman, 2012:47; Creswell, 2009:190; Shank, 2006:114; Masango, 2006:99; Burns, 1999:160). It is also concerned with whether the research is believable and true and whether it is evaluating what it is supposed or purported to evaluate (Zohrabi, 2013:258; Kumar, 2011:165). To ensure content validity of research data and

subsequent findings the researcher constructed research tools that were guided by research questions and objectives outlined in Chapter 1. These research instruments, that is, the questionnaire and interviews were subjected to expert review then pilot tested before they were used in the main study. The researcher's supervisor and other research experts (identified by the researcher) assisted in this regard. Member or respondent validation, which involves taking research evidence back to the research participants to see if the meaning or interpretation assigned is confirmed by those who contributed to it in the first place, was done in this study soon after the data was collected as recommended by Zohrabi (2013:258), Creswell (2007:208) and Lewis and Ritchie (2003:276) to avoid travelling expenses back to research sites. The next subheading explores issues of reliability of quantitative data in the present study.

3.8.2 Reliability

Reliability of research instruments was ascertained in the present study. Reliability relates to the consistency between the data and findings (Ncube 2013:207; Bryman, 2012:49; Bowling, 2009:171-172; Letts, Wilkins, Law, Stewart, Bosch & Westmorland, 2007:10; Nunan, 1999:14). It is also a matter of replicability or repeatability of the study (Mills, Durepus & Wiebe, 2010:805; Babbie, 2009:143). To estimate stability of the questionnaire the researcher administered the questionnaire twice to the same selected respondents. The second administration was done after 5 days but no systematic calculations of the test-retest was done since respondents were not expected to give same answers to set questions because their guidance and counselling knowledge and experiences differed. However, questions that were either consistently unclear or biased were either weeded out or rephrased. The pilot study procedure alluded to earlier, also enhanced the reliability of the research instruments. Cohen et al. (2007:341) note that one of the ways of increasing the reliability, validity and practicability of the questionnaire is to pre-test the questionnaire through pilot study.

3.9 TRUSTWORTHINESS OF QUALITATIVE DATA

Trustworthiness of this study was determined by dependability, transferability, confirmability and credibility of research data and findings. According to Gunawan (2015:10), a study is trustworthy if and only if the reader of the research report judges it to be so. The following

subsection explains how dependability of research data and findings of the present study was achieved.

3.9.1 Dependability

A research is deemed dependable or auditable when another researcher can clearly follow the trail used by the investigator and potentially arrive at the same or comparable conclusions (Olivier, 2017:9; Ryan et al., 2007:743; Letts et al., 2007:10; Trochim, 2006:2; Shenton, 2004:72; Shank, 2006:114). According to Ryan, Coughlan and Gronin (2007:743), dependability is an integral component of rigour and involves the researcher giving the reader sufficient information to determine how dependable the study and the researcher are. To achieve dependability in the present study, the researcher gave clear explanation of the process of research including methods of data collection, analysis and interpretation often indicated by evidence of expert and peer review of the researcher's methodology.

Member or respondent checking was also done in this study. As Shenton (2004:68) recommends, checks relating to the accuracy of the data in the present study took place on the spot in the course, and at the end of the data collection discussions. The researchers played back the interviews recorded as informants who participated in the interviews listened attentively. This gave the participants an opportunity to check on the accuracy of their words, that is, to check whether their words matched what they actually intended to convey. In all the recorded cases, the interviewees agreed with what had been recorded. However, regarding the counsellor who refused to be voice recorded, the interviewer and interviewee reviewed the notes that the interviewer had captured. This exercise gave both the interviewer and interviewee confidence in the research data.

The researcher also achieved dependability by triangulating research tools and participants. Triangulation is defined as a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Khaldi, 2017:23; Shenton, 2004:66; Creswell & Miller, 2000:126). In this study university counsellors were interviewed and students also responded to open-ended questions in a set questionnaire. The following sub section shows how transferability was achieved in the present study.

3.9.2 Transferability

Transferability in qualitative research is achieved by providing a detailed, rich description of the settings studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings that they know (Olivier, 2017:9; Seale, 1999:45; Shenton, 2004:70). In the present study, the researcher explained and described in relative detail research methods, contexts and underlying research assumptions. As Shenton (2004:70) recommends, the researcher also gave detail regarding the number of universities taking part in the study and where they are based; the type of people who contributed data; and the number of participants involved in the fieldwork. The researcher envisaged that as a result of these relatively detailed procedures and processes, transferability of both knowledge and experience of participants in this study to similar situations regarding effective implementation of guidance and counselling programmes offered in universities and other learning institutions may be achieved. The following subsection demonstrates how credibility was achieved in this study.

3.9.3 Credibility

Essentially, the researcher demonstrated credibility of her study. According to Merriam (1998:205), credibility deals with the question, “How congruent are the findings with reality?” To promote confidence that research data and findings regarding the effectiveness of guidance and counselling services offered in Zimbabwean universities were accurately recorded, the researcher made use of triangulation of research methods and participants as alluded to earlier. Thus, university counsellors were interviewed and students also responded to open ended questions. Shenton (2004:66) notes that this procedure is important as individual viewpoints and experiences can be verified against others and, ultimately, a rich picture of the attitudes, needs or behaviour of those under scrutiny maybe constructed based on the contributions of a range of people. The following subsection shows how confirmability was achieved in this study.

3.9.4 Confirmability

Confirmability is the qualitative investigator’s comparable concern to objectivity (Olivier, 2017:9; Shenton, 2004:72). Confirmability according to Seale (1999:45) and Merriam (1998:205) is the degree to which research findings can be confirmed or corroborated by others. As Shenton

(2004:72) suggests, caution was taken in the present study to ensure as far as possible that the research's findings are the result of the experiences, perceptions and understanding of the participants, rather than the characteristics and preferences of the researcher. In this regard triangulation was employed to reduce researcher bias. As Shenton (2004:72) further advocates, the use of audit trail which allows any reader to trace the course of the research step-by-step via the decisions made and detailed methodological procedures taken was phenomenal in this study. Most likely, this description would enhance acceptability of data and constructs emerging from the study. The next section addresses issues of research procedures.

3.10 DATA COLLECTION PROCEDURE: MAIN STUDY

3.10.1 Questionnaire administration

The researcher sought permission to carry out this research from the Ministry of Higher and Tertiary Education, Science and Technology Development and from responsible authorities of the four universities where the study was done (See Appendices B, D, E, F and G). The researchers, with the help of the Department of Students' Affairs in the four universities, self-administered to and collected questionnaires from conveniently selected students. Questionnaires were self-administered at once to a group of students for easy management. The two trained assistant researchers exclusively collected data from all participants at the University of Zimbabwe (where the main researcher works) to ensure that no researcher bias would be traced to the main researcher. The process of member checking was done soon after questionnaire completion. The researchers adhered to all research protocols as was done with the pilot study.

3.10.2 Unstructured interviews

Interviews with university counsellors ran concurrently with questionnaire administration. Most of the interviews, with the exception of two, were conducted by the same research assistant to ensure consistency. The interviewers followed all the laid down research procedures when conducting the interviews, including outlining and explaining research ethics to interviewees. The interviewers did not face many challenges during data collection. All interviews, except one, were voice recorded. The voice recorded interviews were played back and reviewed by the interviewer and interviews as a measure of checking accuracy and meaning of the recorded

information. The interviewer and the interviewee, who refused to have her voice recorded, reviewed the notes that had been captured by the interviewer and there was consensus that the information had been captured correctly.

3.11 DATA ANALYSIS

Data analysis involves data reduction. The aim of data analysis is to transform information or data into an answer to the original research question (Chimhenga, 2014:78). Data were organized and interrogated in ways that allowed researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories as recommended by Hatch (2002:148). Quantitative and qualitative data were collected from students' questionnaires and counsellors' interviews respectively. The data were processed and analysed as described below.

3.11.1 Quantitative data

Questionnaires were given serial numbers and codes. This enabled data capturers to track easily the processing of each questionnaire. Coding responses from rating scales involves converting responses into scores in an objective fashion (Burns & Grove, 2005:455). Double data entry was used and any discrepancies were checked against the original questionnaire to ensure accuracy. Once the data from all questionnaires were captured, the data file was exported to SPSS Version 20 for statistical analysis. Standard data cleaning techniques were implemented (For example, confirming all missing values against original questionnaires, checking for data integrity, cross-checking outliers on individual variables, etc.) and the clean data file was used for analysis and interpretation. During data analysis, frequency tables and cross-tabulations were generated using SPSS Version 20.

Cross-tabulations were performed on the data using the demographic variables (e.g. gender, type of university, age range and year of study) and the data were then presented in the form of tables. Entries in the categories 'Agree' and 'Strongly Agree' were combined (to come up with a single score) during data analysis. This also applied to the entries in the categories 'Disagree' and 'Stongly Disagree.' Quantitative data interpretation was complemented with the qualitative data in situations where this was deemed to be both feasible and appropriate.

3.11.2 Qualitative data

The voice-recorded in-depth interviews with university counsellors were transcribed to enable the researcher to thematically analyse the qualitative data. Thematic analysis refers to the process of analysing data according to commonalities, relationships and differences across data sets (Gibson & Brown, 2009:126; Patton, 2002:453). Qualitative data collected from students' open-ended questions and counsellors' unstructured interviews were presented and analysed narratively in systematic themes derived from research questions outlined in Chapter 1. Ryan et al. (2007:743) and Creswell (2007:148) concur that data and findings from qualitative studies can be represented as a narrative (story), themes, description of the phenomenon under study or an interpretive account of the understanding or meaning of an experience. Thus, in this research emphasis was on inductive analysis, which involved uncovering patterns, themes and categories in the data. Field notes, based on observations during fieldwork, were also used to gain a deeper understanding of the contextual issues emerging from the study. However, similar themes that emerged from quantitative and qualitative data were collated to come up with patterns for easy analysis. The following section discusses research ethics considered in the present study.

3.12 ETHICAL ISSUES

The researcher was obliged to conduct the present study ethically. Punch (2004:281) notes that all social research involves ethical issues since it involves collecting data from people about people. According to Singleton and Straits (2010:47), research ethics which come from society at large and research professions, consist of standards of right and wrong which guide researchers on how to conduct research in morally responsible manner. The researcher's promoter was very instrumental in ensuring that the following ethical issues were observed in this study:

3.12.1 Permission

The researcher applied for an Ethical Clearance Certificate from the University of South Africa before collecting any data from Zimbabwean universities. Permission to carry out the study in the four universities was also sought from the responsible authority, that is, the Ministry of Higher and Tertiary Education, Science and Technology Development and then the four targeted

universities so that the researcher would gain entry into the universities (See Appendices B; D; E; F and G).

3.12.2 Informed consent

The researcher sought written consent of prospective participants to take part in the study after giving them information about the purpose, aim and objectives of the research, composition of the research team and their role in the study. Participants who agreed to participate in the research completed informed consent forms. The participants were also advised that participation in the research was voluntary and those who wished to withdraw from the study midway would be free to do so. According to Henning, Gravett and Van Rensburg (2005:73), informants must be fully informed about the research and should give informed consent to participate. The researcher did not coerce anyone to participate in the study as doing this may have either harmed them emotionally or compromised the quality of data that would be collected. The researcher assured participants that they would not be exposed to any harm (physical, spiritual or psychological) during or after the study.

3.12.3 Confidentiality

The researcher assured participants that the information they would give to researchers would not be divulged to other people who have nothing to do with the study. The researcher also assured participants that they had the right to decide when, where, to whom and to what extent their attitudes, beliefs and behaviour would be revealed as recommended by Singleton and Straights (2010:60). This is important because if participants know that their privacy and sensitivity will be protected and know what will happen with the information after it has been recorded (Henning, 2004:6) they will undoubtedly participate freely in the study.

3.12.4 Anonymity

In the present study all participants and data were as much as possible kept anonymous. No participants' names were written on questionnaires or interview schedules. Instead the researcher assigned numbers or codes to participants as suggested by Creswell (2013:174) and Ruane (2005:19).

3.13 SUMMARY

This chapter outlined the research methodology that the present study adopted. The present study worked with both quantitative and qualitative data collected from students and university counsellors. For this reason the study was grounded on post-positivism philosophy which assumes that reality is multiple, subjective, culturally and mentally constructed by individuals. The paradigm helped the researcher to establish, among other important aspects, counsellors' competencies, information which aided in the evaluation of the effectiveness of guidance and counselling services offered in their universities. This study adopted the convergent parallel method, also referred to as the concurrent triangulation mixed method, which involves the simultaneous collection, merging and use of both the quantitative and qualitative data in order to provide a comprehensive analysis of the research problem.

Four Zimbabwean universities comprising two state universities (one in Harare Province and the other one in Mashonaland Central Province) and two private universities (both in Harare Province) were conveniently selected to participate in the study, from the 18 universities in Zimbabwe. Eight students and nineteen counsellors from the four universities participated in the study. Research data were collected ethically from the students and counsellors by means of questionnaires and unstructured interviews respectively. Validity and reliability of quantitative data and trustworthiness of qualitative data were ensured in the study. The next chapter presents, analyses and discusses data collected from students and counsellors from the four universities in Zimbabwe.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This study aimed at evaluating the effectiveness of guidance and counselling services offered in Zimbabwean universities. The previous chapter discussed the research methodology. This chapter presents, analyses and discusses data generated from the empirical study. The sub-questions which guided data collection also informed data presentation, analysis and discussion. The research findings are discussed under the following themes derived from research questions outlined in Chapter 1: Guidance and counselling services offered in Zimbabwean universities; perceptions of students and counsellors about guidance and counselling services; guidance counsellor competencies and enhancing guidance and counselling services in universities. Data generated from students' questionnaires are presented and analysed first, then complemented by data from counsellors' interviews. The data from students' questionnaires are summarised in tables. The findings are discussed against prevailing literature. The next section presents and analyses data on guidance and counselling services offered in Zimbabwean universities.

4.2 GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

The first sub-question outlined in Chapter 1 focused on establishing the nature of guidance and counselling services offered in Zimbabwean universities. Data to address this question were collected from both students' questionnaires and guidance counsellors' interviews. Research data from students' questionnaires are presented and analysed first.

4.2.1 Students' responses

The findings from students' responses are presented in Table 4.1 on the next page.

Table 4.1: Types of Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Guidance and Counselling Services	Strongly Disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total Valid Responses N
Orientation	1(1)	4(5)	4(5)	28(35)	43(53.7)	80
Information	5(6.3)	5(6.3)	5(6.3)	46(58.3)	18(22.8)	79
Personal-social	3(3.9)	16(20.5)	20(25.6)	31(39.7)	8(10.3)	78
Academic	1(1.3)	9(11.3)	6(7.5)	33(41.3)	31(38.8)	80
Career	8(10.1)	12(15.2)	11(13.9)	30(38.0)	18(22.8)	79
Assessment	3(3.8)	12(15.2)	23(29.1)	21(6.6)	20(25.3)	79
Placement	8(10.3)	20(25.6)	16(20.5)	26(33.3)	8(10.3)	78
Referral	5(6.4)	20(25.6)	10(12.8)	34(43.7)	9(11.5)	78
Follow-up	3(3.9)	21(26.9)	15(19.2)	32(41)	7(9)	78
Consultation	8(10.2)	14(18)	10(12.8)	34(43.6)	12(15.4)	78

Table 4.1 above, shows that most students agreed that orientation, academic, career, information, consultation and referral services were offered in their universities. The table also shows that about half of the respondents agreed that personal-social services were offered to students in Zimbabwean universities. However, less than half of the respondents agreed that placement and assessment services were offered in Zimbabwean universities.

The next subsection presents and analyses data collected from guidance counsellors regarding the nature of guidance and counselling services offered in Zimbabwean universities.

4.2.2 Guidance counsellors' responses

The guidance counsellors generally concurred with students' submissions that their universities offered academic, personal-social and career counselling services. They indicated that they also

offered information, assessment, consultation, referral, placement, follow-up and pastoral services to students. The following verbal quotes reflect these findings:

We offer career, personal, social, consultation and academic guidance and counselling services (Counsellor 5).

The services range from social, sexual reproductive health, consultation to career guidance (Counsellor 18).

We give them information on the Students' Charter, which spells out their rights, responsibilities and obligations at the university (Counsellor 9).

We also offer them placement and follow up services (Counsellor 15).

We offer students pastoral counselling which deals with spiritual matters (Counsellor 8).

Students are given information pertaining to regulations for different programmes, library and consultation services, academic writing, study skills and sporting activities (Counsellor 14).

We assist students to secure placements when going for attachment. We also offer them assessment services (Counsellor 19).

In the following section, findings on the purpose of guidance and counselling services in Zimbabwean universities are presented and analysed.

4.3 PURPOSE OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

4.3.1 Orientation services offered in Zimbabwean universities

The next sub-section presents and analyses students and guidance counsellors' responses regarding the nature of orientation services offered in their universities.

4.3.1.1 Students' responses

Table 4.2 on the next page shows students' submissions on the nature of orientation services offered in their universities.

Table 4.2: Orientation Services Offered in Zimbabwean Universities (*N*=80)

Orientation services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
University surroundings	7(8.8)	9(11.2)	2(2.5)	30(37.5)	32(40)	80
Adapting and adjusting to the new academic environment	3(3.7)	11(13.8)	3(3.7)	41(51.3)	22(27.5)	79
Accommodation	22(28.2)	24(30.8)	6(7.7)	16(20.5)	10(12.8)	78
Choice of programme	9(11.2)	12(15)	11(13.8)	28(35)	20(25)	80
Scholarships	22(28.2)	13(16.7)	24(30.8)	15(19.2)	4(5.1)	78
Career choices	7(9)	16(20.5)	16(20.5)	31(39.7)	8(10.3)	78
Library	1(1.2)	1(1.2)	5(6.3)	33(41.3)	40(50)	78
Study skills	3(3.8)	10(12.7)	11(13.9)	35(44.3)	20(25.3)	78
Health issues	13(16.5)	8(10.1)	10(12.7)	28(35.4)	20(25.3)	78
Relationships	12(15.4)	12(15.4)	17(21.8)	27(34.6)	10(12.8)	78
Guidance and counselling services	9(11.5)	11(14.1)	9(11.5)	31(39.8)	18(23.1)	78

Table 4.2 above shows that the majority of respondents agreed with the statements that orientation services in Zimbabwean universities were offered for purposes of inducting students into library use, adapting and adjusting to new academic environment and university surroundings, giving them information on guidance and counselling services, health issues and study skills. However, less than half of the respondents agreed with the statements that orientation services were offered for purposes of giving them information on accommodation, scholarships, and relationships.

Students were also asked to provide information on other purposes of orientation services they were offered by their universities. They indicated that orientation services also addressed issues

to do with religions, sporting activities, interactive clubs, public lectures and campaigns, violence on campus and SRC. The following extracts from open ended questions highlight these findings:

We also get orientation in religious or spiritual issues (Student 65).

We are given information regarding sporting activities (Student 22).

Orientation also gives us information to do with interact clubs (Student 10).

Information on public lectures and campaigns availed to students (Student 6).

Orientation services also cover issues to do with public lectures and campaigns (Student 72).

SRC related issues are also addressed during orientation (Student 31).

The section below presents and analyses data on the nature of orientation services as reported by guidance counsellors.

4.3.1.2 Guidance counsellors' responses

Guidance counsellors indicated that they offered orientation services to help students to adjust to university surroundings and adapt to university expectations, understand university ordinances, rules, regulations, and academic programmes. They also indicated that the orientation services provided students with information regarding their health, lifestyles, diet, relationships and time management. The verbal quotes below highlight these findings:

We address issues like time management, substance abuse, stress handling and relationships (Counsellor 2).

Students are introduced to the university environment and are oriented to the expectations of the university in general, and expectations of faculties and departments in particular (Counsellor 17).

Students are also briefed on university ordinances (Counsellor 14).

We address issues of morality and health (Counsellor 8).

We also address issues pertaining to students' health, lifestyles, diet and living conditions in the university (Counsellor 11).

The Registry and Finance departments, the Dean of Students and the Librarian appraise students on how they are supposed to operate and use university services and resources (Counsellor 19).

The next section presents and analyses findings of the current study regarding the nature of information services offered in Zimbabwean universities.

4.3.2 Information services offered in Zimbabwean universities

The next sub-section presents students' responses regarding information services offered in their universities.

4.3.2.1 Students' responses

Table 4.3 below reveals students' responses regarding the nature of information services offered in their universities.

Table 4.3: Information Services Offered in Zimbabwean Universities (N=80)

Information services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Prospectuses	4(5.7)	2(2.9)	17(24.3)	26(37.1)	21(30)	70
Change of programmes	8(10.5)	6(7.9)	12(15.8)	37(48.7)	13(17.1)	76
Scholarships	18(24.3)	13(17.6)	21(28.4)	17(22.9)	5(6.8)	74
Career/ occupational abstracts	13(17.1)	10(13.2)	19(25)	30(39.4)	4(5.3)	76
Guides and occupational files	14(18.4)	12(15.8)	25(32.9)	17(22.4)	8(10.5)	76
Health services	8(10.4)	12(15.6)	8(10.4)	35(45.5)	14(18.2)	77
Library services	2(2.6)	0(0)	3(3.9)	43(55.1)	30(38.4)	78
Guidance and counselling services	11(14.3)	9(11.7)	6(7.8)	37(48)	14(18.2)	77

Table 4.3 above reveals that students had mixed feelings regarding the nature of information services they were offered in their universities. Most respondents indicated that library services; guidance and counselling services; change of programmes; health services and prospectuses were the most common sources of information offered in their universities, with library services being overall the most highly rated. About three quarters of the students disagreed that

careers/occupational abstracts and guides and occupational files were part of information packages they were offered.

The current study established that students were also given information on tuition payment plans, church services, dietary services, entertainment and sporting activities, Wi-Fi and internet services and the role of SRC. The following extracts from open ended questions highlight these findings:

The university gives us information on tuition payment plans (Student 15).

Information on church services is also availed to us (Student 5).

Students are given information on food and dietary services (Student 76).

We are also given information on entertainment and sporting activities (Student 33).

We get information on Wi-Fi and internet services (Student 39).

University authorities also give us information on the duties of Students Representative Council (Student 28).

The next section presents and analyses data collected from guidance counsellors regarding the nature of information services offered to students in Zimbabwean universities.

4.3.2.2 Guidance counsellors' responses

Guidance counsellors revealed that they offered their students a variety of purposeful information especially during orientation which included library, health, sports, reproductive health, ordinances, policies, time management and accommodation. They also indicated that the information was availed to students in different forms which included pamphlets, booklets, notices on notice boards, online, and verbal reports. The counsellors also indicated that there were departments within the universities mandated to give students information pertaining to their general needs. The information below highlights these findings.

We give students booklets which outline different programmes and courses they can take up, membership to students' organisations, health and spiritual facilities (Counsellor 5).

For sports, we avail discipline related packages (Counsellor 10).

We give students pamphlets containing information on university's ordinances, health and on-campus accommodation. Such information is also availed to them online (Counsellor 2).

We give students information on gender-based violence, sexual harassment, health and reproductive issues, time management and how to avoid stress (Counsellor 12).

Students are given the Students' Charter which spells out their rights, responsibilities and obligations and what the university also offers them (Counsellor 9).

The counsellors also indicated that university departments worked with some stakeholders, governmental and non-governmental organisations from outside the university to give students the information that they needed. The following excerpts reflect this finding:

We invite nurses, the National AIDS Council and New Start Centre to talk to them regarding their reproductive needs (Counsellor 18).

Stakeholders like the National AIDS Council and the National Family Planning Council provide students with information on sexual reproductive health. Boost Electors also assists students with financial literacy (Counsellor 14).

The next section presents and analyses data collected from students and guidance counsellors regarding the nature of personal-social guidance and counselling services offered in their universities.

4.3.3 Personal-social guidance and counselling services offered in Zimbabwean universities

The next sub-heading presents and analyses responses from students.

4.3.3.1 Students' responses

Table 4.4 on the next page shows students' responses regarding the different personal-social guidance and counselling services offered in Zimbabwean universities.

Table 4.4: Personal-Social Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Personal-social services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Accommodation	17(22.1)	16(20.8)	13(16.9)	21(27.2)	10(13)	77
Adjustment	12(16.7)	7(9.7)	21(29.2)	29(40.2)	3(4.2)	72
Conflicts with lecturers/ peers	10(13.3)	16(21.3)	10(13.3)	31(41.3)	8(10.8)	75
Financial problems	17(22.7)	6(8)	14(18.7)	31(41.3)	7(9.3)	75
Bereavement	13(18.1)	8(11.1)	24(33.3)	22(30.6)	5(6.9)	72
Health issues	11(14.7)	8(10.7)	7(9.3)	37(49.3)	12(16)	75
Safety and survival skills	15(19.7)	5(6.6)	15(19.7)	32(42.2)	9(11.8)	76
Spiritual	7(9.2)	4(5.3)	6(7.9)	43(56.6)	16(21)	76
Emotional	12(16.7)	8(11.1)	11(15.3)	30(41.6)	11(15.3)	72
Substance abuse	15(20.8)	11(15.3)	12(16.7)	20(27.8)	14(19.4)	72

Table 4.4 reveals that most students concurred that personal-social guidance and counselling services they were offered in their universities included spiritual, health, emotional, safety and survival. The table also reveals that less than half of respondents agreed that personal-social guidance and counselling offered to students included accommodation, adjustment, bereavement and substance abuse.

The next section presents and analyses data collected from guidance counsellors regarding personal-social guidance and counselling services offered in Zimbabwean universities.

4.3.3.2 Guidance counsellors' responses

Most guidance counsellors submitted that personal-social guidance and counselling services they offered to students were relationship, health, adjustment, financial, spiritual, abuse, time management and accommodation oriented. The following verbal quotes reflect these findings:

Some students need help regarding time management. Others seek guidance on payment of tuition fees (Counsellor 17).

Students need help regarding finances, reproductive health, sexually transmitted infections, drug abuse, alcohol abuse, sexual abuse and romantic relationships (Counsellor 11).

We help students deal with financial, emotional, relationships and substance abuse issues (Counsellor 6).

Students need help in order to relate well with other students and adjust to university life (Counsellor 13).

Generally, students off campus present issues to do with sexual abuse, stress and lack of decent accommodation (Counsellor 10).

Some students present family challenges, premarital issues, health and spiritual matters (Counsellor 8).

We also address relationship and bereavement issues (Counsellor 16).

The subsection below presents and analyses data gathered from students on academic guidance and counselling services offered in Zimbabwean universities.

4.3.4 Academic guidance and counselling services offered in Zimbabwean universities

The next subsection presents and analyses responses from students.

4.3.4.1 Students' responses

Table 4.5 on the next page shows responses from students regarding the different academic guidance and counselling services they were offered in their universities.

Table 4.5: Academic Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Academic guidance and counselling services		Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Setting learning goals		4(5.1)	5(6.3)	11(13.9)	45(57)	14(17.7)	79
Utilising library & computer laboratory		5(6.3)	5(6.3)	4(5.1)	41(51.9)	24(30.4)	79
Academic writing skills		1(1.3)	2(2.6)	1(1.3)	45(57.6)	29(37.2)	78
Test/examination taking skills		2(2.6)	2(2.6)	4(5.1)	42(53.8)	28(35.9)	78
Academic achievement techniques		3(3.9)	3(3.9)	9(11.5)	39(50)	24(30.7)	78

Table 4.5 above shows that most students agreed that their universities offered them guidance and counselling services which included academic writing skills, examination taking skills, proper utilisation of the library and computer laboratory, academic achievement techniques and setting achievable learning goals. A negligible number of respondents either disagreed with the stated academic guidance and counselling services or were undecided about them. The next section presents and analyses data from guidance counsellors regarding academic guidance and counselling services offered in Zimbabwean universities.

4.3.4.2 Guidance counsellors' responses

The majority of guidance counsellors indicated that academic guidance and counselling services they offered to students helped them to remain focused on their studies, manage their time well, sharpen their academic writing skills and examination taking skills, and understand academic regulations and proper use of libraries. Guidance counsellors further reported that the services also motivated students to work hard in their studies. The following verbal quotes illustrate these findings:

We give students information regarding registration, regulations for registration, change of programmes and examinations (Counsellor 14).

These services give students, especially mature students, confidence and hope to perform well in their studies (Counsellor 16).

The services motivate students to work hard (Counsellor 6).

We assist them with knowledge, ideas and suggestions related to their studies, library use and examination taking skills (Counsellor 18).

We help students to manage their time well, focus on their studies and present high-quality academic work (Counsellor 15).

The next section presents and analyses data collected from students and guidance counsellors regarding the nature of career guidance and counselling services offered in their universities.

4.3.5 Career guidance and counselling services offered in Zimbabwean universities

The next subsection presents and analyses data collected from students.

4.3.5.1 Students' responses

Table 4.6 below shows students' submissions regarding the nature of career guidance and counselling services they were offered by their universities.

Table 4.6: Career Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Career guidance and counselling services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Development of tasks and marketability	12(16)	7(9.3)	16(21.3)	29(38.7)	11(14.7)	75
Understanding the economic situation and world of work	7(9.2)	10(13.2)	13(17.1)	37(48.7)	9(11.8)	76
Graduate deployment	13(17.8)	10(13.7)	21(28.8)	19(26)	10(13.7)	73
Writing CVs and application letters	6(8.2)	8(11)	7(9.6)	35(48)	17(23.2)	73
Career fairs/expos	11(14.9)	8(10.8)	22(29.7)	22(29.7)	11(14.9)	74
Interview preparation	14(18.7)	9(12)	11(14.7)	28(37.3)	13(17.3)	75
Entrepreneurship	16(21.3)	8(10.7)	15(20)	26(34.7)	10(13.3)	75

Table 4.6 shows that most respondents agreed that career guidance and counselling services were instituted for the purpose of almost all the aspects listed except for graduate deployment, career

expos and entrepreneurship. Thus, less than half of the total number of respondents agreed that career guidance and counselling services were offered to students for the purposes of helping graduates with deployment, exposing students to their careers through career fairs or expos and entrepreneurship.

Some students revealed that their universities also created platforms for NGOs and other organisations to appraise them on qualifications needed for specific job placements. The following extracts from open ended questions confirm the finding:

Personnel from non-governmental organisations and other organisations also appraise us on qualifications needed for particular job placements (Student 65).

We get information from some NGOs and governmental organisations regarding qualifications and experience they require when recruiting employees (Student 18).

The next subsection presents and analyses guidance counsellors' submissions on career guidance and counselling services they offered to students.

4.3.5.2 Guidance counsellors' responses

Guidance counsellors indicated that they offered students career guidance and counselling services for purposes of focusing and refocusing them on their career paths, making them understand economic situations, issues of marketability, deployment and the world of work and helping them to embrace entrepreneurial skills. The following verbal quotes illustrate these findings:

We do career expos and fairs where personnel from different companies, organisations and industries advise students about their expectations (Counsellor 2).

Captains of Industry and the Public Service regularly give final year students and those going for attachment information on career prospects, how to write CVs and how to present oneself in an interview (Counsellor 9).

The university organises career training workshops for students (Counsellor 5).

We always organise series of public lectures on the world of work and its demands, presided over by target organisations, companies and prominent individuals (Counsellor 19).

I usually give students entrepreneurial knowledge as a way of dealing with economic problems and career advancement (Counsellor 1).

The following section presents and analyses data collected from research participants regarding attachment services offered in Zimbabwean universities.

4.3.6 Attachment services offered in Zimbabwean universities

The next subsection presents and analyses data collected from students.

4.3.6.1 Students' responses

Table 4.7 below shows students' responses regarding the nature of attachment services offered in Zimbabwean universities.

Table 4.7: Attachment Services Offered in Zimbabwean Universities (N=80)

Attachment/placement services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
A placement office that networks with companies	19(25.4)	10(13.3)	26(34.7)	16(21.3)	4(5.3)	75
Helping students to find appropriate place in educational settings	17(22.7)	9(12)	17(22.7)	26(34.6)	6(8)	75
Helping students with job seeking and interviewing skills	14(18.7)	11(14.7)	19(25.3)	24(32)	7(9.3)	75
Helping students secure appropriate attachment	19(24.7)	12(15.6)	13(16.9)	25(32.4)	8(10.4)	77
Helping students to find job placement	19(24.7)	16(20.8)	17(22.1)	17(22.1)	8(10.3)	77

The majority of the students did not agree that attachment services offered in their universities included a placement office that networked with companies; helping students to find appropriate place in educational settings; helping students with job seeking and interviewing skills; helping students secure appropriate attachment; or helping students find job placement. The next subsection presents and analyses data from guidance counsellors regarding attachment services offered in universities.

4.3.6.2 Guidance counsellors' responses

Most guidance counsellors indicated that they helped students to secure attachment places and, in some cases, they referred students to or connected them with organisations that they knew or those with whom they had memorandum of understanding. The following verbal quotes support this finding.

Companies that we have a Memorandum of Understanding with usually come here to head hunt students for attachment (Counsellor 18).

Normally companies like Delta and Econet liaise with the Dean of Students for purposes of recruiting students for attachment and even job placements (Counsellor 13).

We assist students to look for attachment placements (Counsellor 19).

We prepare them for attachment by giving them expectations of different industrial institutions and helping them to secure placements (Counsellor 7).

The next section presents and analyses data on the nature of follow-up services offered in Zimbabwean universities.

4.3.7 Follow-up services offered in Zimbabwean universities

The next subsection presents and analyses submissions from students.

4.3.7.1 Students' responses

Table 4.8 on the next page shows students' submissions on the follow-up services they were offered in their universities.

Table 4.8: Follow-up Services Offered in Zimbabwean Universities (N=80)

Follow up services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Checking on the extent students on attachment are adjusting	3(3.9)	4(5.1)	17(22.1)	41(53.3)	12(15.6)	77
Checking on the extent students have been able to achieve according to their abilities and aptitudes	6(7.8)	4(5.2)	15(19.5)	44(57.1)	8(10.4)	77
Monitoring students' adaptation and development in placements sites	3(4)	4(5.3)	20(26.3)	40(52.6)	9(11.8)	76
Checking on students who need assistance	8(10.4)	8(10.4)	15(19.5)	40(51.9)	6(7.8)	77

Table 4.8 above shows that the majority of students agreed that follow-up services offered in Zimbabwean universities included checking on the extent to which students on attachment were adjusting and the extent to which they have been able to achieve according to their abilities and attitudes. The services also included monitoring students' adaptation and development in placement sites and checking on those who may need assistance. The following subsection presents and analyses guidance counsellors' submissions regarding follow-up services offered in their universities.

4.3.7.2 Guidance counsellors' responses

The majority of guidance counsellors indicated that the follow-up services they offered to students included ensuring that the students were well-adjusted in placement sites so that assessments to establish their progress would be done, establishing students who may need

assistance and monitoring their level of social, academic and economic adjustment and development. The following verbal quotes highlight these findings:

We follow up on students on attachment to establish the extent they would have adjusted to new placement sites (Counsellor 19).

Lecturers follow up on their students in order to supervise and assess them (Counsellor 13).

We follow them up so that we establish how they would be adjusting socially, academically and economically (Counsellor 9).

Some guidance counsellors also indicated that they also followed up on students who would have been referred to other departments for guidance and counselling to establish whether they would have been assisted properly. The following verbal quotes confirm the above findings:

I follow up on students I would have referred to other departments or counsellors to establish whether they would have been assisted accordingly (Counsellor 5).

I complete a referral form for my record here which will guide me when following up on the student to establish whether he/she would have been assisted (Counsellor 14).

We also encourage students to give us feedback via WhatsApp or to call us (Counsellor 12).

If I refer a student to another counsellor, to a lecturer or to the Dean, I follow up on them to check whether they would have been assisted (Counsellor 17).

The follow up is a way of ensuring that students get quality services. If their issues are not handled well, I can refer them to someone else (Counsellor 15).

The following section presents and analyses participants' submissions regarding assessment services.

4.3.8 Assessment services offered in Zimbabwean universities

The next subheading presents and analyses students' responses.

4.3.8.1 Students' responses

Table 4.9 on the next page shows students' submissions regarding the assessment services offered by their universities.

Table 4.9: Assessment Services Offered in Zimbabwean Universities (N=80)

Assessment services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Assessment of individual's abilities, capabilities, interests, personality	13(17.6)	6(8.1)	22(29.7)	26(35.1)	7(9.5)	74
Assessment done for purposes of admission, placement, counselling	9(12.2)	2(2.7)	27(36.5)	29(39.1)	7(9.5)	74
Assessments are done through interviews, psychological tests, observations, anecdotal records, self-report forms	13(17.6)	7(9.5)	25(33.8)	22(29.7)	7(9.4)	74

Table 4.9 above shows that less than half of the respondents agreed that the listed forms of assessment services were offered in Zimbabwean universities.

A few students indicated that their universities also assessed their capabilities in projects and medical students were assessed every day in wards in terms of dressing, abilities and professional conduct. The following extracts from open-ended questions highlight the above findings:

We are assessed in course work projects (Student 4).

Medical students are always assessed in wards in terms of their dressing, professional conduct and proper discharge of their duties (Student 12).

The next subsection presents and analyses data collected from guidance counsellors regarding assessment services offered in Zimbabwean universities.

4.3.8.2 Guidance counsellors' responses

Most guidance counsellors indicated that they did not carry out any systematic assessments for purposes of guiding and counselling students neither did they use any tools to determine students who needed specific guidance and counselling services. They further indicated that some students who needed guidance and counselling approached them on their own volition. Guidance counsellors also reported that sometimes they identified students who needed guidance or counselling through informal observations and, in some instances, other students informed them about their challenges. They also said that there were moments when they dealt with referred cases. The following verbal quotes confirm these findings:

We do not have specific assessment tools to determine students' counselling needs as of now. Those who need our services approach us (Counsellor 14).

We only know students' needs when we engage them. We do not have pre-counselling assessment service yet (Counsellor 19).

We get information from their peers (Counsellor 18).

Most of it is by observation. I also try to be as open as possible to them so that they open up (Counsellor 10).

Usually they come through referral or they just walk in, so I get to know their problems during the session (Counsellor 15).

Only a couple of counsellors indicated that they used inventory tests to assess students' guidance and counselling needs. The following verbal quotes highlight the finding:

We sometimes use psychometrics and bipolar testing tools. We do not have interest tests though (Counsellor 2).

We have psychometric instruments which we use such as Beck's depression tests, interest inventories and intelligence tests such as WAIS and WISC (Counsellor 1).

The next section presents and analyses data collected from both students and guidance counsellors regarding consultation services offered in Zimbabwean universities.

4.3.9 Consultation services offered in Zimbabwean universities

4.3.9.1 Students' responses

Table 4.10 below shows students' submissions regarding forms of consultation services offered in their universities.

Table 4.10: Consultation Services Offered in Zimbabwean Universities (N=80)

Aspects covered in consultation services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Personal-social aspects	16(23.9)	6(9)	15(22.4)	22(32.8)	8(11.9)	67
Academic aspects	6(8.6)	1(1.4)	9(12.9)	43(61.4)	11(15.7)	70
Test anxiety	12(17.2)	5(7.1)	21(30)	27(38.6)	5(7.1)	70
Absenteeism	7(10.1)	7(10.1)	18(26.1)	31(45)	6(8.7)	69
Consultation with administration	6(8.4)	9(12.7)	21(29.6)	29(40.9)	6(8.4)	71
Consultation with lecturers	2(2.7)	4(5.6)	8(11.1)	38(52.8)	20(27.8)	72
Consultation with employers	11(15.3)	9(12.5)	31(43.1)	18(25)	3(4.1)	72
Consultation with other agents	11(15.5)	9(12.7)	21(29.6)	24(33.8)	6(8.4)	71
Cumulative record folders	8(11.1)	12(16.7)	27(37.5)	17(23.6)	8(11.1)	72

Table 4.10 above shows mixed feelings among students regarding aspects included in consultation services offered in their universities. Most students however agreed that consultation services they were offered included consultation with lecturers; consultation that focused on academic aspects and absenteeism. The table above further reveals that most respondents did not agree that consultation with employers, cumulative record folders, consultation with other agents, personal-social aspects and test anxiety were part of consultation services offered in their universities.

A few students mentioned library as another aspect of consultation services they were offered in their universities. The next subsection presents and analyses data collected from guidance counsellors regarding the nature of consultation services offered to students.

4.3.9.2 Guidance counsellors' responses

Most of the guidance counsellors indicated that consultation services they offered to students were not divorced from other guidance and counselling services which included personal-social, academic and career aspects. The following verbal quotes demonstrate this finding:

Students consult guidance counsellors, health personnel, the Chaplain, peer counsellors or administration regarding their personal-social, academic or career needs (Counsellor 17).

The Skills Development Department periodic seminars give students opportunities to do some consultations regarding their needs (Counsellor 4).

Students also consult their lecturers on academic and career matters (Counsellor 6).

Students who experience test or exam anxiety usually get help from the Clinical Psychologist (Counsellor 18).

Some guidance counsellors indicated that students were also offered consultation services through other organisations and prospective employers as shown in the statements below:

Our students consult organisations like Population Services International and National AIDS Council on health matters (Counsellor 19).

We do career expos and fairs with different organisations, so students use such platforms to get more information and clarification about employment prospects (Counsellor 2).

We expose our students to experts from different organisations whom they consult about personal-social, academic and career matters that affect them (Counsellor 9).

Periodic visits to places like Mashambanzou and Mathew Rusike give students opportunities to consult heads of these organisations on attachment or employment opportunities (Counsellor 15).

The next section presents and analyses data from both students and guidance counsellors regarding referral services offered in Zimbabwean universities.

4.3.10 Referral services offered in Zimbabwean universities

4.3.10.1 Students' responses

Table 4.11 below shows students' submissions regarding the referral services offered in their universities.

Table 4.11: Referral Services Offered in Zimbabwean Universities (N=80)

Referral services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Personal-social/academic/career issues that need specialists	13(18.1)	4(5.6)	19(26.4)	31(43)	5(6.9)	72
Referring students to lecturers	9(12.3)	3(4.1)	13(17.8)	35(48)	13(17.8)	73
Referring students to administrators	11(15.5)	8(11.3)	23(32.4)	21(29.5)	8(11.3)	71
Referring students to clinical psychologists	18(25)	10(13.9)	15(20.8)	22(30.6)	7(9.7)	71

Table 4.11 above shows mixed sentiments among students regarding referral services offered in their universities. The table reveals that half of the respondents agreed that students were referred to specialists regarding personal-social, academic and career issues. About three quarters of the respondents agreed that referrals were mostly to lecturers. However, most of the respondents did not agree that students were referred to administrators and clinical psychologists for guidance and counselling purposes.

A few students revealed that students facing health and medical challenges were referred to private or general hospitals. The following extracts from open ended questions confirm this finding:

The university refers students with health challenges to the nearest private or general hospitals (Student 78).

We have clinics here but emergency cases are referred to big hospitals (Student 10).

Students with health cases are referred either to the clinic or to the hospital (Student 51).

The next subsection presents and analyses data collected from guidance counsellors regarding referral services.

4.3.10.2 Guidance counsellors' responses

Contrary to submissions by students, the majority of guidance counsellors indicated that referral services for academic, personal-social and career-oriented aspects were well executed in universities although generally there was no proper official documentation done that would ease follow-up services. The following verbal quotes demonstrate this finding:

Normally there is no documentation that we do regarding referral cases (Counsellor 17).

Mostly I get academic, social and career related cases from different departments. I also refer students with disabilities who need specialised assistance to the Disability Resource Centre (Counsellor 1).

The part time clinical psychologist handles most referral cases to do with abuse, bipolar disorders, stress and even academic and career related issues. She also refers health related cases she cannot handle to Parirenyatwa Hospital (Counsellor 9).

We refer spiritual cases to the Chaplin. At times we do paperwork or we just phone (Counsellor 13).

The section below presents and analyses data regarding evaluation of guidance and counselling services in Zimbabwean universities.

4.3.11 Evaluation of guidance and counselling services offered in Zimbabwean universities

4.3.11.1 Students' responses

Table 4.12 on the next page shows students' opinions regarding the importance of evaluating guidance and counselling services and the extent they thought these services were evaluated in their universities

Table 4.12: Evaluation of Guidance and Counselling Services in Zimbabwean Universities (N=80)

Evaluation aspect	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
It is important to evaluate guidance and counselling services periodically	3(4.1)	2(2.7)	3(4.1)	38(52.1)	27(37)	73
Guidance and counselling services at our institution are evaluated	6(8.7)	9(13)	26(37.7)	26(37.7)	2(2.9)	69

Table 4.12 above reveals that most students agreed with the statement that it is important to evaluate periodically guidance and counselling services offered in universities. The majority of students indicated that guidance and counselling services should be evaluated periodically in order to measure the effectiveness of the services, improve the quality of the services and academic standards, assess the adequacy of human and material resources, establish the needs of the students and challenges characterising the programme so that measures to address such challenges are sought. The following extracts from open-ended questions highlight these findings.

Evaluations measure the effectiveness of guidance and counselling services (Student 12).

It monitors the effectiveness of the programme and helps check what else is needed to enhance its effectiveness (Student 56).

It helps to constantly check on the adequacy of both human and material resources (Student 2).

Evaluation improves the quality of the services and students' welfare (Student 72).

To check the extent the services are helping students (Student 46).

It enhances the services and helps stabilise university academic standards (Student 22).

Some students professed ignorance of the evaluation exercise. The following extracts from open-ended questions demonstrate this finding:

I doubt if there is any evaluation of the services (Student 18).

I have no idea if the university does those evaluations (Student 53).

There is no follow up on the effectiveness of the services (Student 8).

We do not have this service, what do they evaluate (Student 34).

Never saw anyone coming to evaluate them (Student 72).

The following subsection presents and analyses data collected from the guidance counsellors on the importance of evaluating guidance and counselling services periodically.

4.3.11.2 Guidance counsellors' responses

Most guidance counsellors concurred with most students that guidance and counselling services should be evaluated periodically in order to ensure effectiveness of the services, point out areas that need attention and subsequently map up ways to address any challenges identified. The verbal quotes below demonstrate the findings:

It is important to have these checks and balances so that we improve the programme (Counsellor 6).

The feedback we get will actually tell us areas where we need to adjust (Counsellor 9).

We measure success or failure of the services through evaluation (Counsellor 13).

Evaluations help in ascertaining the quality of the services (Counsellor 14).

Evaluations inform us on proper strategic policies to institute for the benefit of the student (Counsellor 18).

The next subsection presents and analyses data collected from guidance counsellors regarding the extent to which guidance and counselling services in their universities were evaluated.

4.3.11.3 Guidance counsellors' responses

The guidance counsellors showed mixed feelings among guidance counsellors regarding the extent guidance and counselling services offered to students were evaluated. Some guidance

counsellors indicated that guidance and counselling services offered in universities were evaluated. The following verbal quotes demonstrate this finding:

We use faculty and departmental counsellor and peer counsellor training workshops to evaluate our services. We also give students questionnaires which they complete on line (Counsellor 2).

We actually get feedback on what students say about our services so that we are made aware of areas we need to work on. The audit department follows up on this (Counsellor 9).

Review is done at the end of each year so that by the beginning of the academic year we are aware of the incidences we are likely to face (Counsellor 18).

We evaluate our services towards at the end of every semester (Counsellor 19).

Some of the guidance counsellors however felt that evaluation of guidance and counselling services offered in universities was not done systematically and comprehensively. The verbal quotes below demonstrate this finding:

I would not know because we last did that three years back when we went for a workshop and that was that (Counsellor 6).

There is no systematic evaluation to talk about (Counsellor 15).

Other guidance counsellors professed ignorance about evaluation of guidance and counselling services offered in their universities as demonstrated below:

I do not remember witnessing any evaluation of the services (Counsellor 13).

We have not yet done any evaluation (Counsellor 14).

I do not think the university is doing that. I have not seen any (Counsellor 5).

I am not aware if any evaluation is being done at the moment (Counsellor 8).

I do not remember witnessing any evaluation of the services (Counsellor 7).

The following section presents and analyses data collected from both students and guidance counsellors regarding the focus of evaluations of guidance and counselling services.

4.3.12 Focus of evaluations of guidance and counselling services offered in Zimbabwean universities

4.3.12.1 Students' responses

Table 4.13 below shows responses from students regarding the focus of evaluations of guidance and counselling services offered in Zimbabwean universities.

Table 4.13: Focus of Evaluation of the Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Focus of evaluation	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Quality of service delivery	5(6.6)	10(13.1)	23(30.3)	29(38.2)	9(11.8)	76
Counsellor-client ratio	10(13.1)	1(22.4)	24(31.6)	21(27.6)	4(5.3)	76
Adequacy of human resources	10(13.5)	12(16.2)	31(41.9)	17(23)	4(5.4)	74
Adequacy of material resources	11(14.5)	13(17.1)	28(36.8)	20(26.3)	4(5.3)	76
Achievement of guidance and counselling objectives	6(8)	15(20)	25(33.3)	25(33.3)	4(5.4)	75

Table 4.13 above shows that half of the respondents agreed that evaluations of guidance and counselling services offered in Zimbabwean universities focused on the quality of service delivery. The table however showed that most respondents did not agree that such evaluations focused on achievement of guidance and counselling objectives; counsellor-client ratio, adequacy of material resources and adequacy of human resources.

Few students mentioned that evaluations of guidance and counselling services offered in Zimbabwean universities also focused on students' prospective professions, social and academic life, benefits of guidance and counselling services and client follow-up as illustrated below:

Evaluations also focus on our prospective professions (Student 71).

They focus on whether our academic and social lives are being addressed adequately (Student 25).

Evaluations also establish the extent we benefit from guidance and counselling services (Student 59).

Evaluations check on our perceptions of the services (Student 5).

The next subheading presents and analyses data from guidance counsellors regarding focus of evaluation of guidance and counselling services offered in Zimbabwean universities.

4.3.12.2 Guidance counsellors' responses

The guidance counsellors revealed that evaluations of guidance and counselling services offered in universities generally focused on determining quality of service delivery which they said was also linked to achievement of guidance and counselling objectives. The following verbal quotes demonstrate this finding:

Evaluations focus on service delivery. We ascertain whether the services are meeting the set objectives and whether we have adequate human and material resources in the university to meet students' needs (Counsellor 6).

This is a way of trying to see if we are on course, if we are meeting the expectations of our clients (Counsellor 3).

We focus our evaluations on areas which need improvement, for instance if there is need for training more counsellors (Counsellor 4).

Evaluations focus on adequacy and quality of material resources (Counsellor 16).

The next section presents and analyses data collected from students and guidance counsellors regarding methods that are employed to evaluate guidance and counselling services offered in Zimbabwean universities.

4.3.13 Methods used to evaluate guidance and counselling services offered in Zimbabwean universities

4.3.13.1 Students' responses

Table 4.14 on the next page summarises responses from students regarding the methods that are used to evaluate guidance and counselling services offered in Zimbabwean universities.

Table 4.14: Methods Used to Evaluate Guidance and Counselling Services Offered in Zimbabwean Universities (N=80)

Method used for Evaluation	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Direct feedback from clients	11(15.1)	11(15.1)	23(31.5)	25(34.2)	3(4.1)	73
Staff appraisals	8(10.8)	13(17.6)	26(35.1)	22(29.7)	5(6.8)	74
Comparative data from other institutions	10(13.7)	14(19.2)	29(39.7)	17(23.3)	3(4.1)	73
Interviews	11(14.9)	10(13.5)	26(35.1)	25(33.8)	2(2.7)	74
Questionnaires	12(16.2)	7(9.5)	21(28.4)	28(37.8)	6(8.1)	74
Observations	9(13)	11(15.9)	22(31.9)	21(30.5)	6(8.7)	69

It is apparent from Table 4.14 above that less than half of the respondents agreed that direct feedback from clients, staff appraisals, comparative data from other institutions, interviews, questionnaires and observations were used to evaluate guidance and counselling services offered in Zimbabwean universities. The table also shows that a significant number of respondents was undecided about the methods employed to evaluate guidance and counselling services offered in their universities. However, one respondent mentioned focus group discussions as another method used to evaluate guidance and counselling services. The next subsection presents and analyses data collected from guidance counsellors regarding methods used to evaluate guidance and counselling services offered in Zimbabwean universities.

4.3.13.2 Guidance counsellors' responses

Contrary to students' submissions, most guidance counsellors indicated that questionnaires, direct feedback from clients, interviews, observations and staff appraisals were popular methods used to evaluate guidance and counselling services in their universities. The following verbal quotes demonstrate this finding:

I usually observe my clients to see if they are benefitting from our services (Counsellor 15).

Students complete questionnaires on line. We also get direct feedback from our clients and partners through interviews. We also rely on staff appraisals or reports (Counsellor 2).

Usually we ask our clients to share their experiences (Counsellor 12).

The Quality Assurance Office designs a questionnaire and posts it on the university website so that students and the rest of the university community evaluate our services (Counsellor 3).

Time and again we give the students an instrument called Students' Evaluation Form which basically asks students about academic issues (Counsellor 19).

Some guidance counsellors indicated that they were not even aware of the methods that were used to evaluate guidance and counselling services offered in their universities despite the fact that they had indicated that the services were evaluated. The following verbal quotes show this finding:

I am not aware of the methods that are used (Counsellor 18).

It is unfortunate that I am not privy to the methods that are used to evaluate the services (Counsellor 4).

I am not sure (Counsellor 17).

The guidance counsellors who indicated that guidance and counselling services offered in their universities were evaluated did not agree regarding how often these evaluations were done. Some guidance counsellors indicated that evaluations were done every year, others said they were done every semester, others said they were done at the beginning and end of every semester and others were not really specific about the frequency. The following verbal quotes show this finding:

We have got an evaluation instrument which we give normally at the end of every semester (Counsellor 9).

Evaluations are done very year (Counsellor 1).

I was told that evaluation is done at the end of each year, so that by the beginning of the academic year we are aware of the incidences we are likely to face (Counsellor 18).

We evaluate our services once a year. We target returning student (Counsellor 2).

Time and again we give the students an instrument called Students' Evaluation (Counsellor 19).

The following section presents and analyses data on students and guidance counsellors' perceptions towards guidance and counselling services offered in Zimbabwean universities.

4.4 PERCEPTIONS OF COUNSELLORS AND STUDENTS TOWARDS GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

The second sub-question outlined in Chapter 1 focused on establishing guidance counsellors and students' perceptions towards guidance and counselling services offered in Zimbabwean universities. Data to address this sub-question were collected from both students' open-ended questionnaires and guidance counsellors' interviews. The following section presents and analyses students' submissions.

4.4.1 Students' perceptions of guidance and counselling services offered in universities

Students showed mixed perceptions towards guidance and counselling services offered in their universities. A few students indicated that the services were good, effective and helpful to those students who sought them. The extracts below show students' positive perceptions towards guidance and counselling services:

They are good, unfortunately not all students know these services exist (Student 78).

They are effective (Student 22).

They are good for they motivate and give us direction (Student 33).

They are helpful to those students who access them (Student 40).

Most students did not regard highly guidance and counselling services offered in their universities. The following extracts from students' questionnaires demonstrate this finding:

Services are poor (Student 12).

They are poor. There is need for great improvement (Student 36).

We don't have such services (Student 17).

Counsellors do not take these services seriously (Student 62).

More needs to be done so that students benefit from these services. Many students do not know that these services exist (Student 54).

Students' perceptions towards guidance and counselling services offered in Zimbabwean universities were also ascertained by their responses to how readily available these services were to those who sought for them.

4.4.1.1 Availability of guidance and counselling services to students

Most students indicated that the services were not readily available to students because of unavailability of full-time guidance counsellors. Other students indicated that guidance and counselling services were not at all available in universities. The following extracts from open ended questions support these findings:

They are not readily available to all students (Student 44).

I never had access to or got referred to any of the services (Student 54).

There are no full-time counsellors, so services are not readily available (Student 4).

We have part-time counsellors, so availability of these services is limited (Student 52).

Sometimes they are not available (Student 48).

Few of the students, however, indicated that guidance and counselling services offered in universities were readily available to those who needed them. The following statements support this finding:

The services are available when one needs them (Student 18).

Services are available every single day (Student 63).

There is full-service delivery (Student 36).

The following subsection shows types of guidance and counselling services students found most beneficial.

4.4.1.2 Guidance and counselling services which benefitted students most

Most students indicated that personal-social services which included health and accommodation; orientation; information; placement and CV writing; academic and career services were beneficial to them. Other students simply indicated that all guidance and counselling services

would have been beneficial to them if they had been offered properly. The following extracts from open ended questions show these findings:

All of the services provided are beneficial (Student 63).

All services would be beneficial if they were offered properly (Student 19).

I benefit most from academic guidance and counselling services but orientation and information services benefit all students (Student 11).

Career counselling services are very important to me (Student 9).

CV writing and placement services benefit most (Student 41).

Medical guidance and counselling services benefit most students (Students 56).

Accommodation services are important to most of the students (Student 17).

4.4.1.3 Guidance and counselling services that did not benefit students

Few students cited personal-social oriented services such as behaviour and drug abuse, relationships and gender related guidance and counselling, academic and career guidance and counselling services as not serving their needs.

I have not benefitted much from academic and career guidance and counselling services (Student 43).

I have no problems with my behaviour and drug abuse, so services which address these issues do not benefit me in any way (Student 53).

I have not found relationship and gender related guidance and counselling services beneficial (Student 61).

The next section presents and analyses students' perceptions regarding effectiveness of the guidance and counselling services offered in their universities.

4.4.1.4 Students' perceptions regarding effectiveness of the guidance and counselling services offered in their universities

Table 4.15 on the next page shows students' responses.

Table 4.15: Effectiveness of Guidance and Counselling Services (N=80)

The following services are effective	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Orientation	2(2.8)	13(18.1)	7(9.7)	36(50.0)	14(19.4)	72
Information	5(7.5)	6(9)	12(17.9)	37(55.2)	7(10.4)	67
Personal-Social	11(14.7)	16(21.3)	13(17.3)	26(34.7)	9(12)	75
Academic	4(5.3)	8(10.7)	6(8)	41(54.7)	16(21.3)	75
Career	6(8.5)	15(21.1)	16(22.5)	23(32.4)	11(15.5)	71
Placement	19(26)	17(23.3)	18(24.7)	15(20.6)	4(5.4)	73
Follow-up	7(9.3)	9(12)	19(25.3)	32(42.7)	8(10.7)	75
Assessment	9(12.7)	8(11.2)	26(36.6)	19(26.8)	9(12.7)	71
Consultation	15(21.7)	8(11.6)	20(29)	20(29)	6(8.7)	69
Referral	15(22.4)	6(9)	19(28.3)	22(32.8)	5(7.5)	67
Evaluation	10(14.7)	13(19.1)	26(38.2)	16(23.3)	3(4.5)	68

It is apparent in Table 4.15 above that most students perceived academic, orientation, information follow-up and career services offered in their universities as effective. However, more than half of the respondents regarded evaluation, placement, consultation, referral, assessment and personal-social services as ineffective.

Most students also indicated that individuals who received effective guidance and counselling services excelled in their personal, academic and career endeavours. The following extracts from open ended questions confirm this finding:

Students become properly focused as a result (Student 15).

We get current information about the types of jobs we can do after graduating (Student 27).

These services give us proper guidance regarding academic expectations, so chances of pursuing wrong careers are slim (Student 61).

We get proper guidance and direction regarding our health, professional and personal relationships (Student 45).

Services help students understand obtaining economic situations in the country and how to address them (Student 4).

The services boost students' self-esteem, confidence and correct negative perceptions (Student 72).

Some students expressed reservations that students who received guidance and counselling services excelled in their personal-social, educational and career endeavours as some students and the university either did not take the services seriously, especially career services, or the services were not offered at all. The following excerpts from open ended questions confirm this finding:

Both the university and students do not take these services seriously (Student 56).

Our university does not offer career guidance and counselling services (Student 33).

I am not sure about that because I have not sought or received any personal and career guidance and counselling (Student 52).

It is difficult to say because we are not offered personal-social and career guidance services (Student 40).

It may not be so because we do not get much personal, academic and career help from the university (Student 69).

The following section presents and analyses guidance counsellors' perceptions regarding guidance and counselling services offered to students.

4.4.2 Guidance counsellors' perceptions towards guidance and counselling services

Most guidance counsellors indicated that guidance and counselling services they offered to students were important in that they addressed their personal-social, academic and career needs. Some guidance counsellors indicated that these services were effective judging from positive feedback they got from some of their clients. The other guidance counsellors added that more needed to be done to enhance quality of the services and make them effective and accessible to all students. The following verbal quotes support this finding:

They are very necessary; we no longer have many cases of students who drop out of university because of social, economic or professional challenges (Counsellor 7).

The services are effective but all students need to be made aware that we have these services (Counsellor 4).

I can confidently say career services are effective. As a matter of fact, some of our former students visit or call the office expressing their gratitude (Counsellor 2).

The services are good. Students report that they get quality personal, educational and career services from university counsellors (Counsellor 17).

The services are helpful to students. However, I feel we need more full-time counsellors to achieve effectiveness (Counsellor 15).

Services are good but I think we need to be more efficient and follow up on our students (Counsellor 19).

Some guidance counsellors did not regard highly guidance and counselling services they offered to students. They argued that most of them were untrained, did not have proper counselling infrastructure, operated on part time basis and there was no proper coordination. The following verbal quotes demonstrate this finding:

We need to be trained so that we can counsel students effectively (Counsellor 3).

Services are disjointed, they are not properly coordinated. We are not properly resourced. There are no periodic workshops and refresher courses (Counsellor 5).

We do not have proper counselling infrastructure and this compromises the effectiveness of the services (Counsellor 16).

Monitoring and evaluation of the services need to be done effectively so that we achieve effectiveness (Counsellor 12).

Services are shallow. We need full time personnel to readily deal with issues presented by students (Counsellor 13).

The next section presents and analyses data regarding guidance counsellors' perceptions on the benefits of guidance and counselling services to students.

4.4.3 Benefits of guidance and counselling services to students

All guidance counsellors indicated that guidance and counselling services helped students to deal effectively with their personal-social, academic and career challenges. They also indicated that

the services helped students to focus on their studies, maintain healthy relationships, change their unbecoming behaviour, make informed decisions and have confidence in life. The following verbal quotes support these findings:

These services help students to change their antisocial behaviour (Counsellor 4).

Guidance and counselling services nurture students to become mature, resilient and proactive when they face challenges. They remain focused as a result (Counsellor 6).

These services put students on course; they direct and redirect them in terms of their behaviour, health, studies and career prospects (Counsellor 3).

The services help restore harmony in family relations (Counsellor 16).

Services help students adapt and adjust to university environment. Students also learn to maintain healthy relationships, pursue their goals and make informed decisions regarding their careers (Counsellor 2).

The next section presents and analyses data collected from both students and guidance counsellors regarding guidance and counselling competencies of guidance counsellors in Zimbabwean universities.

4.5 COMPETENCIES OF GUIDANCE COUNSELLORS

The third sub-question outlined in Chapter 1 focused on establishing guidance counsellors' competencies. Data to address this sub-question were collected from both students' questionnaires and guidance counsellors' interviews. The following section presents and analyses students' submissions.

4.5.1 Students' responses

Table 4.16 on the next page shows responses from students regarding guidance counsellors' competencies.

Table 4.16: Guidance Counsellors' Competencies in Zimbabwean Universities (N=80)

Guidance counsellors' competencies	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Guidance and counselling skills	4(5.4)	5(6.7)	15(20.3)	35(47.3)	15(20.3)	74
Genuine interest in the helping relationship	4(5.4)	8(10.8)	14(18.9)	41(55.4)	7(9.5)	74
Effectively handle crisis situations	9(12.2)	10(13.5)	21(28.4)	24(32.4)	10(13.5)	74
Do not judge clients	5(6.9)	6(8.4)	19(26.4)	33(45.8)	9(12.5)	72
Accept clients as they are	8(11)	4(5.5)	20(27.4)	31(42.4)	10(13.7)	73
Respect clients' confidentiality/privacy	3(4.1)	4(5.4)	17(22.9)	34(46.0)	16(21.6)	74
Feel for clients	5(6.8)	5(6.8)	24(32.4)	33(44.6)	7(9.4)	74
Address clients' informed consent	5(6.8)	6(8.1)	15(20.3)	37(50)	11(14.8)	74
Effective listening and attending skills	3(4.1)	3(4.1)	14(19.2)	36(49.3)	17(23.3)	73
Multi-culturally sensitive	3(4.1)	5(6.7)	17(23)	35(47.3)	14(18.9)	74

Table 4.16 above shows that the majority of students highly rated their counsellors for exhibiting the following competencies: Effective listening and attending skills; respect for clients' confidentiality; guidance and counselling skills; multiculturally sensitive; addressing clients' informed consent; and genuine interest in the helping relationship. The table further shows that students rated lowly guidance counsellors' competencies in handling crisis situations. The next subheading presents and analyses data collected from guidance counsellors regarding their competencies.

4.5.2 Guidance counsellors responses

Less than half of the guidance counsellors confidently indicated that they had knowledge, skills and experience in guidance and counselling. The verbal quotes below support this finding:

I am a qualified and practising Clinical Psychologist, so I have the knowledge, skills and experience in guidance and counselling (Counsellor 2).

I am a trained counsellor and that justifies my competencies in counselling. I do a lot of counselling here and then in my community (Counsellor 7).

I am competent (Counsellor 15).

I have done programmes and courses in counselling and I have got certificates of competency (Counsellor 1).

I am a trained counsellor. I am an academic advisor. I also counsel youth at church (Counsellor 14).

I have good rapport with students that is why I was appointed the Dean of Students by the administration (Counsellor 18).

The majority of guidance counsellors, however, did not confidently indicate that they were competent in guiding and counselling students. They indicated that more training would enhance their competencies. The following verbal quotes demonstrate this finding:

I cannot call myself competent. Basic training would actually help me to work within the confines of what constitutes good counselling (Counsellor 9).

I do not think I am competent enough because I did not do counselling per se (Counsellor 17).

I need to be trained so that I keep abreast with new trends in counselling (Counsellor 13).

I cannot be very proud to say that I am gifted in that area (Counsellor 8).

I need some more training to best assist these students (Counsellor 19).

The following subheading presents and analyses data collected from guidance counsellors regarding how they assessed their competencies.

4.5.2.1 How guidance counsellors assessed their competencies

Guidance counsellors indicated that they assessed their competencies by the type of feedback they got from clients as well as by observing change of behaviour of students they would have guided or counselled. If there was positive change of behaviour then they would know they would have been effective. The following verbal quotes confirm this finding:

Positive feedback from clients shows me that I am competent (Counsellor 10).

Students thank me for helping them (Counsellor 16).

When my clients start exhibiting positive behaviour then I become confident of my competency (Counsellor 4).

I judge my competency in terms of clients' success stories (Counsellor 15).

The next subsection presents and analyses data collected from guidance counsellors regarding their capacity in handling crisis situations.

4.5.2.2 Guidance counsellors' capacity to handle crisis situations

Some counsellors expressed confidence in their capacity to handle crisis situations such as suicide ideation, bereavement, depression and trauma, but other counsellors did not show confidence in handling such situations. The following statements support the finding:

I am quite competent. I was one of the people selected to go and counsel students who were traumatised by Masvingo bus disaster five years ago (Counsellor 1).

I have got experience in bereavement counselling, child sexual abuse and dealing with the terminally ill but I refer suicidal cases (Counsellor 16).

I was trained to handle crisis cases (Counsellor 2).

I can handle bereavement and terminal illness but I have not had experience to deal with suicide cases (Counsellor 19).

I have dealt successfully with suicide, some depression, bereavement and spiritual issues (Counsellor 8).

I can handle suicide ideation better than bereavement issues although I have studied both (Counsellor 15).

I have handled and managed several suicidal cases with success (Counsellor 7).

Other counsellors were not confident in handling crisis situations well as shown below:

I have not yet met such cases (Counsellor 17).

I have little experience on or exposure to crisis cases (Counsellor 18).

Counsellor 13 out rightly indicated that she did not have any capacity to handle crisis situations.

The next subsection presents and analyses data regarding guidance counsellors' capacity in assessing students' counselling needs.

4.5.2.3 Counsellors' capacity to assess students' counselling needs

Most guidance counsellors did not indicate convincing capacity to assess students' counselling needs besides unsystematic observations. The counsellors indicated that students who needed counselling either presented themselves voluntarily or were referred to them by their lecturers or peers. The verbal quotes below support this finding:

I do not do any assessment. Students either come on their own volition or they are referred to me by lecturers or peers (Counsellor 16).

Those who need help approach us. We only approach students whose behaviour say in hostels would be inconveniencing other students (Counsellor 13).

In most cases they come to us after being referred by lecturers. Some just walk in, so I do not do any pre-counselling assessment (Counsellor 4).

We do not have a specific tool to assess students who need help (Counsellor 14).

I usually observe students' behaviours when they come for sports and then identify those who need guidance (Counsellor 10).

We identify students who need academic guidance or counselling especially towards the end of the semester when we look at their coursework profiles and we start making follow-ups (Counsellor 19).

The next subsection presents and analyses data regarding guidance counsellors' knowledge about use of career assessment tools, for instance, personality tests and interest tests.

4.5.2.4 Guidance counsellors' knowledge of career tests

Most guidance counsellors, save for Counsellor 15, Counsellor 1 and Counsellor 2, indicated that they did not have any knowledge about career assessment tools and their uses. The following verbal quotes support this finding:

I have never used career tests and I have no idea how they are used (Counsellor 3).

I am not a psychologist, so I am not aware such tests exist (Counsellor 16).

I do not really know what these tests are used for (Counsellor 6).

I have never heard about such tests (Counsellor 11).

The following subsection presents and analyses data collected from the guidance counsellors regarding the counselling ethics that they observed in their practice.

4.5.2.5 Guidance counsellors' observation of ethics

All guidance counsellors indicated that they observed clients' informed consent, confidentiality, and privacy. Some counsellors also indicated that they observed dual relationships, proper referral and follow up procedures. The following verbal quotes support these findings:

I observe all ethics that deal with human beings, that is, confidentiality, anonymity, and honesty (Counsellor 1).

Privacy, confidentiality and informed consent are some of the important ethics that I observe. I do not coerce a student to release information (Counsellor 3).

I observe confidentiality, privacy, anonymity and professional boundaries or dual relationships (Counsellor 15).

As a professional counsellor I am obliged to observe informed consent, confidentiality, privacy and proper referral and follow up procedures (Counsellor 2).

The following subsection presents and analyses data collected from guidance counsellors regarding their capacity strengths in counselling clients from diverse cultural backgrounds.

4.5.2.6 Guidance counsellors' capacity to counsel clients from diverse cultural backgrounds

Most guidance counsellors indicated that they had the capacity to counsel clients from diverse cultural backgrounds although some of them did not confidently express their competencies. The following verbal quotes illustrate this finding:

I am competent. I have good experience from different countries, for example, Pakistan, South Africa and Zimbabwe (Counsellor 2).

I think I fare well with that. It is all to do with the exposure I got around Northern, Eastern, and Southern Africa. I learnt to tolerate different cultures (Counsellor 18).

I manage them well. I deal with people from varied backgrounds- the poor, the rich, coloured, black, and white, those with disabilities, albinos, and international students (Counsellor 3).

I think I am average (Counsellor 19).

Because of the training that I have had, I try (Counsellor 10).

I am capable. I have studied different religions, so I have some solid information on Hindu, Islam, ATR and Christianity (Counsellor 8).

A few counsellors however, indicated that they did not have capacity to guide and counsel clients from diverse cultural backgrounds:

I am sure I need to embrace diversity on my own part. Once I understand that, I do not have problems working with people from different cultural backgrounds (Counsellor 14).

Not really, because I have been exposed mostly to students from our cultural set up (Counsellor 6).

I am not competent because I normally deal with my people, fellow Zimbabweans (Counsellor 13).

The next subsection presents and analyses data collected from guidance counsellors regarding the extent to which they collaborated with other stakeholders.

4.5.2.7 Collaboration of guidance counsellors with other stakeholders

Most guidance counsellors indicated that they collaborated with other stakeholders outside the universities besides local chaplaincy, clinic staff and lecturing staff. Some of the stakeholders they worked with included UNICEF, UNESCO, Econet, NetOne, Say What, CBZ, Ministry of

Social Services and Labour and National Aids Council. The verbal quotes below support this finding:

We work with UNICEF, Padare, Ministry of Women and Gender Affairs, Ministry of Education, UNESCO, Say What, NAC, Econet, Nyaradzo, CBZ and other banks (Counsellor 11).

Personnel from the police, pastors or chaplains from the prison services and officers from Annex address students on the effects of substance abuse (Counsellor 8).

Delta, Lafarge Cement, Savannah, National Parks and Wildlife, Ministry of Social Services and Labour and ZPS give our students career guidance and sometimes attachment placements (Counsellor 3).

We work with lecturers, library personnel, the chaplaincy, our local clinic and nearby referral hospitals (Counsellor 5).

Boost Enactors and International Coaching and Mentoring Foundation help students in terms of grooming, deportments and leadership skills development (Counsellor 14).

We collaborate a lot with Island Hospice, Population Services, Department of Social Welfare and Zimbabwe's Women Lawyers' Association (Counsellor 16).

The next subheading presents and analyses data regarding frequency of supervision of guidance counsellors in Zimbabwean universities.

4.5.2.8 Supervision of guidance counsellors

The majority of guidance counsellors indicated that they were not supervised in their practice. The following verbal quotes support this finding:

I am not supervised at all. I actually supervise interns and that is when my work is rated (Counsellor 1).

There is no supervision at this institution (Counsellor 19).

Nobody supervises us. It is a service that we offer as part time (Counsellor 13).

There is no supervision. No one comes here to ask me how many students I counsel and how I do it (Counsellor 3).

I have never been supervised (Counsellor 14).

Some guidance counsellors, however, indicated that supervision was done in the form of reports. The following verbal quotes support this finding:

From time to time I appraise the Registrar on my practice (Counsellor 18).

We write monthly reports here on what would have transpired in the course of the month (Counsellor 8).

We write reports every month to the Chaplain, Dean of Students and the District Health Office. They in turn guide us accordingly (Counsellor11).

Supervision is in form of reports. I write reports on the cases that I handle and those that I refer to other professional bodies like clinics and hospitals (Counsellor 2).

The next section presents and analyses data collected from students and guidance counsellors regarding ways that could enhance effectiveness of guidance and counselling services in Zimbabwean universities.

4.6 ENHANCING GUIDANCE AND COUNSELLING SERVICES IN ZIMBABWEAN UNIVERSITIES

The fourth sub-question outlined in Chapter 1 focused on establishing ways that could enhance the effectiveness of guidance and counselling services in Zimbabwean universities. The following section presents and analyses students' submissions.

4.6.1 Students' responses

Table 4.17 on the next page shows responses from students regarding ways that could enhance guidance and counselling services in universities.

Table 4.17: Ways of Enhancing Guidance and Counselling Services in Zimbabwean Universities (N=80)

Ways to enhance guidance and counselling services	Strongly disagree n(%)	Disagree n(%)	Undecided n(%)	Agree n(%)	Strongly agree n(%)	Total valid responses
Establishment of a fully-fledged guidance and counselling centre	2(2.7)	2(2.7)	9(12)	28(37.3)	34(45.3)	75
Qualified personnel	2(2.7)	2(2.7)	5(6.9)	32(43.8)	32(43.8)	73
Continuous training and professional development for staff and trainee counsellors	1(13.4)	2(2.7)	5(7)	33(45.2)	32(43.8)	73
Intensive research by counsellors	2(2.7)	4(5.4)	5(6.8)	35(47.3)	28(37.8)	74
Periodic supervision and mentoring of counsellors	4(5.4)	3(4.1)	5(6.8)	32(43.2)	30(40.5)	74
Teamwork and partnership among stakeholders	3(4.1)	4(5.4)	8(10.8)	28(37.8)	31(41.9)	74
Periodic objective programme evaluation	6(8.3)	4(5.6)	6(8.3)	27(37.5)	29(40.3)	72
Proper planning	3(4.1)	5(6.9)	3(4.1)	28(38.4)	34(46.5)	73
Well-furnished and spacious counselling rooms	4(5.3)	5(6.7)	7(9.3)	29(38.7)	30(40)	75
Career centre	3(4.2)	5(6.9)	3(4.2)	29(40.3)	32(44.4)	72
Computer laboratory	5(6.8)	4(5.5)	4(5.5)	30(41.1)	30(41.1)	73
Workshop rooms	7(9.6)	6(8.2)	6(8.2)	28(38.4)	26(35.6)	73
Offices for career counsellors, advisors and a receptionist	2(2.9)	8(11.6)	3(4.4)	27(39.1)	29(42)	69
Library	5(7.6)	3(4.6)	1(1.5)	31(46.9)	26(39.4)	66

Table 4.17 on the previous page shows that three quarters of the respondents agreed that all the aspects listed on the questionnaire would enhance the effectiveness of guidance and counselling services offered in universities. Thus, a negligible number of respondents disagreed that the listed ways would enhance the services. Continuous training and professional development for staff and trainee counsellors, qualified personnel, library, intensive research by counsellors, proper planning, career centre, periodic supervision and mentoring of counsellors respectively were highly rated as enhancers of guidance and counselling services.

Students also suggested that employment of full time guidance counsellors, enlisting services of professional organisations outside universities, offering guidance and counselling as a course and maintaining confidentiality and privacy during and after counselling by guidance counsellors would enhance the effectiveness of guidance and counselling services offered in their universities. The following extracts from open ended questions support these findings:

The university should employ adequate full time and committed professional counsellors (Student 13).

We need full time departmental counsellors so that students readily access these services (Student 79).

Enlisting guidance and counselling services of other professional organisations outside the university (Student 22).

Offering guidance and counselling as a course (Student 65).

Confidentiality and privacy should be maintained during and after counselling (Student 56).

The next subsection presents and analyses data collected from guidance counsellors regarding ways that could enhance the effectiveness of guidance counselling services offered in universities.

4.6.2 Guidance counsellors' responses

Most guidance counsellors concurred with some students that universities needed to employ adequate full time and professionally trained guidance counsellors. They further urged universities to use different platforms so that students readily accessed the services. The guidance counsellors also suggested the need for continuous training and development of guidance counsellors and peer counsellors by universities so that clients would receive quality

services. They also suggested that proper infrastructure and government support would also enhance the effectiveness of the services. The verbal quotes below support these findings:

Universities need fully-furnished offices which are manned by well-trained full time counsellors (Counsellor 6).

Social media like Facebook, YouTube, WhatsApp and institutional repositories should be instituted so that students readily access guidance and counselling services (Student 13).

The institution needs to train or further train counsellors and peer counsellors and give especially basic counselling skills to janitors and wardens who also deal with students (Counsellor 3).

There is need for the university to have a well-structured guidance and counselling centre (Counsellor 16).

Guidance and counselling services should be properly coordinated. We also need training on effective use of assessment tests like psychological tests (Counsellor 5).

Counselling should be a curriculum issue because it enhances academic excellence and professionalism (Counsellor 9).

Government has to support universities through relevant policy frameworks (Counsellor 14).

The next section of the chapter discusses findings of the study.

4.7 DISCUSSION

This study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. This section discusses the results of the current study under the following subheadings derived from the research questions outlined in Chapter 1: Guidance and counselling services offered in Zimbabwean universities; perceptions of students and counsellors about guidance and counselling services offered in their universities; guidance counsellor competencies; and enhancing guidance and counselling services offered in universities. The discussion of the major results of the study is done in relation to available local and international literature. The next subheading discusses the nature of guidance and counselling services offered in Zimbabwean universities.

4.7.1 Guidance and counselling services offered in Zimbabwean universities

The discussion attempts to address the following sub-question: What are the guidance and counselling services offered in Zimbabwean universities? Reference will be made to available regional and international literature on guidance and counselling services offered in educational institutions.

It emerged from this study that Zimbabwean universities generally offered their students orientation, information, academic, consultation, referral, career, personal-social, assessment, placement, follow-up and evaluation services. The revelation that Zimbabwean universities offered the above mentioned guidance and counselling services supports international and regional literature that standard guidance and counselling services offered to students in educational institutions include the above services (Savitz-Romer et al., 2019:2; Tannen et al., 2019:405; Lemesa, 2018:12; Lasode, et al., 2017:170; Adeusi et al., 2016:11). However, the majority of guidance counsellors and students concurred that placement, assessment, and evaluation services were not being offered significantly. The following sub-section discusses the findings of the study regarding orientation services.

4.7.1.1 Orientation services offered in Zimbabwean universities

It emerged from the current study that effective orientation services were offered to students for purposes of giving them information on library facilities, study skills, health issues, guidance and counselling services, adjusting to the new academic environment and programmes on offer and university ordinances. These findings are consistent with observations made in Turkey (Dogan, 2012:91), in India (Nafees et al., 2012:127), in Kenya (Onyango et al., 2018:6; Kanus, 2017:170; Boitt, 2016:27), in Ethiopia (Lemesa, 2018:12; Arfasa & Weldmeskel, 2018:357), in Zambia (Maimbolwa, 2016:15; Maliwana, 2016:18) and in Nigeria (Lasode et al., 2017:170; Oluremi, 2015:703) that students were offered effective orientation services in the above mentioned aspects including communication skills, adjustment to university life, coping with stress, dating skills, assertiveness, study skills and test anxiety.

It also emerged from the study that students going on attachment or exiting university got effective career orientation from different organisations and former students, on the expectations

of world of work. The students and guidance counsellors regarded highly career orientation for students going on attachment and for those exiting university. The finding that students going on attachment or exiting university got effective career orientation is in sync with observations made in literature and studies, for example in Kenya (Getachew et al., 2019:121), in Ghana (Felicia et al., 2018:70) and in Cameroon (Bobga, 2016:76), that effective career orientation programmes offered to students were market oriented and that they placed talents where they were mostly needed. The finding that students in Zimbabwean universities got effective career orientation services on the expectations of world of work is in line with Carl Rogers' advocacy that students' social services need to be person centered and properly focused on clients' needs so that they achieve what they aspire to achieve.

The current study also found out that students received effective orientation services which addressed particularly issues to do with their spiritual and safety needs; sporting activities; interactive clubs; public lectures and campaigns; violence on campus and SRC's mandate. This finding is consistent with observations made in literature for instance in Kenya (Onyango et al., 2018:8; Wambeti & Mwenda, 2016:255; Robert & Kinga, 2016:78), in Cameroon (Bobga, 2016:85) and in Ethiopia (Lemesa, 2018:13) that students got effective orientation on the above mentioned aspects which inevitably affect their lives. Findings of the current study show concerted effort by Zimbabwean universities to nurture students, through such orientation services, into becoming confident, esteemed and focused individuals who upon completing their studies would contribute significantly to the development of their communities.

It emerged however from the current study that the majority of students did not agree with guidance counsellors that orientation services offered in their universities addressed accommodation and relationship issues. This contradiction in opinions between students and guidance counsellors could have arisen from the fact that guidance counsellors operated on part time basis and might not have known specific students' needs that needed urgent attention or the guidance counsellors may have deliberately covered up for their lack thus misrepresenting facts on the ground. The revelation from the majority of students that orientation services did not address accommodation and relationships issues is inconsistent with observations made in

Pakistan (Ali & Shaliq, 2019:140), in Nigeria (Lasode et al., 2017:171) and in Cameroon (Bobga, 2016:76) that university students' overall adjustment, accommodation and relationship needs were effectively addressed. It is rather unfortunate that Zimbabwean universities could not make alternative arrangements for the students who needed accommodation. Some guidance counsellors indicated that accommodation was limited in their universities and it was given on first come first served basis although first priority was given to first and final year students. That arrangement meant that few people got on campus accommodation. The study also revealed that private universities, on the other hand, did not offer accommodation at all to students citing infrastructural inadequacies and that may explain why the issue was not even addressed during orientation. Failure to provide students with on-campus accommodation or alternative but safe out of campus accommodation may have forced such students to look for apartments to rent in locations close to university campuses and this arrangement may have compromised security of some students. Literature shows that personal-social challenges abound for students who would not have secured on campus accommodation and would have been compelled to look for affordable but compromised rooms to rent close to the university (Oseiwu, 2019:235; Kamundia & Ndarangwe, 2017:45; Thuryrajah et al., 2017:2; Maimboliwa, 2016:10, Oseiwa, 2014:237).

The disagreement between students and guidance counsellors that universities addressed relationship issues during orientation could have arisen from failure by guidance counsellors to address deep relationship issues that concern students such as love and sexuality issues. The finding of the study that universities did not address relationship issues is inconsistent with observations made in the literature for example in United Kingdom (Jenkins, 2018:11), in Kenya (Getachew et al., 2019:121; Wambeti & Mwenda, 2016:256), Cameroon (Bobga, 2016:75) and in Zambia (Maliwa, 2016:24; Maliwana, 2016:14) that relationship issues need to be unequivocally and effectively addressed during orientation because entry to university coincides with the stage of development at which young people start dating and become sexually active. This underscores the need for universities to effectively orient their students in relationship issues. If students do not get proper orientation and information regarding relationships with peers, lovers, friends and even with members of staff, conflicts may arise and students may be disoriented and probably fail to focus on their studies.

It also emerged from the study that the majority of students disagreed that orientation services offered in their universities effectively addressed issues of scholarships. The guidance counsellors did not even mention such issues. The revelation that issues of scholarships were not addressed during orientation in Zimbabwean universities is inconsistent with observations made in United Kingdom (Broglia et al., 2017:13), in Ethiopia (Lemesa, 2018:16) and in Kenya (Wambeti & Mwenda, 2016:256) that issues of scholarships and bursaries need to be addressed effectively during orientation because some students may be hard pressed for finances, therefore need assistance regarding free scholarships, fee concessions, stipends available in the institution or offered by welfare and when to apply. Arguably, if issues of scholarships are effectively executed, students' mental health academic performance may also be enhanced.

The current study revealed that not all students attended orientation programmes even though attendance was compulsory. Some guidance counsellors indicated that generally students who failed to secure on campus accommodation and probably lived far away from the university did not attend orientation services because they wanted to save on transport as usually orientation programmes spanned over two days. The revelation that not all students attended orientation programmes organised by universities concurs with findings of the studies conducted in Kenya (Getachew et al., 2019:120) and in Nigeria (Kyauta, 2017:8; Agbajor, 2017:179), which showed that not all fresh and final year students attended orientation programmes set up by their universities. This is a worrisome situation in that all those students who did not access orientation services may have missed out on some important information regarding their personal-social, academic and career needs. It was not clear though in the study whether universities tried to put mechanisms in place so that the majority or all students attended orientation programmes. The next sub-section discusses findings of the current study regarding information services offered to students in Zimbabwean universities.

4.7.1.2 Information services offered in Zimbabwean universities

It emerged from the current study that universities availed some effective information to students regarding their personal-social, academic and career needs through library and internet services; guidance and counselling services; change of programme packages; prospectuses and health

services. The finding that universities availed some effective information packages to students relates well with observations made in studies in Pakistan (Ali & Shaliq, 2019:141), in Nigeria (Lasode et al., 2017:171; Agbajor, 2017:179) and in Cameroon (Bobga, 2016:75-76) that students need to be effective information and that effective information support systems is very critical to their total development and success. Thus, without a clear support information system many students would usually be unable to overcome socio-emotional, academic, cognitive and biological changes that take place at the youth stage as noted by Robert and Kinga (2016: 73) and Wambeti and Mwenda (2016:256).

The fact that library services were rated highly by both students and guidance counsellors as major sources of information for students may mean that guidance counsellors worked well with librarians to ensure that students got proper information regarding their studies and prospective careers. The present study's revelation that respondents rated libraries highly for offering most of the important information regarding students' personal-social, academic and career pursuits confirms findings of studies conducted in Pakistan (Ali & Shaliq, 2019:140) and in South Africa (Chireshe, 2012:309) that librarians can contribute much and relevant information towards the guidance programme as they are in a unique position to collect, organise, retrieve and disseminate relevant and effective career information or material to the users.

The study revealed that students and guidance counsellors concurred that students were given effective information regarding their dietary needs, tuition payment procedures, sporting activities, test and study skills, time management, spiritual issues, university regulations, ordinances and Students' Charter. This is much applauded as such services undoubtedly may have guided and focused students on their personal-social, academic and career pursuits. The finding that students were given effective information regarding issues listed above confirms observations in Nigeria (Agbajor, 2017:2; Kyauta, 2017:8), in Cameroon (Bobga, 2016:75), in Kenya (Oluremi, 2015:703) and in Zambia (Maliwa, 2016:17) that students need to be provided with effective information in these and other aspects that directly or indirectly concern their personal-social, academic and career pursuits. The study also revealed that state universities' health and chaplaincy departments provided students with effective information pertaining to their health and spiritual needs but in private universities information services regarding students' health could have been compromised since there were no institutional clinics. It

emerged from the study that students in these private universities got some information from local health service providers such as New Start Center, National Aids Council, and National Family Planning Council and referral hospitals but it was difficult to tell the extent the information services were effective. The revelation that students' health needs were compromised in private universities is worrisome because all universities in spite of their status, need to have proper infrastructural, material and human resources so that students' health, welfare and informational needs are not compromised. Compromising students' needs may mean compromising their future and development towards self-actualisation.

It also emerged from the study that universities engaged peer guidance counsellors to effectively disseminate needed information to other students. The finding that Zimbabwean universities effectively engaged peer guidance counsellors to disseminate information to other students is consistent with observations made in the literature for instance in Kenya (Wamalwa, 2019:14; Kanga, 2017:85; Robert & Kinga, 2016:74), in Ethiopia (Lemesa, 2018:17) that the involvement of peer guidance counsellors to effectively disseminate relevant information is important as they can reach as many of their age mates as possible. It was however, not apparent in the study the extent the peer guidance counsellors were capacitated or trained to give their peers correct information regarding their personal-social, academic and career needs. Whilst it emerged from the study that information services offered in universities included online platforms, pamphlets, booklets and notice boards there was no evidence that these information dissemination platforms dispensed effective information to students. Again, it was not apparent that the universities had put mechanisms in place to ensure that students regularly accessed these information platforms. It is therefore incumbent upon universities to make sure that students not only access the information they require but also benefit substantially from it.

The current study revealed that guidance counsellors in Zimbabwean universities did not use career/ occupational abstracts and guides and occupational files as information packages for the benefit of students. The finding that guidance counsellors in Zimbabwean universities did not use career/ occupational abstracts and guides and occupational files as information packages for the benefit of students is inconsistent with observations made in literature for example in Hong Kong (Ng & Yuen, 2016:3), and in Nigeria (Babatunde, 2018:152) that career/occupational abstracts, briefs, guides and occupational files are rich information packages for students. The revelation

that guidance counsellors in Zimbabwean universities did not use career/ occupational abstracts and guides and occupational files as information packages could mean that the guidance counsellors were neither knowledgeable nor competent in using the information packages. Essentially, giving students pertinent and individualised help will more often than not help them achieve that which they would set out to achieve as advocated by Rogers' person centered approach to counselling. The following sub-heading discusses findings of the current study regarding personal-social guidance and counselling services offered in Zimbabwean universities.

4.7.1.3 Personal-social guidance and counselling services offered in Zimbabwean universities

The majority of respondents in the present study rated highly personal-social guidance and counselling services that addressed students' emotional, safety and survival, financial, health and spiritual needs. The study revealed that students also got effective personal-social guidance and counselling on matters to do with their identity crisis, sexual, substance and alcohol abuse as well as suicide ideation. The findings that students got effective personal-social services which addressed their emotional, safety and survival, financial, health, spiritual needs and matters to do with their identity crisis, sexual, substance and alcohol abuse as well as suicide ideation confirm observations made in literature for instance in Britain (Broglia et al., 2017:2; Denovan & Macaskill, 2017:506), in Pakistan (Rajkamal & Prema, 2018:16), in Malaysia (Thuryrajah, et al., 2017:3), in Kenya (Boitt, 2016:28), in Zambia (Muliwana, 2016:18) and in Cameroon (Bobga, 2016:75) that effective personal-social guidance and counselling services address students' mental health, identity and relationship issues and issues of abuse. Arguably, if students' personal-social services are effectively addressed they may be focused on their education, may be happy, self-confident and may understand what it means to be a woman or a man so that they become comfortable with their gender. Helping students understand and respect themselves and others, acquire effective interpersonal skills, safety and survival skills and other personal-social aspects, may subsequently assist them to develop into contributing members of society.

It emerged from the present study that the majority of students rated lowly adjustment services. This was rather unfortunate for the students in Zimbabwean universities because observations made in Nigeria (Agbajor, 2017:2), in Zambia (Muliwana, 2016:8; Maliwa, 2016:18) and in Kenya (Kanga, 2017:77; Robert & Kinga, 2016:76) revealed that it is important that students are

offered effective adjustment because a student who is well adjusted and accommodated, whose emotional needs are constantly and effectively addressed, is likely to excel in their academic and career pursuits.

The study also revealed that the majority of students disagreed with guidance counsellors that they were offered effective personal-social guidance and counselling regarding bereavement and other crises. The disagreement in opinions between students and guidance counsellors noted above might have arisen from the notion that guidance counsellors might have been concentrating much on students' academic and other needs at the expense of other students' important personal-social matters including crisis situations. However, the students tended to contradict themselves regarding the crises which they indicated were not addressed effectively by their counsellors because earlier they had indicated that substance and alcohol abuse as well as suicide ideation were addressed effectively, and yet these can also be classified under 'other crises.'

The finding of the current study that students felt their bereavement matters and other crises were not effectively addressed contradicts observations made in studies conducted in United States (Bhochhibhoya et al, 2017:672), in Turkey (Elemo & Turkum, 2018:9), in Ethiopia (Lemesa, 2018:14), in Nigeria (Lasode et al., 2017:171) and in Cameroon (Bobga, 2016:75) that students were offered effective personal-social counselling services which addressed their behavioural, emotional, psychological faculties resulting from either crises, bereavement or spiritual needs. If students' submissions that personal-social guidance and counselling services offered in their universities did not address their bereavement matters and other crises is anything to go by then it may be rather unfortunate because ideally if one is bereaved or is experiencing any crisis, one is likely to be psychologically, emotionally and mentally disoriented. As a result, one may not apply oneself fully on personal-social, academic and career demands unless they get effective social support in the form of guidance and counselling. The next sub-heading discusses findings of the current study regarding academic guidance and counselling services offered in Zimbabwean universities.

4.7.1.4 Academic guidance and counselling services offered in Zimbabwean universities

It emerged from the present study that students got effective academic guidance and counselling services regarding choice of programmes, research and academic writing, examination taking, proper utilisation of the library and computer laboratory, study skills, time management, academic achievement techniques and setting achievable learning goals. The study further revealed that the services also motivated students to remain focused on their studies. The results of the study that students got effective academic guidance and counselling services in the above mentioned aspects support research findings in United Kingdom (Jenkins, 2018:10; Denovan & Macaskill, 2017:508; Murray et al., 2016:136), in Malaysia (Thuryrajah et al., 2017:1), in Nigeria (Lasode et al., 2017:180), in Kenya (Adeusi et al., 2016:13; Onyango, Aloka & Raburu, 2018:7), in Cameroon (Bodga, 2016:76) and in Ethiopia (Lemesa, 2018:12) that students got effective academic guidance and counselling which assisted them to focus on and perform satisfactorily in their academic work, overcome learning difficulties, become creative, improve levels of motivation, utilise institutional resources optimally such as the library or laboratory and to acquire skills, attitudes and knowledge that contribute to effective learning in order to achieve success and understanding of the relationship of academics to the world of work and to life at home and in the community.

The revelation of the current study that students were allocated advisors in their departments who guided and counselled them on all academic matters is applauded as a bold attempt by universities to reach out to all students' academic needs so that they remained focused on their studies. The finding that students got effective guidance and counselling from their academic advisors relates well with benchmarks set in United Kingdom (Wulz et al., 2018:214; Denovan & Macaskill, 2017:518), in Australia (Forbes-Mewett, 2019:14; Browne et al., 2017:57) in Ethiopia, (Lemesa, 2018:13; Lebesa et al., 2018:14) and in Nigeria (Bolu-Steve & Oredugba, 2017:216; Lasode et al., 2017:171) that quality of education is reflected through academic achievement which is a function of study habits and study attitudes of the students, cultivated or enhanced through effective academic guidance and counselling. In essence, effective academic guidance and counselling services may enhance students' self-esteem, self-awareness, self-evaluation and self-actualisation as advocated by Rogers in his person-centered approach to

counselling. The next subheading discusses findings of the present study regarding career guidance and counselling services offered in Zimbabwean universities.

4.7.1.5 Career guidance and counselling services offered in Zimbabwean universities

The study revealed that the majority of students concurred with guidance counsellors that effective career guidance and counselling services in universities were instituted for the purpose of helping students understand economic situations and the world of work, develop task skills and marketability. The revelation that Zimbabwean universities offered effective career services to their students is in line with findings in United Kingdom (Hooley & Rice, 2019:475), in Hong Kong (Ng & Yuen, 2016:3), in Italy (Langhei et al., 2018:37), in Pakistan (Ali & Shafiq, 2019:140) in Malaysia (Thuryrajah et al. 2017:1), Cameroon (Bobga, 2016:77), in Nigeria (Agbajor, 2017:2; Adeusi et al., 2016:12), in Kenya (Robert & Kinga, 2016:74) and in Ethiopia (Arfasa & Weldmeskel, 2018:358) that students needed effective career guidance and counselling services that assisted them understand the demands of the world of work and enhance their marketability.

The current study further revealed that career guidance and counselling services offered in universities helped students to write CVs and application letters. Although the majority of students did not agree with guidance counsellors that these services were offered mostly during career expos and job fairs, the findings generally relate well with observations made in Nigeria (Babatunde, 2018:152) in Cameroon (Bobga, 2016:76), in Kenya (Oluremi, 2015:703) and in South Africa (Chireshe, 2012:307) that universities hosted effective career and job fairs where companies set up their respective booths on campus, posted a list of openings for different levels of positions, got applications from interested students and did preliminary interviews. The disagreement between students and guidance counsellors that students were guided and counselled to write effective CVs and application letters during career expos and job fairs, may mean that the students may not have been clear on the terms ‘career expos’ and ‘job fairs’ that referred to the platforms created by their universities to be guided and counselled on such career aspects.

The present study also found out from some students and guidance counsellors that universities also offered effective career guidance and counselling services that exposed students to work

ethics and created platforms for NGOs and other organisations to appraise students on degrees or qualifications needed for specific job placements. Judging from these findings, Zimbabwean universities are commended for their concerted effort to empower students with knowledge of work ethics and other career related aspects that were likely to promote their self-actualisation, even on the whole students did not rate highly career guidance and counselling services offered in their universities.

The majority of students disagreed with guidance counsellors' claims that universities offered them graduate deployment programmes and entrepreneurship skills. This disagreement may be an indication that guidance counsellors in Zimbabwean universities may not have explicitly exposed students to graduate deployment programmes biased towards developing their entrepreneurship skills, the services which would probably have empowered or prepared them for self-employment. Findings of the current study that students were not offered effective graduate deployment programmes and entrepreneurship skills are inconsistent with observations made in America (Augiene & Lamanuskas, 2015:13), in United Kingdom (Hooley & Rice, 2019:472), in Pakistan (Ali & Shaliq, 2019:145), in Nigeria (Babatunde, (2018:152) and in Cameroon (Bobga, 2016:81) that offering of effective and wholesome career guidance and counselling services is mandatory as such services assist students at individual, group or societal level in integrating information about themselves, their education, the world of work and the informal industrial sector, to have a plan for career development.

Guidance counsellors in Zimbabwean universities might not have been particular about developing in their students entrepreneurship skills, but probably focused much on career skills that promoted employment seeking instead of employment creation, yet Rogers emphasises that effective students' counselling services should be person centered so that they meet the person or client's needs that propel them to or enhance their self actualisation as noted by Onyango et al. (2018:8).

It emerged from the majority of guidance counsellors that Zimbabwean universities effectively collaborated with other organisations to ensure that students got quality career guidance and counselling services. The revelation that Zimbabwean universities effectively collaborated with other organisations in order to offer students quality career services relates well with

observations made in United Kingdom (Wulz et al., 2018:207), in Australia (Gilfillan, 2018:7), in Hong Kong (Ng & Yuen, 2016:6), in Kenya (Robert & Kinga, 2016:74) and in Nigeria (Oluremi, 2015:704) that professional career counsellors who effectively collaborated with other educational departments and personnel like the library, the computer laboratory, peer counsellors, representatives from NGOs, business and industry and the administration realised effective career counselling services for their students. The sub-section below discusses findings of the current study regarding attachment services offered in Zimbabwean universities.

4.7.1.6 Attachment services offered in Zimbabwean universities

It emerged from the study that students did not agree with guidance counsellors that they were provided with placement services that networked them with companies, helped them find appropriate place in other educational settings; helped them with job seeking and interviewing skills; or helped them to secure appropriate attachment and job placement. The apparent disagreement could be attributed to the fact that the majority of guidance counsellors, besides being untrained, were not fulltime, so their commitment to offering services of that magnitude could have been compromised and they may have misrepresented facts that their universities provided students with placement services that effectively met students' placements needs. The contradiction noted above could also be attributed to the fact that guidance counsellors overlooked the importance of placement services which include helping students find a place that will contribute to their physical, mental, emotional, educational and spiritual health and wellbeing as advocated by Roger's person centered approach to guidance and counselling as noted by Thuryrajah et al. (2017:6). Students' submissions paint a gloomy picture of how placement services were offered in Zimbabwean universities. Findings of the current study that students in Zimbabwean universities were not offered effective placement services are contrary to observations made in Cameroon (Bobga, 2016:81) and in Nigeria (Babatunde, 2018:155) that effective placement services ensured that people were in the right place at the right time.

The study further revealed that Zimbabwean universities did not have separate placement offices that networked with companies. This finding is inconsistent with an observation made in studies for example in Ethiopia (Seyoum, 2011:170) that effective attachment services were ensured by having a separate placement office which networked with companies, usually those in which

alumni held senior positions. Failure by Zimbabwean universities to offer students effective placement services may have hampered their progress or compromised their total development as they may have had torrid time trying to secure attachment. This could also mean that guidance counsellors in these universities may not have promoted effective interaction between them and their students as advocated by Rogers' person centered approach to counselling which subsequently promote students' overall development as noted by Bobga (2016:85). The next sub-section discusses findings of the current study regarding follow-up services in Zimbabwean universities.

4.7.1.7 Follow-up services offered in Zimbabwean universities

The study revealed that students were offered effective follow-up services by their universities which included checking on the extent students on attachment were adjusting, checking on the extent they had been able to achieve according to their abilities and attitudes, monitoring students' adaptation and development in placement sites and checking on students who needed assistance. The finding that students were offered effective follow-up services outlined above is in sync with observations made in Cameroon (Bobga, 2016:81), in Zambia (Maimbolwa, 2016:18), in Namibia (Mbongo et al., 2016:22) and in Nigeria (Lasode et al., 2017:179; Haruna, 2015:21) that effective follow up services by counsellors are necessary for effective and quality service delivery to students as well as ensuring proper monitoring of their wholesome progress. The next sub-section discusses findings of the current study regarding assessment services offered in Zimbabwean universities.

4.7.1.8 Assessment services offered in Zimbabwean universities

It emerged from the majority of the students and guidance counsellors that Zimbabwean universities were not assessing students' individual abilities, capabilities, interests and personalities for purposes of admission, placement, referral and guidance and counselling. Findings of the current study that Zimbabwean universities did not assess students' needs for the above outlined purposes are inconsistent with international and regional standards for example in United Kingdom (Broglia et al., 2017:11; Murray et al., 2016:137), in Australia (Forbes-Mewett, 2019:14; Browne et al., 2017:57) and in Ethiopia (Lemesa, 2018:15) that it is mandatory to offer students effective assessment services as they ensure that guidance counsellors effectively assist

students according to their needs. The majority of guidance counsellors intimated that no assessments were done through interviews, psychological tests, interest and personality tests, anecdotal records and self-report forms.

It is saddening to note that besides erratic observations, the majority of guidance counsellors indicated that they did not use any other tests to establish students' guidance and counselling needs. This could be attributed to the fact that most guidance counsellors lacked training and competences in using assessment tools, and yet effective assessment services are inevitable in universities as they lay firm foundation for students' growth and self-actualisation as individual abilities, capabilities, interests and personalities are ascertained through objective and effective assessment services as noted by Thuryrajah et al. (2017:5). The following sub-section discusses findings of consultation services offered in Zimbabwean universities.

4.7.1.9 Consultation services offered in Zimbabwean universities

The majority of students and guidance counsellors concurred that effective consultation services offered in their universities focused on academic related aspects such as study skills and issues of absenteeism. The revelation that students were offered effective consultation services in the above mentioned areas relates well with observations made in United Kingdom (Wulz et al., 2018: 209), in Italy (Costa, 2019:595), in Australia (Forbes-Mewett, 2019:13; Browne et al., 2017:57), in Turkey (Dogan, 2012:95) and in Nigeria (Bolu-Steve & Oredugba, 2017:213; Lasode et al., 2017:178) that academic issues such as study skills and absenteeism were the focus of effective consultation services offered in guidance and counselling centres. The present study however revealed that the majority of students did not agree with most guidance counsellors' submissions that consultation with prospective employers, other organisations and issues to do with attachment and employment prospects; personal-social aspects and test anxiety were included in the effective consultation services offered in their universities. The notable contrary views above among students and guidance counsellors may be emanating from the notion that there were no clear cut and well -structured consultation services in Zimbabwean universities probably because of lack of properly trained and full time guidance counsellors.

The revelation from the majority of students that consultation services in Zimbabwean universities did not focus on, for example, students' personal-social needs is inconsistent with

observations made in United Kingdom (Jenkins, 2018:15; Beks et al., 2018:681; Denovan & Macaskill, 2017:514) in Australia (Forbes-Mewett, 2019:14) and in Malaysia (Thuryrajah et al., 2017:5) that students always need effective consultation services especially on personal-social needs that include mental health and emotional matters if ever they had to remain focused and effective in their educational endeavours.

It is rather unfortunate that Zimbabwean universities did not include consultation with prospective employers, other organisations and issues to do with attachment and employment prospects and test anxiety in the consultation services package offered to students as this may imply that students in need of such services could have been shortchanged resulting in them not developing confidence and excellence in their studies or career pursuits. The study also revealed that guidance counsellors in Zimbabwean universities were not using cumulative record folders in their practice. The revelation that guidance counsellors in Zimbabwean universities were not using cumulative record folders in their practice is inconsistent with observations in Nigeria (Oluremi, 2015:703) that through effective cumulative record folders guidance counsellors served as consultants to parents, employers and the community, and also served as referee to students when they applied for jobs, for admission to other institutions or for scholarships. The next sub-heading discusses results from the current study regarding referral services offered in Zimbabwean universities.

4.7.1.10 Referral services offered in Zimbabwean universities

The study revealed that students in Zimbabwean universities received effective referral services from lecturers and chaplains regarding personal-social, academic and career issues. However, the majority of students did not agree with guidance counsellors that they also got effective specialised referral services from university administrators and clinical psychologists. These apparent disagreements may be as a result of lack of proper referral and subsequent follow up structures in the universities probably because of lack of trained and full time guidance and counselling personnel as indicated earlier. Contrary to the above equivocal findings in the current study, observations made in United Kingdom (Broglia et al., 2017:445), in Malaysia (Thuryrajah et al., 2017:6), in Kenya (Nyaga, 2011:24), in Nigeria (Bolu-Steve & Oredugba, 2017:213; Nkechi et al., 2016:44) and in Ethiopia (Lemesa, 2018:18) show that counsellors effectively

referred students to lecturers, administrators, other professional counsellors and clinical psychologists for help or further management.

The current study also established that effective referrals to hospitals and clinics were also done for medical cases, emergencies and for students who needed psychotherapy. The above finding relates well to the observations made in United Kingdom (Beks et al., 2018:683; Broglia et al., 2017:14), in Australia (Forbes-Mewett, 2019:16) and in Nigeria (Lasode et al., 2017:170) that guidance counsellors effectively referred clients to some organisations for further assistance. Essentially, through effective referral service, students get befitting help that enhances their personal-social, academic and career growth. The following section discusses findings of the current study regarding evaluation activities conducted in Zimbabwean universities.

4.7.1.11 Evaluation of guidance and counselling services offered in Zimbabwean universities

It emerged from the current study that both students and guidance counsellors felt that it was important to effectively evaluate guidance and counselling services periodically for purposes of ascertaining the effectiveness of the services, checking what else was needed to enhance the effectiveness of the services; checking on adequacy of both human and material resources; checking the extent the services were helping students; ensuring stabilisation of university academic standards and ensuring that the services remained relevant and effective to students' diverse needs. The above findings that students and guidance counsellors acknowledged the importance of effective evaluation services support observations made in America (Beks et al., 2018:62), in Australia (Forbes-Mewett, 2019:17), in Hong Kong (Ng & Yuen, 2016:6), in Nigeria (Agbajor, 2017:3; Bolu-Steve & Oredugba, 2017:213; Haruna, 2015:21) and in Kenya (Getachew et al., 2019:127; Muslikah, 2018:242; Karimi et al., 2014:36) that effective evaluation plays an important role in building and maintaining strong counselling programmes, showing whether the goals of the programme were realised and in making decisions related to building and modifying the programme so that students' needs are addressed most effectively. This means that if there were negative results from such evaluations, counsellors' subsequent efforts to improve their programmes would not only better serve the students but would also show stakeholders that a sincere effort to improve the services would be in progress.

It is unfortunate that in spite of the sound knowledge students and guidance counsellors showed regarding the importance of effectively evaluating guidance and counselling services offered to students periodically, the current study revealed that the guidance and counselling services offered to students in Zimbabwean universities were not effectively evaluated. This revelation is worrisome as paying lip service to evaluation of these services would mean short changing students who would in all fairness have benefitted wholesomely from effective and well-coordinated guidance and counselling services.

The finding of the current study that guidance and counselling services in Zimbabwean universities were not effectively evaluated, is contrary to observations made in America (Beks et al., 2018:62), in Nigeria (Babatunde, 2018:155; Lasode et al., 180; Agbajor, 2017:2) and in Kenya (Muslikah, 2018:243) that guidance and counselling services offered in educational institutions were effectively and periodically evaluated for the benefit of students. The fact that the few guidance counsellors who indicated that guidance and counselling services offered in their universities were evaluated did not explicitly indicate how and when the services were evaluated could be an indication that the services were either not systematically evaluated or they were never evaluated at all. This finding may mean that guidance counsellors in Zimbabwean universities may not have given evaluation activities the seriousness they deserved because of lack of expertise or commitment in the exercise since most of them were not trained. The finding that guidance and counselling services offered in Zimbabwean universities were not evaluated effectively is rather unfortunate as outcomes of effective evaluations may have helped guidance counsellors address students' peculiar needs that in turn help them to actualise as advocated by Rogers. The next sub-heading discusses findings of the study regarding different methods used to evaluate guidance and counselling services in Zimbabwean universities.

4.7.1.11.1 Methods used to evaluate guidance and counselling services in Zimbabwean universities

The study showed that the majority of students did not agree with guidance counsellors that direct feedback from clients, staff appraisals, interviews, questionnaires and observations were used to evaluate guidance and counselling services in their universities. The contradiction noted above may have arisen from the fact that students maintained their stance that their universities did not carry out effective evaluation services whereas guidance counsellors may have been

trying to cover up for that apparent lack. However, the finding from guidance counsellors that direct feedback from clients, staff appraisals, interviews, questionnaires and observations were used to evaluate guidance and counselling services in their universities relate well with observations made in United Kingdom (Murray et al., 2016:135), in Hong Kong (Ng & Yuen, 2016:6), in Nigeria (Agbajor, 2017:3) and in Kenya (Muslikah, 2018:245) that these methods yield much relevant information which would be used to enhance quality of the services.

In the present study students rated lowly comparative data from other institutions as a method of evaluating guidance and counselling services. Interestingly, guidance counsellors did not even mention that aspect. This finding may mean that such data were never used in the few cases of evaluation of guidance and counselling services done in Zimbabwean universities. The following section discusses findings of the present study regarding students and guidance counsellors' perceptions of guidance and counselling services offered in their universities.

4.7.2 Students' and guidance counsellors' perceptions of guidance and counselling services offered in universities

This part of the study discusses findings of the study regarding students and guidance counsellors' perceptions of guidance and counselling services offered in their universities. The discussion attempts to answer the following second research question: What are the students and guidance counsellors' perceptions of guidance and counselling services offered in Zimbabwean universities? In the discussion reference is made to available literature on students and guidance counsellors' perceptions of guidance and counselling services offered in educational institutions.

4.7.2.1 Students' perceptions of guidance and counselling services

The study revealed that generally the majority of students regarded all the guidance and counselling services beneficial as they gave them direction to and focus required for their personal-social, academic and career pursuits. This links well with their subsequent submission that students who received effective guidance and counselling services excelled in their personal-social, educational and career endeavours. The finding from students that guidance and counselling services were beneficial to them relates well with observations made in Turkey (Hanimoglu, 2018:764), in Italy (Matliwala, 2017:2), in Ethiopia (Lemesa, 2018:13), in Malaysia

(Thuryrajah et al., 2017:3), in Nigeria (Lasode et al., 2017:170) and in Zambia (Muliwana, 2016:17) that students regarded highly guidance and counselling services offered in their institutions as these services helped those who accessed them address problems that might have prevented their success in academic, career and personal-social development. However, the revelation from the current study that few students accessed the services because of lack of wide publicity by universities and lack of full time trained personnel is rather unfortunate given the value that students accorded these services.

The study further showed that from a host of guidance and counselling services offered by Zimbabwean universities, only orientation, information, academic and follow-up services were perceived effective by the majority of students. The study further revealed that the majority of students perceived personal-social, career, placement, assessment, consultation, referral and evaluation services ineffective. The finding above is inconsistent with findings in United Kingdom (Whiston et al., 2017:181; Hooley & Rice, 2019:481), in Pakistan (Ali & Shafiq, 2019:146), in Nigeria (Lasode et al., 2017:179; Oluremi, 2015:703) and in Zambia (Tuchili & Ndhlovu, 2017:90) that students perceived such guidance and counselling services as well as orientation, information, academic and follow-up services effective, citing that the services significantly enhanced their academic and career development and personal-social competencies. The noted inconsistencies between findings of the current study that students perceived personal-social, career, placement, assessment, consultation, referral and evaluation services ineffective and observations from United Kingdom (Whiston et al., 2017:181; Hooley & Rice, 2019:481), in Pakistan (Ali & Shafiq, 2019:146), in Nigeria (Oluremi, 2015:703) and in Zambia (Tuchili & Ndhlovu, 2017:90) that students perceived such guidance and counselling services effective, may be attributed to lack of professional training for the majority of guidance counsellors in Zimbabwean universities and the fact that the guidance counsellors offered the services on part time basis.

The finding of the current study that the majority of students had negative perceptions of referral and placement services offered in their universities is consistent with observations made in Kenya (Adeusi et al., 2016:19) and in Nigeria (Lasode, et al., 2017:179) that students had low opinions of such services. It is unfortunate that the majority of students in Zimbabwean universities did not regard highly most of the services they were offered in their universities yet

students indeed need all round effective guidance and counselling services in order for them to excel in personal-social, academic and career endeavours as noted by Strepparava et al. (2016:431) and Buizza et al. (2019:592). The next sub-heading discusses findings of the present study regarding perceptions of guidance counsellors towards guidance and counselling services offered to students.

4.7.2.2 Guidance counsellors' perceptions of guidance and counselling services offered in universities

The present study established that the majority of guidance counsellors had positive perceptions about guidance and counselling services offered to students in their universities which they said helped students to focus on their studies, maintain healthy relationships, change unbecoming behaviour, make informed decisions in their academic and career pursuits and have confidence in life. Findings of the current study that guidance counsellors regarded highly guidance and counselling services offered in their universities relate well to observations made in Italy (Langher et al., 2018:26), in Nigeria (Lasode et al., 2017:171), in Zambia (2017:52) and in Kenya (Oluremi, 2015:703) that guidance counsellors regarded highly the guidance and counselling services they offered to students as they believed they addressed students' personal, academic and career needs.

The revelation by some guidance counsellors in the current study that they needed to be properly trained and capacitated to enhance their effectiveness and that the guidance and counselling services needed to be properly coordinated to achieve effectiveness confirm observations in Indonesia (Sinthia et al., 2018:244), in Cameroon (Bobga, 2016:84), in Kenya (Wamalwa, 2019:11) and in South Africa (Munyaradzi & Addae, 2019:267) that training of guidance counsellors ensures properly coordinated and effective guidance and counselling services. The submission by guidance counsellors that guidance and counselling services offered in Zimbabwean universities needed to be properly coordinated and that the guidance counsellors needed to be trained to be effective may imply that the guidance counsellors did not regard highly the services they were offering students. This may also mean that the guidance counsellors felt students did not benefit as much from the guidance and counselling services they offered them as they would have done if the services were being offered by trained personnel

who would also coordinate the services properly. This may explain why most of the guidance and counselling services offered to students were dismissed as ineffective by the students themselves.

It emerged from the study, however that the majority of guidance counsellors expressed dissatisfaction with the manner assessment and evaluation services was conducted in their universities. The finding that guidance counsellors were dissatisfied with the manner assessment and evaluation services was conducted in their universities is inconsistent with observations made in United Kingdom (Hooley & Rice, 2019:480), in Australia (Forbes-Mewett, 2019:10) and in Cameroon (Bobga, 2016:81) that guidance counsellors regarded as effective assessment and appraisal services they offered in their universities. The inconsistencies noted between findings in the current study recorded above and those recorded in United Kingdom (Hooley & Rice, 2019:480), in Australia (Forbes-Mewett, 2019:10) and in Cameroon (Bobga, 2016:81) may be an indication that guidance counsellors in Zimbabwean universities lacked competences to offer effective guidance and counselling services. The next section discusses findings of the current study regarding counsellor competencies.

4.7.3 Guidance counsellors' competencies

This section of the discussion attempts to answer the following third research question outlined in Chapter 1: 'What are the guidance counsellors' competencies?' Counsellor competencies in the current study were defined as counselling knowledge and skills, multicultural counselling skills, appropriate counsellor attitudes as noted by Rogers (2014:141) and observation of counselling ethics.

It emerged in the current study that although only 7 out of 19 guidance counsellors had undergone formal training in counselling, the majority of students and guidance counsellors rated highly guidance counsellors' competencies which included effective counselling knowledge and skills, effective listening and attending skills and observation of ethics which included respect for clients, informed consent, empathy; unconditional positive regard for clients; confidentiality; multicultural counselling skills; and genuine interest in helping relationships. The finding that students and guidance counsellors rated highly guidance counsellors competencies is consistent with observations made in Italy (Sakiz & Saricah (2019:70), in Indonesia (Sinthia et al.,

2018:244), in South Africa (Munyaradzi & Addae, 2019:270), in Nigeria (Ojeme, 2019:28), in Kenya (Wambeti & Mwenda, 2016:256; Kamunyu et al., 2016:144; Nyaga, 2011:12) and in Zambia (Tuchili & Ndhlovu, 2017:90) that most guidance counsellors demonstrated these competencies in their practice. The revelation that the majority of guidance counsellors in Zimbabwean universities were competent in the skills outlined above is encouraging in that such competencies, if channeled to students' individual needs and experiences as noted by Lasode et al. (2017:171) may result in effective guidance and counselling relationships which in turn enhance students' self-actualisation process advocated by Carl Rogers in his person centered approach to counselling. The observation referred to above is in sync with the observations made in United Kingdom (Tannen et al., 2019:406), in Australia (Forbes-Mewett, 2019:13) and in Kenya (Wambeti & Mwenda, 2016:256) that an effective counselling relationship is a predictor of effective therapeutic outcome.

It was not clear in the current study how the guidance counsellors in Zimbabwean universities developed effective counselling knowledge and skills, effective listening and attending skills and observation of ethics which included respect for clients, informed consent, empathy; unconditional positive regard for clients; confidentiality; multicultural counselling skills; and genuine interest in helping relationships, when the study revealed that most of them were not trained and that they actually suggested that they needed to be trained in multicultural counselling and proper service delivery. It could be that the counsellors developed some of the skills through experience, that is, constant interaction with students given that most guidance counsellors had guidance and counselling experience which spanned over 6 years. However, the revelation in the current study that a few guidance counsellors in Zimbabwean universities indicated that they had no skills in multicultural counselling is rather unfortunate in that observations made in Zimbabwe by Gudyanga et al. (2019:36) show that Zimbabwe is a multicultural society therefore effective guidance and counselling services are incumbent upon multiculturally oriented guidance counsellors.

The revelation in the current study that students and guidance counsellors concurred that guidance counsellors effectively observed counselling ethics confirms findings in United Kingdom (Tannen et al., 2019:407), in Kenya (Wamalwa, 2019:4; Wambeti & Mwenda, 2016:255; Kamunyu et al., 2016:144; Adeusi et al., 2016:20), in Cameroon (Bobga, 2016:85), in

South Africa (Munyaradzi & Addae, 2019:270) that guidance counsellors effectively demonstrated empathy, respect, genuineness, confidentiality, unconditional positive regard for clients, and cultural sensitivity which enhanced the effectiveness of their relationships with their clients. Essentially, these attitudes facilitate client progress and growth. From Rogers' person centered perspective, lack of these competencies is a cause of concern in the guidance and counselling field as noted by Wambeti and Mwenda (2016:260).

The study further revealed that the majority of guidance counsellors did not know how to use assessment tests such as personality, psychological, interest and aptitude tests to determine clients' guidance and counselling needs. The finding noted above was consistent with both students and guidance counsellors' very low ratings of assessment services. The revelation that the majority of guidance counsellors in Zimbabwean universities were not competent in assessing students' guidance and counselling needs is rather unfortunate as effective counselling is to a larger extent dependent on proper and effective assessment of clients' needs. The finding of the current study that guidance counsellors were not competent in assessing students' needs is inconsistent with observations in Hong Kong (Ng & Yuen, 2016:6) and in Ethiopia (Lemesa, 2018:15) that effective counsellors are those who are competent in using assessment tests to determine clients' guidance and counselling needs. The revelation that the majority of guidance counsellors could not use assessment tests in their counselling practice could be attributed to lack of professional training in guidance and counselling.

Contrary to the majority of guidance counsellors' claim that they could handle crisis situations such as bereavement, abuse and suicidal ideation, the study revealed that the majority of students rated them lowly on these competencies. The apparent contradiction above between students and guidance counsellors may be an indication that some guidance counsellors did not represent themselves truthfully regarding their competencies to handle crises situations effectively. The revelation from students that guidance counsellors could effectively handle crisis situations such as bereavement, abuse and suicidal ideation is inconsistent with observations in Italy (Buizza et al., 2019:595; Strepparava et al., 2016:431), in Turkey (Elemo & Turum, 2019:14) and in Malaysia (Thuryrajah et al., 2017:3) that guidance counsellors were competent in handling crises situations. The inconsistency noted above could be attributed to lack of professional training in crises counselling. The next section discusses findings of the present study regarding strategies

that could be employed by universities to enhance effectiveness of guidance and counselling services.

4.7.4 Enhancing guidance and counselling services offered in Zimbabwean universities

This section discusses findings of the present study regarding strategies that could be employed to enhance the effectiveness of guidance and counselling services offered in Zimbabwean universities. Thus, the discussion tries to answer the following fourth and last research question: What strategies can be used to enhance guidance and counselling services offered in Zimbabwean universities? In the discussion reference will be made to available literature on planning, human resource development, material resource development, supervision of guidance counsellors and collaboration or partnership in guidance and counselling practice. The next subsection discusses findings of the current study regarding human development as one of the ways that could enhance the effectiveness of guidance and counselling services offered in universities.

4.7.4.1 Planning

It emerged from the current study that proper planning may enhance the implementation and sustainability of effective guidance and counselling services offered in universities. The finding that proper planning may enhance effectiveness of guidance and counselling services confirm findings from United Kingdom (Escapa & Julia, 2018:20; Broglia et al., 2017:44 Randall et al., 2016:872), in Malaysia (Thuryrajah et al., 2017:3) and in Ethiopia (Seyoum, 2011:188). The revelation that planning may enhance the effectiveness of guidance and counselling services also confirm studies in Zimbabwe (Mapfumo, 2001:26; Chireshe, 2006:190; Nkala, 2014:84) that in order to come up with effective guidance and counselling programmes in educational institutions, it is necessary to first determine what support services and available resources are necessary to meet the needs of students, families and the communities.

4.7.4.2 Human resource development

It emerged from the study that the majority of students and all guidance counsellors rated highly continuous training and professional development of guidance counsellors, trainee and peer counsellors and employment of qualified full time guidance and counselling personnel as strategies that could be used by universities to enhance guidance and counselling services they

offered. The above findings relate well with observations in United States (Bhochhibhoya et al., 2017:676), in United Kingdom (Gilfillan, 2018:1), in Italy (Biasi et al., 2017:255), in Turkey (Hanimoglu, 2018:763), in Paris (UNESCO, 2002:8), in New Zealand (Akoth et al., 2016:523), in Australia (Forbes-Mewett, 2019:11), in Kenya (Wamalwa, 2019:11; Boitt, 2016:31; Robert & Kinga, 2016:78; Kamundia & Ndarangwe, 2017:46), in Nigeria (Ojeme, 2019:30) and in Cameroon (Bobga, 2016:84) that to ensure effective execution of guidance and counselling services by counsellors, counselling centers in universities must provide intensive and effective guidance and counselling training, professional development and continuing education experiences for staff, trainees and peer counsellors in order to develop the needed competences of guidance and counselling staff and also increase the number of trained staff available to offer these services.

The study also revealed that some students felt that universities needed to employ adequate fulltime faculty and departmental guidance counsellors so that effective services would be readily accessible to students. The above finding confirms observations in Nigeria (Lasode et al., 2017:179) and in Zambia (Tuchili & Ndhlovu, 2017:92) that employment of adequate full time counsellors in all departments enhances accessibility and effectiveness of guidance and counselling services. The study further revealed that guidance counsellors who are professionally trained can influence proper and effective service delivery by advocating synergies with stakeholders and working with administration to set up proper and conducive infrastructure that enhance effective service delivery. Such synergies work best in researches related to proper implementation of guidance and counselling services.

The finding in the current study that professionally trained guidance counsellors influence proper and effective service delivery is in line with observations in Kenya (Boitt, 2016:32; Wamalwa, 2019:11), in Nigeria (Ojeme, 2019:30), in Cameroon (Bobga, 2016:76) and in South Africa (Munyaradzi & Addae, 2019:267) that professionally trained counsellors execute their duties effectively and are clear on how to effectively network with stakeholders. It is through proper training that guidance counsellors appreciate the importance of executing their services professionally, evaluating effectively the services they offer, planning how the services should be run effectively, conducting useful and relevant researches, valuing and using assessment tools effectively. This relates well with Carl Rogers' person centered approach to counselling that

takes effective counselling as a subjective enterprise that ensures that the needs of the student are addressed adequately. The next sub-section discusses findings of the current study regarding material resource development as one of the strategies that could enhance the effectiveness of guidance and counselling services offered in universities.

4.7.4.3 Material resource development

It emerged from the current study that the majority of students and guidance counsellors felt that establishment of a fully-fledged counselling center; well-furnished spacious counselling rooms; workshop rooms; computer labs and offices for career counsellors and advisors manned by receptionists; well-equipped libraries and career tests would enhance effectiveness of guidance and counselling services offered in their universities. The findings of the current study noted above support literature and observations in Namibia (Mbongo et al., 2016:12), in Kenya (Wambeti & Mwenda, 2016:260; Oluremi, 2015:699; Cheruiyot & Orodho, 2015:135; Orange, 2011:1; Songok et al., 2013:110), in South Africa (Chireshe, 2012:309) and in Ethiopia (Arfasa & Weldmeskel, 2018:358) that show that career guidance and counselling services are enhanced through provision of adequate and specialised material resources such as spacious counselling rooms and suitable furniture, career centers and assessment tests. Thus, serious mobilisation and proper setting up all these facilities and resources would show seriousness on the part of educational institutions to offer students effective guidance and counselling services which may promote their individual personal-social, academic and career endeavours. The next sub-section discusses findings of the current study regarding supervision of guidance counsellors as another way that could enhance the effectiveness of guidance and counselling services offered in universities.

4.7.4.4 Supervision of guidance counsellors

It emerged from the present study that constant supervision of guidance counsellors would enhance the effectiveness of guidance and counselling services offered in universities. This finding is consistent with observations made in literature in United Kingdom (Biasi et al., 2017:253; Beks et al., 2018:683), in America (Mead, 2007:1), in Australia (Corey et al., 2007:360) and in Kenya (Wamalwa, 2018:4) that periodic supervision of guidance counsellors enhances the effectiveness of the services. It is rather unfortunate though that the present study

revealed that the majority of guidance counsellors indicated that they were not being supervised. If guidance counsellors and peer counsellors were periodically supervised and mentored they would achieve high quality services for the benefit of students in their individual capacities. The next sub-section discusses findings of the current study regarding teamwork and partnership as one of the strategies that could enhance the effectiveness of guidance and counselling services offered in universities.

4.7.4.5 Teamwork and partnership

The current study established that teamwork and partnership in guidance and counselling would also enhance the effectiveness of guidance and counselling services offered in universities. The revelation that teamwork and partnership would enhance effectiveness of guidance and counselling services offered in universities confirms literature and observations in United States (Savitz-Romer et al., 2019:2; Hines et al., 2017:4; Beach, 2007:19; Falconer (2008:v), in Hong Kong (Ng & Yuen, 2016:6), in South Africa (Munyaradzi & Addae, 2019:272) and in Nigeria (Lasode et al., 2017:180) that teamwork and partnership enhance effectiveness of guidance and counselling services offered in educational institutions. Although the present study revealed that teamwork and partnerships were evident in Zimbabwean universities there was no evidence that the teamwork and partnerships yielded effectiveness in the guidance and counselling services offered to students. One guidance counsellor advocated teamwork among the different universities in Zimbabwe. This type of teamwork would probably work perfectly if there were common guidelines and expectations outlined in policies crafted by the Ministry of Higher and Tertiary Education, Science and Technology Development and the universities. Arguably, more and diverse ideas (from diverse partners) undoubtedly enrich the services.

It also emerged from the study that some students and guidance counsellors felt that the effectiveness of guidance and counselling services would be enhanced if there was healthy rapport between guidance counsellors and students. The finding of the current study noted above confirms an observation made in Italy (Buizza et al., 2019:597), in Kenya (Wambeti & Mwenda, 2016:255) that developing and maintaining a good relationship with a client is central in effective guidance and counselling programmes and more often than not it helps the client to

trust the counsellor and that generates or cultivates trust subsequently leading to achievement of set goals.

4.8 SUMMARY

In this chapter, the results from the study that evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities have been presented, analysed and discussed in the context of the sub-research questions outlined in Chapter 1. Although generally the majority of guidance counsellors indicated that the guidance and counselling services they offered to students were effective, they bemoaned that they lacked proper training and resources that would enhance their practice. The study also revealed that guidance counsellors generally lacked assessment skills as the majority of them indicated that they did not know how to use for instance psychological, personality, interest and aptitude tests. The study also revealed that guidance counsellors needed these assessment skills to enhance the effectiveness of guidance and counselling services they offered to students. It emerged from the study that the majority of guidance counsellors observed guidance and counselling ethics and fared very well in multicultural counselling. The study also showed that properly trained full time guidance counsellors, proper career centers, well- furnished and spacious counselling rooms, assessment tools, and purposeful teamwork and partnership among stakeholders would enhance the effectiveness of guidance and counselling services offered in Zimbabwean universities. The next chapter presents the summary, conclusions and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. The previous chapter presented and analysed research findings. The findings were then discussed in the context of related literature reviewed in Chapter 2. In this chapter, the context of the problem presented in Chapter 1, literature related to the study reviewed in Chapter 2 and research methodology discussed in Chapter 3 are summarised. The chapter also presents a summary of the findings of the study on each sub-research question. The chapter then presents the conclusion of the study and recommendations for the improvement of guidance and counselling services offered in universities. This chapter further presents a proposed model for effective comprehensive guidance and counselling services in universities. Matters requiring further research and final comments are also included.

5.2 REVIEW OF THE RESEARCH PROBLEM

This study was conducted against the background that students in universities generally face personal-social, academic and career oriented challenges which range from adjustment to university life, accommodation, financial, emotional, substance abuse, interpersonal relationships, cultural diversities, study and examination taking skills to career choices (Munyaradzi & Addae, 2019:263; Otieno et al., 2018:1; Rajkamal & Prema, 2018:12; Tuchili & Ndhlovu, 2017:88; Kamundia & Kinga, 2016:78; Bobga, 2016:75; Tuchili & Ndhlovu, 2016:14), yet literature shows that university years are a critical period in the students' lives as it is during this period of completing adolescence and struggling to become an adult that they face the difficulties of both this uncertain developmental period and the new hardships brought by university life (Munyaradzi & Addae, 2019:265; Robert & Kinga, 2016:76; Bobga, 2016:75; Ruane et al., 2011:134; Frydenberg, 2008:2; Nyaga, 2011:29). Regrettably, literature shows that such challenges may negatively affect students in their personal-social, learning and career endeavours. As a result, universities are obliged to offer their students effective guidance and counselling services which address such needs so that they reach their full potential and subsequently become fully functioning members of the society (Munyaradzi & Addae, 2019:263;

Hanimoglu, 2018:763; Lemesa, 2018:14; Biasi et al., 2017:249; Lasode et al., 2017:170; Kamunyu, et al., 2016:142).

Achievement of effective guidance and counselling services is dependent for instance on implementers' attitude and willingness to support and propel it to its full implementation stage, effective training of guidance and counselling personnel, guidance counsellors' competencies, collaboration, periodic evaluation of the services and availability of resources (Sakiz & Saricah, 2019:70; Hines et al., 2017:4; Munyaradzi & Addae, 2019:265; Ojeme, 2019:30; Wamalwa, 2019:11; Robert & Kinga, 2016:74; Alemu, 2013:28). Given this background, the current study therefore sought to answer the following major question: How effective are guidance and counselling services offered in Zimbabwean universities?

5.3 REVIEW OF RELATED LITERATURE

International and regional literature and studies related to an evaluation of effectiveness of guidance and counselling services offered in Zimbabwean universities were reviewed in Chapter 2 under the following sub-headings drawn from the study's sub-questions outlined in Chapter 1: Standard guidance and counselling services for students in educational institutions; Counsellors' and students' perceptions about guidance and counselling services; Counsellors' competencies; and Enhancing guidance and counselling services in educational institutions. Gaps filled in by the study were discussed in the chapter.

5.3.1 Guidance and counselling services offered in educational institutions

Chapter 2 showed that standard guidance and counselling services offered to students in educational institutions include orientation; information; personal-social; academic; career; assessment, placement, referral, consultation, follow-up, research and evaluation (Ostergard et al., 2019:151; Ali & Shafiq, 2019:139; Denovan & Macaskill, 2017:505; Thuryrajah et al., 2017:1; Murray et al., 2016:131; 425; Karimi et al., 2014:37). Chapter 2 highlighted that the guidance and counselling services offered in educational institutions needed to be comprehensive and effective in order to enhance development of students' holistic wellbeing and skills (Hanimoglu, 2018:765; Langhei et al., 2018:37; Tuchili & Ndhlovu, 2017:92).

5.3.2 Students and guidance counsellors' perceptions of guidance and counselling services

Students and guidance counsellors' perceptions of guidance and counselling services offered in educational institutions were reviewed. The following sub-headings summarise the review.

5.3.2.1 Students' perceptions of guidance and counselling services

Chapter 2 showed that generally students had mixed perceptions of guidance and counselling services offered in their educational institutions. For example, studies in Turkey (Hanimoglu, 2018:763), in Italy (Buizza et al., 2019:597), in Nigeria (Babatunde, 2018:154; Lasode et al., 2017:179) and in South Africa (Munyaradzi & Addae, 2019:270) revealed that some students regarded highly guidance and counselling services offered by their counsellors, which they said enabled them to make informed personal-social, academic and career decisions. On the other hand, studies conducted in Kenya (Adeusi et al., 2016:19; Oluremi, 2015:33; Karimi et al., 2014:42), in Ethiopia (Seyoum, 2011:185), in Nigeria (Lasode et al., 2017:179) showed that the majority of students had low opinion of guidance and counselling services and some of the students even professed ignorance of the existence of such services in their institutions.

5.3.2.2 Guidance counsellors' perceptions of guidance and counselling services

Chapter 2 revealed that the majority of guidance counsellors showed positive perceptions of guidance and counselling services offered in their institutions of learning. For example, studies conducted in United Kingdom (Randall & Bewick, 2016:90), in Australia (Brown et al., 2017:558), in America (Wulz et al., 2018:212), in Denmark (Ostergard et al., 2019:162) and in Malaysia (Thuryrajah et al., 2017:5) showed that guidance counsellors maintained that the services improved students' mental health, performance in their studies, decision making and general outlook of life. Chireshe (2011:106)'s study in Zimbabwe also showed that guidance counsellors had positive perceptions of guidance and counselling services. On the other hand, literature in Italy (Strepparava et al., 2016:431; Buizz et al., 2019:597), in Australia (Forbes-Mewett, 2019:14), in China (Sun & Yuen, 2012:206) and in Kenya (Onyango et al., 2018:7), showed that guidance counsellors had reservations regarding the services citing lack of resources, trained personnel and proper infrastructure. The following subheading summarises reviewed literature related to guidance counsellors' competencies.

5.3.3 Counsellor competencies

This section focused on counsellor qualifications, multicultural competencies, attitudes and ethics.

5.3.3.1 Counsellor qualifications (training)

This sub-section highlighted the importance of professionally training guidance counsellors so that they are equipped with knowledge, skills and attitudes which are valuable ingredients for any effective guidance and counselling programme (Wamalwa, 2019:11; Munyaradzi & Addae, 2019:266; Ojeme, 2019:30; Sinthia et al., 2018:245; Escapa & Julia, 2018:20; Songoko et al., 2013:111).

5.3.3.2 Counsellor multicultural competencies

This part of Chapter 2 showed that guidance counsellors need to be competent in multicultural counselling in order for them to achieve effectiveness in their practice (Sakiz & Saricah, 2019:70; Bhochhibhoya et al., 2017:675; Johnson et al., 2018:1868; Barden, 2017:204; Todd, 2017:30; Egan, 2007:63; Lunikari & Puukari, 2005:8) as clients differ from one another in a whole host of ways - abilities, age, creed, disabilities, economic status, education, ethnicity, gender, group culture, health, national origin, personal culture, politics, problem type, religion, sexual orientation and social status (Wamalwa, 2019:121; Munyaradzi & Addae, 2019:266; Barden, 2017:205; Egan, 2007:63; Pedersen, 1994:229).

5.3.3.3 Counsellor attitudes

This sub-section of Chapter 2 showed that in order to offer students effective guidance and counselling services, counsellors need to be endowed with positive attitudes towards their work and clients. For example, an effective and competent counsellor would treat their clients with empathy, respect, genuineness, unconditional positive regard and cultural sensitivity (Tannen & Daniels, 2019:407; Wamalwa, 2019:4; Ojeme, 2019:27-28; Lasode et al., 2017:179; Musika & Bukaliya, 2015:89; Tudor et al., 2008:208; Munikwa et al., 2012:198; Rogers, 2006:10; Rubin & Roessler, 2001:265).

5.3.3.4 Counsellor ethics

Literature reviewed in this sub-section showed that competent and effective counsellors uphold counselling ethics in their practice which include clients' informed consent, confidentiality, privacy, safety and cultural backgrounds (Munyaradzi & Addae, 2019:270; Ojeme, 2019:28; Kamunyu et al., 2016:144; Wambeti & Mwenda, 2016:256; Beach, 2009:20; Chao, 2011:35; Rethfeldt, 2011:14) to safeguard the welfare of clients by providing what is in their best interest. The following subheading summarises literature reviewed in Chapter 2 related to possible strategies that could be employed by educational institutions to enhance the effectiveness of guidance and counselling services.

5.3.4 Enhancing the effectiveness of guidance and counselling services in educational institutions

Chapter 2 reviewed literature on enhancing the effectiveness of guidance and counselling services under the following sub-headings: proper planning, human resource development, material resource development, supervision of guidance counsellors and teamwork and partnerships.

5.3.4.1 Proper planning

This sub-section of Chapter 2 highlighted that proper planning may enhance the implementation and sustainability of effective guidance and counselling services offered in educational institutions (Escapa & Julia, 2018:20; Broglia et al., 2017:442; Thuryrajah et al., 2017:3; Randall et al., 2016:87; Seyoum, 2011:188). Studies in Zimbabwe by Mapfumo (2001:26), Chireshe (2006:190) and Nkala (2014:84) showed that in order to come up with effective guidance and counselling programmes in educational institutions, it is necessary to first determine what support services and available resources are necessary to meet the needs of students, families and the communities.

5.3.4.2 Human resource development

Chapter 2 showed that effectiveness of guidance and counselling services can be enhanced if the services are conducted and co-ordinated by professionally trained counsellors (Wamalwa,

2019:11; Munyaradzi, 2019:266; Ojeme, 2019:30; Robert & Kinga, 2016:78; Escapa, 2018:20; Cheruiyot & Orodho, 2015:138; Wango, 2006:179; Nyaga, 2011:2; Seyoum, 2011:184; SSCSA, 2001:10; Ruane et al., 2011:138). Thus, human resource development through training, in-service and further training workshops for practising guidance counsellors and peer counsellors would be crucial in enhancing guidance and counselling services offered in educational institutions (Forbes-Mewett, 2019:11; Wamalwa, 2019:48; Gilfillan, 2018:1; Bobga, 2016:84; Afasa & Weldmeskel, 2018:358; Litoiu & Oproiu, 2012:3).

5.3.4.3 Material resource development

Chapter 2 showed that guidance and counselling services may be enhanced through provision and use of adequate, up to date, easily accessible and specialised material resources such as career briefs and guides; cumulative records, aptitude, career, personality, attitude, and interest tests including proper counselling infrastructure and furniture (Wamalwa, 2019:19; Babatunde, 2018:153; Lemesa, 2018:15; Ng & Yuen, 2016:6; Chireshe, 2012:309; Mtemeri & Zirima, 2013:11; UNESCO, 2002:8).

5.3.4.4 Supervision of guidance counsellors

Chapter 2 showed that guidance and counselling services offered in educational institutions could be enhanced if guidance counsellors are supervised periodically to ensure that services are being offered professionally, ethically and effectively (Beks et al., 2018:678; Thuryrajah et al., 2017:4; Cheruiyot & Orodho, 2015:140; Corey et al., 2007:360; Mead, 2007:1).

5.3.4.5 Teamwork and Partnership

This sub-heading of Chapter 2 revealed that teamwork and partnerships among stakeholders who include but not limited to parents, teachers, counsellors, students, administrators and other organisations and service providers, may enhance the effectiveness of guidance and counselling services offered in educational institutions (Munyaradzi & Addae, 2019:272; Ojeme, 2019:30; Hines et al., 2017:4; Gilfillan, 2018:7; Robert & Kinga, 2016:74; Aliyev et al., 2012:3087; Anyia, 2010:20; Muango & Joel, 2012:154; Beach, 2009:19).

The following section summarises the research methodology discussed in Chapter 3 which was adopted for the study, ‘An evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean universities.’

5.4 REVIEW OF THE RESEARCH METHODOLOGY

This section summarises the research methodology adopted for this study which evaluated the effectiveness of guidance and counselling services offered in Zimbabwean universities. The study was grounded on post-positivism, the research philosophy which assumes that reality is multiple, subjective, culturally and mentally constructed by individuals and allows the voice and role of the researcher and the participants to be heard and noticed in the study as postulated by (Tüzemen, 2016:7) and Mcgregor and Murnane (2010:424). A mixed methods research design, which involves the simultaneous collection, merging and use of both the quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell & Clark, 2011:70; Terrell, 2012:268), was employed in this study. The population for this study comprised approximately 75000 university students and 200 university counsellors. The sample comprised 80 students and 19 guidance counsellors from the four universities. Research data were collected from students and counsellors by means of questionnaires and unstructured interviews respectively. A pilot study was run with four counsellors and ten students at State University 2 in Harare Province. Quantitative data generated from closed-ended questionnaires were analysed using SPSS Version 20 and qualitative data collected from interviews and students’ open-ended questions were analysed thematically. Data collection, analysis and discussion were done ethically. The section on the next page summarises research findings.

5.5 SUMMARY OF THE FINDINGS

5.5.1 Sub-question 1: Guidance and counselling services offered in Zimbabwean universities

It emerged from the current study that Zimbabwean universities offered internationally and regionally acclaimed guidance and counselling services namely orientation, information, personal-social, academic, career, assessment, consultation, placement, follow-up, referral and evaluation, although personal-social, assessment, career, placement and evaluation services were

considered ineffective by the majority of students. The study further revealed that guidance counsellors also rated lowly assessment and evaluation services offered in their universities.

The study essentially revealed that orientation, information, academic and follow-up services offered in Zimbabwean universities were generally regarded effective. It however emerged from the study that although students considered orientation services effective not much attention was given to issues of accommodation, scholarships, and relationships. Again, although information services were rated highly by the majority of respondents, it also emerged from the study that scholarships, career/occupational abstracts and guides and occupational files were not considered part of the effective information packages offered to students. It further emerged from the study that universities invited different organisations, former students and partners to orient students either going on attachment or exiting university on the expectations of world of work although overall students rated lowly career counselling services.

5.5.2 Sub-question 2: Students and guidance counsellors' perceptions of guidance and counselling services offered in their universities

5.5.2.1 Students' perceptions of guidance and counselling services offered in their universities

It emerged from the study that the majority of students regarded all the guidance and counselling services offered by their universities generally beneficial as they ideally gave them direction and focus required for their personal-social, academic and career pursuits. The study however, revealed that the majority of students perceived only orientation, information, academic and follow-up services effective. The study thus revealed that the majority of students perceived personal-social, career, placement, assessment, consultation, referral and evaluation services ineffective. It also emerged from the study that students felt that guidance and counselling services offered in their universities needed to be widely publicised so that many if not all students accessed them.

5.5.2.2 Guidance counsellors' perceptions of guidance and counselling services offered in their universities

The study revealed that the majority of guidance counsellors regarded highly all the guidance and counselling services offered to students in their universities. Guidance counsellors perceived

these services as crucial to students as they helped them to focus on their studies, maintain healthy relationships, change unbecoming behaviour, make informed decisions in their academic and career pursuits and have confidence in life. It emerged from the study, however that the majority of guidance counsellors regarded lowly assessment and evaluation services offered in their universities. The study also revealed that although guidance counsellors perceived all guidance and counselling services very important and crucial in the total development of students they expressed misgivings regarding assessment and evaluation services which they admitted they were not handling them effectively because of lack of professional training.

5.5.3 Sub-question 3: Guidance counsellors' competencies

The study revealed that only 7 out of 19 guidance counsellors had undergone formal training in guidance and counselling although students rated highly guidance counsellors. for exhibiting and demonstrating guidance and counselling competencies which included effective counselling knowledge and skills, effective listening and attending skills and observing ethics which included respect for clients, informed consent, empathy, unconditional positive regard for clients, confidentiality, multicultural counselling skills, and genuine interest in helping relationships.

The study further revealed that some guidance counsellors were not competent in multicultural counselling, in using assessment tests such as personality, psychological, interest and aptitude tests to determine clients' guidance and counselling needs. The study also showed that the guidance counsellors would benefit from professional training. The study further revealed that students did not agree with the majority of guidance counsellors that they could handle effectively crises such as bereavement, abuse and suicidal ideation.

5.5.4 Sub-question 4: Enhancing guidance and counselling services offered in Zimbabwean universities

It emerged from the study that key possible strategies that universities could employ to enhance guidance and counselling services they offered to students included planning, human resource development, material resource development, supervision of guidance counsellors and team work and collaboration or partnership in guidance and counselling practice.

5.5.4.1 Planning

It emerged from the study that Zimbabwean universities needed to plan properly to ensure proper implementation, monitoring and evaluation of effective guidance and counselling services in their educational institutions. The study also revealed that proper planning would then determine among other things support services, human and material resources needed to meet the needs of students, families and the communities.

5.5.4.2 Human resource development

It emerged from the study that the majority of students and all guidance counsellors rated highly continuous training, in-service training and professional development of guidance counsellors, trainee and peer counsellors and employment of qualified full time guidance and counselling personnel as strategies which could be employed by universities to enhance the effectiveness of guidance and counselling services. It also emerged from the study that universities needed to employ more professionally trained and fulltime guidance counsellors who would be deployed in different departments so that students would access guidance and counselling services whenever they needed them.

5.5.4.3 Material resource development

The study revealed that students and guidance counsellors concurred that establishment of a fully-fledged counselling center with well-furnished spacious counselling rooms, workshop rooms, computer labs and offices for career counsellors and advisors manned by receptionists would enhance the effectiveness of guidance and counselling services. It also emerged from the study that well-equipped libraries with personal-social, academic and career rich reading materials, computer laboratories, availability of relevant and up to date of and proper administration of for example psychological and career tests would also enhance the effectiveness of guidance and counselling services offered in the universities.

5.5.4.4 Supervision of guidance counsellors

It emerged from the study that constant supervision of guidance counsellors and peer guidance counsellors would enhance the effectiveness of guidance and counselling services offered in

universities. The study also revealed that professional supervision would ensure that guidance and counselling objectives are met and students get quality services.

5.5.4.5 Teamwork and partnership

The study revealed that teamwork and partnership among personnel in different departments in universities and outside universities would enhance the effectiveness of guidance and counselling services offered in universities. It also emerged from the study that Zimbabwean universities could partner and collaborate and form synergies that would allow them to share ideas and current trends in guidance and counselling through workshops and conferences to enhance the effectiveness of guidance and counselling services the universities offered to their students. It further emerged from the study that to enhance the effectiveness of guidance and counselling services in universities the Ministry of Higher and Tertiary Education, Science and Technology Development needed to work with all universities by crafting a clear guidance and counselling policy document that would guide the universities in proper implementation and monitoring of guidance and counselling programmes.

It also emerged from the study that if teamwork and partnership would be extended to the students themselves who are the beneficiaries of guidance and counselling through healthy rapport and trust between guidance counsellors and the students the effectiveness of guidance and counselling services offered in universities would be enhanced.

5.6 CONCLUSIONS

The study sought to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities. On the basis of the findings of this study the following conclusions were reached:

5.6.1 Guidance and counselling services offered in Zimbabwean universities

It can be concluded that although guidance and counselling services offered in Zimbabwean universities matched international benchmarks, their effectiveness were generally compromised because the majority of guidance counsellors were not professionally trained to offer such services.

5.6.2 Students and guidance counsellors' perceptions of guidance and counselling services

Basing on the findings of the study, it can be concluded that although both students and guidance counsellors had positive perceptions of the benefits of guidance and counselling services offered in their universities, they were not confident of the effectiveness of the services.

5.6.3 Guidance counsellors' competencies

Basing on the findings of the study, it can be concluded that the majority of guidance counsellors lacked counselling competencies in assessment, multicultural counselling, research and evaluation. Thus, lack of counsellor training compromised the effectiveness of guidance and counselling services offered in Zimbabwean universities.

5.6.4 Enhancing guidance and counselling services offered in Zimbabwean universities

Basing on the findings of the study, it can be concluded that the effectiveness of guidance and counselling services offered in Zimbabwean universities could be enhanced through proper planning, human and material resource development, supervision of guidance counsellors and teamwork among stakeholders. The next section presents recommendations of the study.

5.7 RECOMMENDATIONS

Based on the research findings summarised in Section 5.3 and findings from literature, the researcher would like to make a number of recommendations as suggestions for improvement of the structure and operation of guidance and counselling services offered in universities. Notably, guidance and counselling as a programme, is integral in university education, so it is recommended that all stakeholders partner and collaborate to enhance its effectiveness for the benefit of students. The effectiveness of guidance and counselling services is likely to be enhanced if for instance stakeholders collaborate. The researcher makes the following recommendations with regard to, firstly, policy and, secondly, the practice of implementing effectively guidance and counselling services.

5.7.1 Guidance and counselling policy

Guidance and counselling services offered in universities would be effective if there was a clear and concise mandatory policy and legislation supported by an Act of Parliament that spell out the

expectations and roles of the stakeholders in the implementation of effective guidance and counselling services in universities. If extensive consultation and planning among university stakeholders which include the Ministry of Higher and Tertiary Education, Science and Technology Development, lecturers, guidance counsellors, students, parents, health personnel, captains of industries, and non-governmental organisations were done, such a policy would be compact. This is in line with students and guidance counsellors' suggestions that proper planning, teamwork and collaboration among stakeholders would enhance the effectiveness of guidance and counselling services offered in universities. The policy may spell out among other important aspects the following:

- a) recruitment of guidance counsellors;
- b) eligibility of service providers;
- c) resource allocation;
- d) training, retraining and in-service training workshops for guidance counsellors, trainee and peer guidance counsellors;
- e) assessment procedures;
- f) partnership and collaboration;
- g) supervision and mentoring;
- h) evaluation; and
- i) referral procedures.

5.7.2 Practice

5.7.2.1 Human resource development

Current research findings and the literature reviewed emphasise human resource development in universities and related educational institutions as one of the key aspects which may contribute to effective delivery of guidance and counselling services. Human resource development is likely to be achieved through professional training, retraining and in-service training of guidance

counsellors and peer guidance counsellors. Thus, periodic training and in-service training workshops for guidance counsellors and peer counsellors may keep them abreast with current and new trends in guidance and counselling and such information is likely to enhance the effectiveness of guidance and counselling services. Universities may benefit immensely if they institute a training department in their structures that would be responsible for all issues to do with human resource development.

5.7.2.2 Material resource development

The effectiveness of guidance and counselling services offered in universities is likely to be enhanced if suitable infrastructural resources such as guidance and counselling centers with spacious and well-furnished counselling rooms; spacious counselling rooms in different faculties; well-equipped libraries and laboratories; and material resources such as different assessment tests, career briefs and fliers are available in the centers, adequate and properly utilised. There may be need therefore for universities to have a budget for that noble cause.

5.7.2.3 Partnerships and teamwork

Concerted effort by universities to form partnerships or synergies and team up with local personnel from different departments, parent ministry, other universities, governmental, non-governmental and civic organisations, service providers and captains of industry, to mention just a few, will go a long way in enhancing the effectiveness of guidance and counselling services offered in universities. These partnerships are likely to help in human and material resource mobilisation which is also likely to enhance the effectiveness of guidance and counselling services.

5.7.2.4 Supervision

Supervision and mentoring of inexperienced guidance counsellors, in-service trainee guidance counsellors and peer guidance counsellors if prioritised at the planning stage are likely to enhance the effectiveness of guidance and counselling services offered in universities. These important aspects ensure proper material resource utilisation and effective service delivery for the singular benefit of students, who are the beneficiaries of guidance and counselling services.

This mandate could be given to the training department which ideally is expected to be endowed with all guidance and counselling perspectives, skills and techniques.

5.7.2.5 Evaluation and research

If universities periodically evaluate the guidance and counselling services they offer to students, effectiveness of the services is likely to be enhanced. Effective evaluation may give crucial feedback to universities and other stakeholders regarding the effectiveness of the services being offered, the adequacy of human and material resources, workshops and guidance and counselling competences and skills needed, to mention just a few of these important aspects. The effectiveness of guidance and counselling services is also likely to be enhanced if guidance and counselling personnel and other stakeholders engage in extensive research so that they get to understand and subsequently embrace new trends in guidance and counselling.

5.8 PROPOSED GUIDANCE AND COUNSELLING MODEL

To facilitate the implementation of recommendations given above, a guidance and counselling programme model is proposed below. This model is grounded in Carl Rogers' person centred approach to counselling and the provision of effective guidance and counselling programmes in universities. The proposed guidance and counselling model has the following indicators: planning and policy framework, human resource development, material resource development, partnerships and teamwork, supervision, research and evaluation. This model is inspired by the person centred approach to counselling which puts the client (student) at the centre stage of the guidance and counselling programme and, through positive linkages, relationship building and development among partners and stakeholders, would assist the student to achieve what they set out to achieve. The different aspects of the proposed model are interlinked as reflected in Figure 5.1 on the next page.

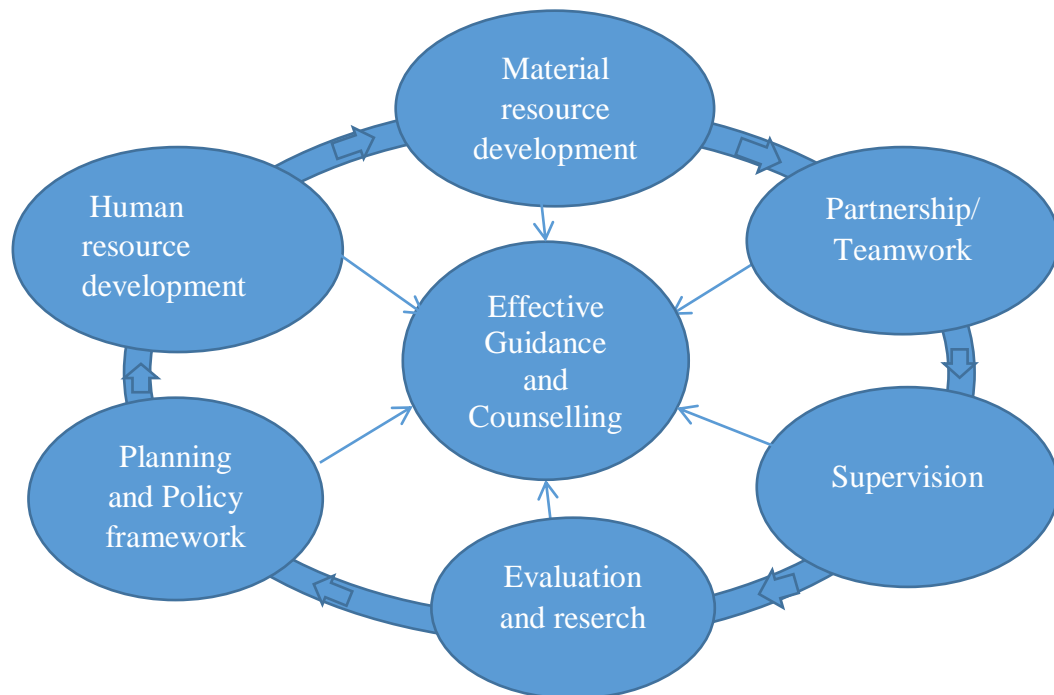


Figure 5.1: A Proposed Maupa 2020 Model of Effective Guidance and Counselling Programme in Universities.

5.8.1 Aspect 1: Guidance and counselling policy framework

The effectiveness of guidance and counselling services offered in universities is likely to be enhanced by having a clear and concise guidance and counselling policy and legislation that inform and influence effective implementation and monitoring of the services. Proper planning by key stakeholders who include universities themselves, students, the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development, non-governmental organisations and other service providers, may help to come up with the recommended clear and concise policy framework. According to Lasode et al. (2017:180), authorities in higher institutions with the help of other stakeholders are obliged to establish clear policies that would improve and strengthen guidance and counselling services for the betterment of the students' self-actualisation. It is envisaged that the policy framework would outline practical guidelines for the implementation of guidance and counselling services in universities. The practical guidelines would include but not limited to recruitment of guidance and counsellors, eligibility of service providers, resource allocation, training, retraining and in-service training workshops for guidance

counsellors, trainee and peer guidance counsellors, assessment, evaluation and supervision procedures, partnership and collaboration and referral procedures. The results of the study revealed that training of guidance counsellors, supervision, assessment; partnership and evaluation among other important aspects may enhance guidance and counselling services. The policy also needs to spell out the roles, responsibilities and expectations of all key stakeholders. The whole policy document would be guided by the person centred approach to counselling as elaborated in the proposed Maupa 2020 Model of Effective Guidance and Counselling programme in universities. This would ensure total development of every student.

5.8.2 Aspect 2: Human resource development

It would be incumbent on universities to recruit adequate professionally trained and competent guidance and counselling personnel who understand, appreciate and observe counselling ethics in their practice. The current study revealed that most guidance counsellors in Zimbabwean universities were untrained. Ensuring that all untrained guidance counsellors and peer guidance counsellors undergo professional in-service training would go a long way to capacitate them to help students effectively. Literature shows that training of guidance counsellors ensures quality services delivery (Wamalwa, 2019:11; Munyaradzi, 2019:266; Ojeme, 2019:30; Robert & Kinga, 2016:78; Escapa, 2018:20). There would be need to hold capacity building and further training workshops for all guidance counsellors and stakeholders periodically to keep them abreast of current and new trends in guidance and counselling. The training workshops may need to focus much on sharpening guidance counsellors' multicultural guidance and counselling skills and techniques, assessment skills, referral procedures and rapport building, among other important guidance and counselling aspects. As recommended earlier, there is need to institute a training department in the university structures that plan and oversee the execution of all training programmes. The training department would be obliged to evaluate the effectiveness of all the training programmes they run. Arguably, if universities handle the aspect of human resource development professionally as recommended, students' wholesome development may be achieved as advocated in the person centered approach to counselling.

5.8.3 Aspect 3: Material resource development

If universities came up with a budget that caters for material resource development such as guidance and counselling centers with spacious, private and well-furnished counselling rooms; libraries and computer laboratories; and valid assessment tests, guidance and counselling services offered in the universities would be enhanced. Literature shows that material resource development is inevitable if effective guidance and counselling programmes are to be achieved (Babatunde, 2018:153; Lemesa, 2018:15; Ng & Yuen, 2016:6; Calaguas, 2012:50; UNESCO, 2002:8; Chireshe, 2012:309; Oluremi, 2015:703). If universities periodically took stock of materials that need to be replenished, replaced or revamped, the quality of guidance and counselling services they offer to students would be enhanced.

5.8.4 Aspect 4: Partnerships and teamwork

If universities initiated partnerships with personnel in different departments, parent ministry, other universities, captains of industries, governmental, non-governmental and civic organisations, service providers and other stakeholders of the universities, the quality of guidance and counselling services they offer would be enhanced. Literature shows that partnerships and teamwork with other stakeholders and service providers contribute significantly to the effectiveness of guidance and counselling services (Munyaradzi & Addae, 2019:272; Ojeme, 2019:30; Hines et al., 2017:4; Gilfillan, 2018:7; Robert & Kinga, 2016:74; Aliyev et al., 2012:3087; Anyia, 2010:20).

5.8.5 Aspect 5: Supervision

There may be need to supervise guidance counsellors to enhance the quality of service delivery. Literature shows that to ensure quality and effective service delivery, educational institutions need to put mechanisms in place for proper supervision of guidance and counselling personnel (Beks et al., 2018:678; Thuryrajah et al., 2017:4; Cheruiyot & Orodho, 2015:140; Corey et al., 2007:360; Mead, 2007:1). Supervision may focus on relationship/rapport building, assessment of clients' needs, referral procedures, observation of counselling ethics, report writing and adequacy of material resources.

5.8.6 Aspect 6: Evaluation and research

Evaluation and research are some of the key aspects of the proposed model for achieving effective guidance and counselling services offered in universities. If universities periodically evaluated their guidance and counselling services against set objectives they would enhance the effectiveness of the services. Literature shows that evaluation is important in guidance and counselling because it gives stakeholders feedback on the effectiveness of the programme, resources, competencies, training workshops, nature of partnerships and collaboration needed, (Forbes-Mewett, 2019:12; Strepparava et al., 2016:431; Buizz et al., 2019:597). It is envisaged that if guidance and counselling personnel engaged in extensive research they would keep abreast of new trends in guidance and counselling which would inform their practice.

The following section presents recommendations for further research.

5.9 RECOMMENDATIONS FOR FURTHER STUDY

Since the current study focused only on universities in Harare and Mashonaland Central regions, it is recommended that a more comprehensive evaluation of the effectiveness of guidance and counselling services offered in universities be executed nationally. This would create a solid base for passing clear policy and legislation on effective implementation of guidance and counselling services in Zimbabwean universities. The current study collected data from students and guidance counsellors only regarding the effectiveness of guidance and counselling services offered in their universities; it is recommended that in future researches the inclusion of administration, captains of industry and some service providers working with universities may give a more comprehensive outlook of effectiveness of guidance and counselling services offered in universities.

5.10 CONTRIBUTION OF THE STUDY

The present study is the first of its kind to evaluate the effectiveness of guidance and counselling services offered in Zimbabwean universities from the perspectives and experiences of students and guidance counsellors. In spite of the limitations outlined in Chapter 1, this study has made a valuable contribution by highlighting the strengths and limitations of guidance and counselling services offered in Zimbabwean universities. This information may be useful in reviews of

similar guidance and counselling programmes and services in other educational institutions in a bid to achieve effectiveness of the services. Further studies on the same or similar topic could use this study for future references and consultations. A model that has been proposed for achieving effective guidance and counselling services can be adopted or adapted for use in other educational institutions.

REFERENCES

- ACAPS (2012). *Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment*. Boston: Pearson.
- Adeusi, S.O., Adekeye, O.B. & Babalola, O. (2016). 'Influence of Guidance and Counselling on Students Motivation and School Adjustment among Covenant University Students, Ogun State.' *Covenant International Journal of Psychology (CIJP)*, 1(2), 11-21.
- Agbajor, T. H. (2017). 'Evaluation of Guidance and Counselling Programme in Nigerian Educational System.' *International Journal of Innovative Education Research*, 5(1), 1-8.
- Agi, C.W. (2014). 'Evaluation of Students' Perception of School Counselling and Their Attitudes Towards Its Programmes'. *Arabian Journal of Business and Management Review (Nigerian Chapter)*, 2, 103-110.
- Alemu, Y. (2013). 'Assessment of the Provisions of Guidance and Counselling Services in Secondary Schools of East Harerge Zone and Hareri Region, Ethiopia.' *Middle Eastern and African Journal of Educational Research*, 28-37.
- Ali, H.O. (2014). 'Career/Vocational Guidance and Counselling: A Tool for Functional Education and Graduate Employability.' *International Journal of Education and Practice*, 2(10), 234-242.
- Ali, R. & Shafiq, F. (2019). 'Students' experiences of career counselling and their perceptions of outcomes in Rawalpindi (Pakistan) Colleges.' *Social Sciences and Humanities*, 27(12), 139-153.
- Alvi, M.H. (2016). *A Manual for selecting sampling techniques in research*. University of Karachi: Munich Personal RePEc Archive MPRA.
- Apuke, O.D. (2017). 'Quantitative research methodology- A synopsis approach.' *Arabian Journal of Business and Management Review (Kuwait Chapter)*, 6(10), 40-52.
- Arfasa, A.J. & Weldmeskel, F.M. (2018). 'The State of Guidance and Counselling Services in Southwest Ethiopian Secondary Schools.' *International Journal of Scientific and Research Publications*, 8(7), 357-362.
- Augiene, D. & Lamanauskas, V. (2015). 'Career education system creation and improvement: A case of Lithuania.' *Western Anatolia Journal of Educational Science*, 6(12), 11-36.

- Babatunde, J.O. (2018). 'Effectiveness of Guidance and Counselling strategies at promoting career decision making among youths in Nigeria.' *Educational Research*, 9(5), 151-156.
- Babbie, E. (2007). *The Practice of Social Science Research (12th Edition)*. Belmont: Thomson Wadsworth.
- Bahari, S.F. (2010). 'Qualitative versus Quantitative Research Strategies: Contrasting Epistemological and Ontological Assumptions'. *Journal Technology*, 52, 17-28.
- Barbour, R. (2008). *Introducing Qualitative Research*. London: Sage.
- Barden, S.M., Sherrell, R.S. & Matthews, J.J. (2017). A National Survey on multicultural competence to professional counsellors: A Replication Study.' *Journal of Counselling and Development*, 95(2), 203-212.
- Bazeley, P. (2006). 'The Contribution of Computer Software to Integrating Qualitative and Quantitative Data and Analysis.' *Research in the Schools*, 13 (1), 64-74.
- Beks, T.A., Cains, S.L., Smygwyty, S., Miranda., O. & Hill, S.J. (2018). 'Counsellor in Residence: Evaluation of a residence-based initiative to promote student mental health.' *Canadian Journal of Higher Education*, 48(2), 55-73.
- Berg, L.B. (2001). *Qualitative Research Methods for the Social Sciences (6th Edition)*. Boston: Pearson Education.
- Berg, L.B. (2001). *Qualitative Research Methods for the Social Sciences (4th Edition)*. Boston: Allyn and Bacon.
- Bergman, M.M. (Ed.) (2009). *Advances in Mixed Methods Research*. Los Angeles: SAGE.
- Bhochhibhoya, A., Dong, Y. & Branscum, P. (2017). 'Sources of Social support among international college students in the United States.' *Journal of International Students*, 7(3), 671-686.
- Biasi, V., Patrizi, N., Mosca, M. & Vincenzo, C.D. (2017). 'The Effectiveness of University Counselling for improving academic outcomes and well-being.' *British Journal of Guidance and Counselling*, 45(3), 248-257.
- Bird, D.K. (2009). *The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation – a review of current knowledge and practice*. Sydney: Creative Commons Attribution.

- Blumberg, B. (2011). *Business Research Methods, Third European Edition*. London: McGraw-Hill.
- Boitt, M.L.J. (2016). 'Evaluation of the challenges in the implementation of the Guidance and Counselling Programme in Baringo County Secondary Schools'. *Journal of Education and Practice*, 7(30), 27-34.
- Bobga, T.J. (2016). 'An Appraisal of Effective Provision of Guidance and Counselling Services in Cameroon State Universities, Trends and Challenges.' *International Journal of Humanities, Social Sciences and Education*, 3(9), 75-90.
- Bolu-Steve, F.N. & Oredugba, O.O. (2017). 'Influence of counselling services on academic performance of secondary school students in Lagos State.' *International Journal of Instruction*, 10(2), 211-228.
- Bowling, A. (2009). *Research Methods: Introduction*. Amazon: Chesapeake Publishing House.
- Brace, I. (2008). *Questionnaire Design (2nd Edition)*. London: Kogan Page.
- Broderick, P.C. & Blewitt, P. (2006). *The Lifespan Human Development for the helping professionals (2nd Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Brogia, E., Millings, A. & Barkham, M. (2017). 'Challenges to addressing student mental health in embedded counselling services: a survey of UK higher and further education institutions.' *British Journal of Guidance and Counselling*, 1-15.
- Brogia, E., Millings, A. & Barkham, M. (2017). 'The Counselling Center Assessment of Psychological Symptoms(CCAPS): Acceptance, feasibility and initial psychometric properties in a UK student population.' *Clinical Psychology and Psychotherapy*, 441-455.
- Browne, V., Muriro, J. & Cass, J. (2017). 'The mental health of Australian university Students.' *Journal of the Australian and New Zealand Student Services Association*, 50, 51-62.
- Bryman, A. (2012). *Social Research Methods (4th Edition)*. Oxford: University Press.
- Buizza, C., Ghilardi, A., Olivetti, E. & Costa, A. (2019). 'Dropouts from a university counselling service: a quantitative and qualitative study.' *British Journal of Guidance and Counselling*, 47(5), 590-602.
- Calaguas, G.M. (2012). 'Academic achievement and school ability: Implications to Guidance and Counselling Programs.' *Journal of Arts, Science and Commerce*, 111, 49-55.

- Caruth, G.D. (2013). 'Demystifying Mixed Methods Research Design: A Review of the Literature.' *Mevlanana International Journal of Education (MIJE)*, 3 (2), 112-122.
- Chao, R.C.L. (2012). 'Racial/Ethnic Identity, Gender-Role Attitudes, and Multicultural Counselling Competence: The Role of Multicultural Counselling Training'. *Journal of Counselling and Development*, 90, 35-44.
- Cheruiyot, D.K. & Orodho, J.A. (2015). 'Guidance and counselling: What is the level of Human and Physical Resource Preparedness in providing effective services in secondary schools in Bureti Sub County, Kericho County, Kenya?' *Journal of Education and Practice*, 6(23), 132-143.
- Chidarikire, M. (2019). 'Impediments against peer counselling strategy for alleviating drug abuse in Zimbabwean rural learning ecologies.' *International Journal of Research and Innovation in Social Science (IJRISS)*, 111(11), 299-305.
- Chimhenga, S. (2014). *An assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools*. Unpublished DEd. Thesis, Pretoria: UNISA.
- Chiota, C. (2003). *A Study of the Models of Supervision Used in Three Selected Secondary Schools in Bindura District and their Impact on Teacher Professional Growth*, Unpublished Masters Dissertation, Harare: University of Zimbabwe.
- Chireshe, R. (2012). 'Career Guidance and Counselling Provisions at a South African University: Career Advisors' Reflections'. *Anthropologist*, 14 (4), 305-310.
- Chireshe, R. (2011). 'School Counsellors' and Students' Perceptions of the benefits of School Guidance and Counselling Services in Zimbabwean Secondary Schools.' *Journal of Social Sciences*, 29 (2), 101-108.
- Chireshe, R. (2006). *An Assessment of the Effectiveness of school Guidance and Counselling Services in Zimbabwean Secondary Schools*. Unpublished DEd. Thesis, Pretoria: UNISA.
- Choy, I.T. (2014). 'The Strengths and Weaknesses of Research Methodology: Comparison and Complimentary Between Qualitative and Quantitative Approaches.' *Journal of Humanities and Social Science*, 19 (4), 99-104.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research Methods in Education (7th Edition)*. London and New York: Routledge.

- Creswell, J.W. (2014). *Qualitative, Quantitative and Mixed Methods Approaches 4th Edition*. Los Angeles: SAGE.
- Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Boston: SAGE.
- Creswell, J.W. (2012). *Qualitative Research (Fourth Edition)*. Boston: Pearson.
- Creswell, J.W. (2009). *Research Designs: Qualitative, Quantitative and Mixed Methods Approaches, 3rd Edition*, Los Angeles: Sage Publications.
- Creswell, J.W. (2007). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Merrill Prentice Hall.
- Creswell, J.W & Miller, D.L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Creswell, J.W. and Plano Clark, V.L (2011). *Designing and Conducting Mixed Methods Research (2nd Edition)*. Thousand Oaks, CA: Sage.
- Creswell, J.W. and Plano Clark, V.L. (2007). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Csillik, A.S. (2013). 'Understanding motivational interviewing effectiveness: Contributions from Rogers' Client-Centered Approach.' *The Humanistic Psychologist*, 41, 350-363.
- De Lisle, J. (2011). 'The Benefits and Challenges of Mixing Methods and Methodologies: Lessons Learnt from Implementing Qualitatively Led Mixed Methods Research Designs in Trinidad and Tobago.' *Caribbean Curriculum*, 18, 87-120.
- Denovan, A. & Macaskill, A. (2017). 'Stress and subjective wellbeing among first year UK undergraduate students.' *Journal of Happiness Studies*, 18(2), 505-525.
- Denscombe, M. (2008). 'Communities of Practice: A Research Paradigm for the Mixed Methods Approach.' *Journal of Mixed Methods Research*, 2 (3), 270-83).
- Denscombe, M. (2003). *The good research guide for small-scale social research projects*. Philadelphia: Open University Press.
- Denzin, L.K & Lincoln, Y.S. (2011). *Introduction: The Discipline and practice of Qualitative Research: The Sage Handbook of Qualitative Research (4th Edition)*, 1-19. Thousand Oaks, CA: Sage.

- Denzin, N.K. & Lincoln, Y.S. (2005). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (2000). *Handbook of Qualitative Research*, (2nd Edition). Thousand Oaks, CA: Sage.
- Dogan, T. (2012). 'A Long-Term Study of the Counselling Needs of Turkish University Students'. *Journal of Counselling and Development*, 90, 91-96.
- Dogar, A.H., Azeem, M., Majoka, M.L., Mehmood, A. & Latif, S. (2011). 'Need Assessment of Students' Guidance and Counselling'. *British Journal of Arts and Social Sciences*, 1, 108-124.
- Egbochuku, E.O. (2008). 'Assessment of the Quality of Guidance and Counselling Services to Students' Adjustment in Secondary Schools in Edo State of Nigeria. *Research Journal of International Studies*, 8, 42-50.
- Egbochuku, E.O. & Akpan, S.N. (2008). 'An Assessment of Counselling Needs of Nigerian University Graduate Students.' *European Journal of Economics and Administrative Sciences*, 5, 56-61.
- Egbule, J.E. (2006). 'Guidance Services'. In O.C. Okobiah & R.I Okorodudu. (Eds.), *Issues, Concepts, Theories and Techniques of Guidance and Counselling*, Benin-City: Ethiope Publishers, 76-110.
- Elemo, A.S. & Turkum, A.S. (2019). The Effects of psycho-educational intervention on the adjustment, coping, self- efficacy and psychological distress levels of international students in Turkey.' *International Journal of Intercultural Relations*, 70, 7-18.
- Eliameni, M.P., Richard, M.L. & Peter, B. (2014). 'Access to Guidance and Counselling Services: Its Influence on Students' School Life and Career Choice.' *African Journal of Guidance and Counselling*, 1, 006-015.
- Eyo, M.B.; Joshua, A.M. & Esuong, A.E (2010). 'Attitude of Secondary School Students towards Guidance and Counselling Services in Cross River State'. *Edo Journal of Counselling*, 3, 80-98.
- Falconer, M. (Ed.) (2008). *A Guide to Comprehensive School Counselling Program Development*, Connecticut: State Board of Education.

- Evaluation Briefs (2008). *Data Collection Methods for Program Evaluation: Focus Groups*. USA: Department of Health and Human Services, Centers for Disease Control and Prevention, 1-4.
- Felicia, O., Yusif, D.B., Agyeman, N.P. & Kwasi, O.A. (2018). 'Assessment of Guidance and Counselling in Senior High Schools in Upper Denkyira East Municipality.' *British Journal of Education*, 6(5), 68-83.
- Fidel, R. (2008). 'Are We There Yet? Mixed Methods Research in Library and Information Science'. *Library and Information Science Research*, 30, 265-272.
- Flick, U. (2008). *An Introduction to Qualitative Research*. London: Sage.
- Forbes-Mewett, H. (2019). 'Mental health and international students: issues, challenges and effectiveness practice.' *International Education Association of Australia (IEAA)*, 1-17.
- Frydenberg, E. (2008). *Adolescent Coping: Advances in Theory, Research and Practice*, New York, NY, Routledge.
- Gary, R. (2006). 'Methodological Issues in Nursing Research: Validity, Trustworthiness and Rigour: Quality and the Idea of Qualitative Research'. *Journal of Advanced Nursing*, 53 (3) 304-310.
- Gatongi, F. (2007). 'Person-Centred Approach in Schools: Is it the answer to disruptive behaviour in our classrooms?' *Counselling Psychology Quarterly*, 20, 205-211.
- Gibson, R.L. (2008). *Introduction to Guidance and Counselling*, Upper Saddle River, N.J: Prentice Hall.
- Gibson, W.J. & Brown, A. (2009). *Working with Qualitative Data*. London: Sage.
- Giddings, L. S., & Grant, B. M. (2007). 'A Trojan Horse for positivism? A critique of mixed methods research.' *Advances in Nursing Science*, 30(1), 52-60.
- Gilfillan, B.H. (2018). 'School Counsellors and College Readiness Counselling.' *Professional School Counselling*, 21(1), 1-10.
- Gladding, S. T. (2009). *Counselling: A Comprehensive Profession* (6th ed.), New Jersey, NJ: Pearson Education.
- Golafshani, N. (2003). 'Understanding Reliability and Validity in Qualitative Research.' *The Qualitative Report*, 8 (4), 597-607.

- Gray, D.E. (2004). *Doing Research in the Real World*. New Delhi: Sage Publications.
- Gudyanga, E., deLange, N. & Khau, M. (2019). 'Zimbabwe Secondary School Guidance and Counselling teachers teaching sexuality education in the HIV/ AIDS education curriculum.' *Journal of Social Aspects of HIV/ AIDS*, 16(1), 35-50.
- Hanimoglu, E. (2018). 'The perceptions of students about the role of school counsellors on career selection.' *European Journal of Educational Research*, 7(4), 763-774.
- Haruna, A.S. (2015). 'Hitches in the administration of guidance and counselling services in Nigeria.' *Informational Journal of Humanities, Social Sciences and Education (IJHSSE)*, 2(12), 20-23.
- Hatch, J.A. (2002). *Doing Qualitative Research in Education Settings*. Albany: SUNY Press.
- HcBurney, D.H. & White, T.L. (2010). *Research Methods*. Belmont: Wadsworth.
- Henning, E. (2004). *Finding Your Way in Qualitative Research*. Pretoria: Van Schaick.
- Heale, R. & Twycross, A. (2015). 'Validity and reliability in quantitative research.' *Evid Based Nurs (EBN)*, 18(3), 66-68.
- Hines, E.M., Moore111, J.E., Mayes, R.D., Harris, P.C., Vega, D., Robinson, R.D., Gray, C.N. & Jackson, C.E. (2017). 'Making Student Achievement a Priority: The Role of School Counsellors in Turn around Schools.' *Urban Education*, 1-22.
- Hooley, T. & Rice, S. (2019). 'Ensuring quality in career guidance: a critical review.' *British Journal of Guidance and Counselling*, 47(4), 472-486.
- Jenkins, P. (2018). 'Universities UK Task Group on Student Mental Health Services: Minding our Future- starting a conversation about the support of student mental health.' *British Journal of Guidance and Counselling*, 1-20.
- Johnson, B. & Christensen, L. (2014). *Educational Research: Quantitative, qualitative and mixed approaches (5th Edition)*. London: Sage.
- Johnson, B. & Christensen, L. (2008). *Educational Research: Quantitative, qualitative and mixed approaches*. London: Sage.
- Johnson, R.B. ,Onwuegbuzie, A.J. & Turner, L.A. (2007). 'Toward a Definition of Mixed Methods Research.' *Journal of Mixed Methods*, 1 (2), 112-133.

- Johnson, R. B., Onwuegbuzie, A.J. & Turner, L.A. (2007). 'Toward a Definition of Mixed Methods Research'. *Journal of Mixed Methods*, 1 (2), 112-133.
- Kabir, S.M.S. (2017). *Basic guidelines for research: An introductory approach for all disciplines*, Bangladesh: Book Zone Publication.
- Kamundia, R. & Ntarangwe, M. (2017). 'Effectiveness of Guidance and Counselling Types in enhancing discipline among secondary school students in Olorurto Division, Narok County, Kenya.' *Africa International Journal of Management Education and Governance (AIJMEG)*, 2(1), 44-59.
- Kamundia, I.R. & Kinga, T.N. (2016). 'Hindrances to Effective Delivery of Guidance and Counselling Services Towards Enhancing Discipline Among Students in Olorurto Division, Narok County Kenya.' *IOSR Journal of Humanities and Social Science*, 21(7), 73-80.
- Kamunyu, R.N., Ndungo, C. & Wango, G. (2016). 'Reasons why university students do not seek counselling services.' *Journal of Education and Practice*, 7(15), 142-145.
- Kanga, B.M. (2018). 'Gender comparison in the effectiveness of guidance and counselling services in enhancing students' adjustment to school environment in boarding secondary schools in Kenya.' *International Journal of Advanced Engineering Research and Science (IJAERS)*, 4(3), 1-14.
- Kanus, E. (2017). 'Influence of guidance and counselling services on emotional adjustment in secondary schools in Kenya.' *International Journal of Education and Research*, 5(5), 169-180.
- Karimi, J., Muthaa, G. & Mburugu, B. (2014). 'Assessment of Counselling Needs Among Students in Kenyan Universities.' *Journal of Education and Practice*, 5(12), 36-43.
- Kavale, J. (2012). 'Needs and Needs Assessment in Career Guidance and Counselling: Lack of Scientific Exploration and Justification?' *Journal of the Indiana Association for Career and Livelihood Planning (IACLP)*, 1, 28-35.
- Khaldi, K. (2017). 'Quantitative, qualitative or mixed research: Which research paradigm to use.' *Journal of Educational and Social Research*, 7(12), 15-22.
- Khan, W. (1998). *Evaluation of Guidance and Counselling Programme in the Teacher Training Institutions of Pakistan*, an Unpublished PhD Thesis, Institute of Education and Research: University of Peshawar.

- Kumar, R. (2011). *Research methodology. A step- by- step guide for beginners (3rd edition)*. SAGE Publications Ltd.
- Kyauta, A. (2017). *Guidance and counselling services, study habits and academic performance among students of Umar Suleiman College of Education, Gashua Yobe State, Nigeria*. A Research Proposal Submitted to the College of Humanities and Social Sciences in partial fulfillment for the requirement of the Award of Masters in Counselling Psychology, Nigeria.
- Laforest, J. (2009.) *Safety diagnosis tool kit for local communities: Guide to organizing semi-structured interview with key informants (11)*. Québec, Government of Québec.
- Langhei, V., Nannini, V. & Caputo, A. (2018). ‘What do university or graduate students need to make the cut? A Meta-analysis on career intervention effectiveness.’ *ECPS Journal*, 17, 21-43.
- Lasode, A.O., Lawal, O.O & Ofodile, M.C. (2017). ‘Students’ need for awareness, perception and use of Guidance and Counselling Services in Federal University of Agriculture, Abeokuta, Nigeria.’ *Problems of Education in the 21st Century*, 75(2), 170-181.
- Launikari, M. & Puukari, S. (Eds.) (2005). *Multicultural Guidance and Counselling: Theoretical Foundations & Best Practices in Europe*. Institute of Educational Research: University of JYVASKYLA.
- Lawton, B., Bradley, A.M., Collins, J., Holt, C. & Kelly, F. (2010). *AUCC Guidelines for University and College Counselling Services (2nd Edition)*. UK: British Association for Counselling and Psychotherapy.
- Leech, N.L. & Onwuegbuzie, A.J. (2009). ‘A Typology of Mixed Methods Research Designs’. In *Journal of Mixed Methods*, 4 (3), 265-275.
- Leedy, P.D. & Omrod, J.E. (2009). *Practical Research: Planning and Designing*. New Jersey: Prentice Hall.
- Leedy, P.D. & Omrod, J.E. (2001). *Practical Research: Planning and Designing (7th Ed.)*. Upper Saddle River, NNJ: Merrill Prentice.
- Lemesa, D. (2018). ‘Major challenges and alternatives in the provision of Guidance and Counselling Services in Universities: A Comprehensive Literature Reviewed.’ *Research on Humanities and Social Sciences*, 8(7), 12-18.

- Lewis, J. (2008). 'Design Issues.' In J. Ritchie & J. Lewis, *Qualitative Research in Practice: A Guide for Social Science Students and Researchers*, 47-74. London: Sage.
- Litoiu, N. & Oproiu, C.G. (2012). 'The Need of Career Counselling in Universities: A Competence-based Approach.' *International Conference of Scientific Papers, Afases, Brasov*, 24-26 May, 1-6.
- Lodico, M.G., Spaulding, D.T. & Voegtle, K.H (2010). *Methods in Educational Research to Practice (2nd Edition)*. San Francisco: Jossey Bass.
- Lynch, B.L. (1996). *Language Program Evaluation: Theory and Practice*. Cambridge: CPU.
- Macke, K. & Haster, G. (2019). 'Why should person-centered facilitating be gender-sensitive?' *Person-Centered and Experiential Psychotherapies*, 18(4), 360-366.
- Mafumbate, R., Ganga, E. & Sekani, S. (2011). *Advanced Principles and Strategies in Counselling, Harare: ZOU*.
- Makinde, O. (1990). *Fundamentals of Guidance and Counselling*, London: MacMillan Education Ltd.
- Maimbolwa, L.B. (2016). *Status of Guidance and Counselling Provision in Selected Colleges of Education in Mongu, Zambia*. A Dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirement of the Degree of Master of Science in Counselling, University of Zambia in Association with Zimbabwe Open University.
- Maliwa, N.M. (2016). *Assessment of the Counselling Services in Secondary Schools. A Survey of Chilanga District, Zambia*. A Dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the Degree of Masters of science in Counselling, Lusaka: The University of Zambia.
- Mancillas, A. (2013). 'Counselling Students' Perceptions of Counselling Effectiveness.' *VISTAS Online, American Counselling Association*, 191-194.
- Mapfumo, J. (2008). Freshman: The Counselling they received in high school and the counselling they need in College/University, *The Dyke*, 3 (1), 57-71.
- Mapfumo, J. & Nkoma, E. (2013a). 'The State of Guidance and Counselling Programmes in High Schools in Manicaland, Zimbabwe.' *International Journal of Scientific Research in Education (IJSRE)*, 6, 100-116.

- Mapfumo, J. & Nkoma, E. (2013b). 'Freshmen: Guidance and Counselling Received in High School and that Received in University' *International Journal of Scientific and Research Publications*, 3, 1-10.
- Marshall, C. & Rossman, G.B. (2011). *Designing Qualitative Research*. California: Sage Publications.
- Marshall, C. & Rossman, G.B. (2006). *Designing Qualitative Research*, (Fourth Edition). London: SAGE.
- Marshall, C & Rossman, G.B. (2006). *Redesigning Qualitative Research*. Thousand Oaks: Sage.
- Mason, J. (2006). 'Mixing Methods in a Qualitatively Driven Way.' *Qualitative Research*, 6 (1), 9-15.
- Matliwala, K. (2017). 'The Effects of Psychological Counselling on Mental Health.' *Journal of Psychology and Clinical Psychiatry*, 7(3), 1-3.
- Mawire, T.L. (2011). *Evaluating the implementation of Guidance and Counselling in a Zimbabwean Secondary School*, an Unpublished Magister Educationis (Learning Support, Guidance and Counselling) Dissertation, Faculty of Education: University of Pretoria.
- Mbongo, E., Mowes, A. & Chata, C. (2016). 'Factors impacting the implementation of guidance and counselling services in Secondary Schools in the Ohangwena Region of Namibia.' *International Journal of Innovation Education and Research*, 4(5), 11-25.
- McGregor, S.L.T., & Murnane, J. A. (2010). 'Paradigm, methodology and method: Intellectual integrity in consumer scholarship.' *International Journal of Consumer Studies*, 34(4), 419-427.
- McMillan, J. & Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry* (6th Edition). Boston: Pearson.
- Mensa, H.K., Asiamah, N. & Oteng-Abayie, E.F. (2017). 'General target and accessible population: Demystifying the concepts for effective sampling.' *The Qualitative Report (TQR)*, 22(6), 1607-1622.
- Merriam, S.B. (2009). *Qualitative Research. A Guide to Design and Implementation*. San Francisco: Wiley & Sons.
- Merriam, S. M. (2009). *Research Methodology*. Pretoria: UNISA.

- Mills, A.J., Durepas, G. & Wiebe. S. (2010). *Case Study*. London: Sage.
- Mogbo, I.N., Obumneke-Okeke, I.M. & Anyachebelu, F.E. (2011). 'Implementation of Guidance and Counselling Services in Nigerian Schools.' *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2(5), 361-364.
- Mtemeri, J. & Zirima, H. (2013). 'A Comparative Study on the Effectiveness of Career Guidance and Counselling Services Offered to Students Before and After Enrolling at Universities in Zimbabwe'. *Journal of Education*, 1, 1-11.
- Muango, G. & Joe, O.J.P. (2012). 'An Evaluation of the Effectiveness of Guidance and Counselling Services in Public Universities in Kenya.' *Journal of Emerging Trends in Educational Research and Policy Studies*, 3 (2), 151-154.
- Munyaradzi, M. & Addae, D. (2019). 'Effectiveness of Students Psychological Support Services at a Technical and Vocational Education and Training College in South Africa.' *Community College Journal of Research and Practice*, 43(4), 262-274.
- Murray, A.L., McKenzie, K., Murray, K.R. & Richeliu, M. (2016). 'An analysis of the effectiveness of university counselling services.' *British Journal of Guidance and Counselling*, 44(1), 130-139.
- Murthy, S. & Bhojanna, U. (2008). *Business Research Methods*. New Delhi: Excel Books.
- Musika, F. & Bukaliya, R. (2015). 'The Effectiveness of Counselling on Students' Learning Motivation in Open and Distance Education.' *International Journal of Research and Social Studies*, 2(7), 85-99.
- Muslikah, S. (2018). 'Evaluation Models of Guidance and Counselling Service Based CIPP in Senior High School.' *Advances in Social Science, Education and Humanities Research*, 249, 242-249.
- Nafees, M; Farooq, G; Tahirkheli, S.A. & Malik, P. (2011). *An Investigation into Missing Component of Guidance Service in Government High Schools*, Pakistan: Open University.
- Ncube, N. (2013). 'Trustworthiness and Dependability in Qualitative Research.' In S.M. Tichapondwa (Ed.), *Preparing your Dissertation at a Distance: A Research Guide*. Canada: Virtual University for Small States of the Commonwealth.
- Neuman, W. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Edition.)*. Boston: Pearson.

- Neuman, L.W. (2004). *Basics of Social Research: Qualitative and Quantitative Approaches (2nd Edition)*. Boston: Pearson Education.
- Ng, V. & Yuen, M. (2016). 'Career guidance and counselling in an International School in Hong Kong: Literature Review and a school counsellor's reflection.' *Asian Journal of Counselling*, 1-17.
- Nkala, P.P. (2014). 'An Assessment of the Guidance and Counselling Programme in Secondary Schools at Mzilikazi District in Bulawayo Metropolitan Province.' *IOSR Journal of Humanities and Social Science*, 19, 81-90.
- Nkechi, E.E., Ewomaoghene, E.E. & Nkechi, E. (2016). 'The Role of Guidance and Counselling in Effective Teaching and Learning in Schools.' *Ray: International Journal of Multidisciplinary Studies*, 1(2), 36-48.
- Nunan, D. (1999). *Research Methods in Language Learning (Eighth Printing)*. Cambridge: CPU.
- Nwokolo, C., Anyamene, A., Oraegbunam, N., Anyachebelu, E., Okoye, A. & Obineli, A. (2010). 'Access to Academic Advising and Counselling of Pupils in Public Primary Schools in South East, Nigeria'. *Literacy Information and Computer Education Journal (LICEJ)*, 1,131-134.
- Nyaegah, J.O. (2011). 'Principals' and Students; Attitudes Towards Guidance and Counselling Services in the Management of Secondary Schools of Kisii County, Kenya'. *International Journal of Business and Management Tomorrow*, 1 (2), 1-10.
- Nyaga, V.K (2011). *Effectiveness of Guidance and Counselling Services on University Students' Development of Academic, Social and Personal Competencies: A Comparative Study of Public and Private Universities in Kenya*, an Unpublished PhD Thesis, Counselling Psychology: Chuka University College.
- Nzeleni, L.P. (2015). *Provisions of Guidance and Counselling Services in the schools in the Transkei Sub-Region of the Eastern Cape*. MEd. Dissertation, Pretoria: University of South Africa.
- Ojeme, A. (2019). Commentary: The Challenges and Future Directions of School Based Counselling in Nigeria.' *Journal of School-Based Counselling Policy and Evaluation*, 1(2), 27-33.
- Olando, K.O., Otenyo, B.A. & Odera, P. (2014). 'Effectiveness of Guidance and Counselling Services on Adolescent Self-concept in Khwisero District, Kakamega County.' *International Journal of Human Resources*, 4(4), 1-9.

- O'Leary, Z. (2010). *The Essential Guide to Doing Research Project*. London: SAGE.
- Oluremi, F.D. (2015). 'Functional Guidance and Counselling Centre in Tertiary Institutions.' *The Journal of International Social Research*, 7, 696-705.
- Onyango, P.A, Aloka, P.J. & Raburu, P. (2018). 'Effectiveness of guidance and counselling in the management of student behaviour in Public Secondary Schools in Kenya.' *International Journal of Applied Psychology*, 8(1), 6-11.
- Oreng, E.N. (2011). '*The Status of Career Guidance and Counselling Programmes For Students*' An Unpublished Master of Education Research Project Submitted To The Department of Educational Management, Policy and Curriculum Studies: Kenyatta University.
- Oseiwu, A.H. (2014). 'Career/vocational guidance and counselling: A tool for functional education and graduate employability.' *International Journal of Education and Practice*, 2(10), 234-242.
- Ostergard, M.F. & Hougaard, E. (2019). 'Symptomatic distress and effectiveness of psychological treatments delivered at a nationwide student counselling service.' *Counselling Psychology Quarterly*, 32(2), 150-168.
- Oye, N.D., Obi, M.C., Mohd, T.N. & Bernice, A. (2012). 'Guidance and Counselling in Nigerian Secondary Schools: The Role of ICT.' *IJ Modern Education and Computer Science*, 8, 26-33.
- Pathak, R.P. (2008). *Methodology of Educational Research*. New Delhi: Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative Evaluation and Research Methods* (3rd edition). Thousand Oaks, CA: Sage Publications.
- Punch, K.F. (2004). *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage.
- Rajkamal, A. & Prema, N. (2018). 'Effectiveness of Counselling on Academic Achievement of Low Achievers.' *International Journal of Environmental and Science Education*, 13(1), 11-16.
- Ramona, S.E. (2011). 'Advantages and Disadvantages of Quantitative and Qualitative Information risk approaches.' *Chinese Business Review*, 10 (12). 1106-1110.

- Randall, E.M. & Bewick, R.B. (2016). 'Exploration of Counsellors' perceptions of the redesigned service pathways: A qualitative study of a U.K. University Student Counselling Service.' *British Journal of Guidance and Counselling*, 44, 86-98.
- Ranjit, K. (2005). *Research Methodology, A Step By Step Guide for Beginners* (Second Edition). London: SAGE Publications.
- Raskin, N.J.; Rogers, C.R. & Witty, M.C. (2011). 'Client-centred Therapy'. In R.J. Corsini & Wedding (Eds.). *Current Psychotherapies* (9th ed.), 148-195. Belmont, CA: Thomson Brooks/Cole.
- Reams, P. & Twale, D. (2008). 'The promise of Mixed Methods: Discovering Conflicting Realities in the Data.' *International of Research and Methods in Education*, 31 (2), 133-142.
- Reid, V. (2007). *Qualitative Evaluations Methods*. Newbury Park, CA: Sage Publications.
- Ritchie, J. & Lewis, J. (2008). 'Generalising from Qualitative Research.' In J. Ritchie & J. Lewis (Eds.). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 236-286. London: Sage.
- Rogers, C. (2004). *On Becoming a Person*. London: Constable.
- Rommens, J.L. (1993). *A Needs Assessment and Evaluation of the Brooks Composite High School Guidance Program*, an Unpublished M.A. Project, Lethbridge Alberta.
- Roopa, S. & Rani, M.S. (2017). 'Questionnaire designing for a survey.' *The Journal of Indian Orthodontic Society (JIOS)*, 46(4), 273-277.
- Roslly, C. (2011). 'Mixed Methods Research: The Five Ps Framework.' *The Electronic Journal of Business Research Methods*, 9 (2), 96-108.
- Ruane, J.M. (2005). *Essentials of Research Methods: A Guide to Social Science Research*. Oxford: Blackwell.
- Ruane, I, Kasayira, J.M. & Shino, E.N. (2011). 'Counselling in Universities' in Mpofo, E. (2011). *Counselling People of African Ancestry*, 160-171. London: Cambridge University Press.
- Sakiz, H. & Saricah, M. (2019). 'Paradigmatic challenges in school counselling: Correlates and reflection on practice.' *Journal of Psychologists and Counsellors in schools*, 29, 69-81.

- Samanyanga, I. & Ncube, D. (2015). 'An Evaluation of Guidance and Counselling Services Offered to Students in Gwanda Urban and Peri-Urban Secondary Schools.' *Zimbabwe Journal of Education Research (ZJER)*, 27(1), 73-97.
- Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research Methods for Business Students*. London: Prentice Hall.
- Savitz-Romer, M.S., Nicola, T.P., Jensen, A., Hill, N.E., Liang, B. & Perella, J. (2019). 'Data-driven school counselling: The role of the research-practice partnership.' *Professional School Counselling*, 22(1), 1-9.
- Scholl, M.B, MCGowan, A.S. & Hansen, J.T. (2012). *Introduction to Humanistic Perspectives on Contemporary Counselling Issues*. New York: Routledge.
- Sedofia, J. & Ocansey, F. (2013). 'An Evaluation of the Information and Consultation Services in the Colleges of Education in the Volta Region of Ghana.' *Educational Research*, 4, 674-681.
- Sekaran, U. and Bougie, R. (2012). *Research Methods for Business: A Skill Building Approach, Fifth Edition*. New Delhi: Sareen Printing Press.
- Seyoum, Y. (2011). 'Revitalizing Quality Using Guidance and Counselling in Ethiopian Higher Education Institutions: Exploring Students' Views and Attitudes at Haramaya University'. *International Journal of Instruction*, 4 (2), 161-192.
- Shank, G.D. (2006). *Qualitative Research: A Personal Skills Approach (Second Edition)*. Upper Saddle River New Jersey: Pearson Merrill.
- Shenton, A.K. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research*. London: Sage Publications.
- Sieber, J.A. (2009). 'Planning Ethically Responsible Research.' In L. Bickman & D.J. Rog (Eds.). *The Sage Handbook of Applied Social Research Methods*, 106-142. London: Sage.
- Silverman, D. (2007). *Interpreting Qualitative Data (3rd Edition)*. London: SAGE.
- Singleton, R.A. Jnr. & Straits, B.C. (2010). *Approaches to Social Research (5th Edition)*. Oxford: Oxford University Press.
- Sinthia, R., Ardina, M. & Suprapti, A. (2018). 'Analysis Study of Guidance and Counselling Teachers' Competency.' *Advances in Social Science, Education and Humanities Research*, 295, 244-246.

- Songok, Yungungu & Mulinge (2013). 'Factors that Militate Against Guidance and Counselling on Students' Sexual Awareness, Attitude and Behaviour in Schools'. *An American International Journal of Social Science*, 2, 109-114.
- SSCSA (2009). *The Role of Student Counselling, Career and Development Services in Higher Education: Guidelines for Structuring and Developing Student Counselling, Career and Development Services*, Potchefstroom: South Africa.
- Sun, V.S & Yuen, M. (2012). 'Career guidance and counselling for university students in China.' *International Journal of Advance Counselling*, 34, 202-210.
- Taherdoost, H. (2016). 'Sampling methods in research methodology: How to choose a sampling technique for research.' *International Journal of Academic research in Management (IJARM)*, 5(2), 18-27.
- Tannen, T., Daniels, M.N. & Koro-Ljungberg, M. (2019). 'Choosing to be present with clients: an evidence-based model for building trainees' counselling competence.' *British Journal of Guidance and Counselling*, 47(4), 405-419.
- Tashakkori, A. & Creswell, J.W. (2007). 'The New Era of Mixed Methods'. *Journal of Mixed Method Research*, 1(1), 3-7.
- Tashakkori, A. & Teddlie, C. (2009). 'Integrating Qualitative and Quantitative Approaches to Research.' In L. Bickman & D.J. Roy (Eds.), *The Sage Handbook of Applied Social Research Methods*, 289-318. London: Sage.
- Tashakkori, A. & Teddlie, C. (Eds.) (2003a). *Handbook of Mixed Methods in Social and Behavioural Research*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Teddie, C. & Yu, F. (2007). 'Mixed Methods Sampling: A Typology with Examples.' *Journal of Mixed Methods Research*, 1 (1), 77-100.
- Teddlie, C. & Tashakkori (2010). 'Overview of Contemporary Issues in Mixed Methods Research.' In A. Tashakkori & C. Teddlie (Eds.), *Sage Handbook of Mixed Methods in Social and Behavioural Research*, 1-41. California: Sage.
- Tewksbury, R. (2009). 'Qualitative versus Quantitative methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice. *Journal of Theoretical and Philosophical Criminology*, 1 (1), 38-58.

- Thuryrajah, V., Ahmed, E.M. & Jeyakumar, R. (2017). 'Factors Determining the University Counselling's Effectiveness.' *Business and Economics Journal*, 8(4), 1-6.
- Tshuma, R. & Mafa, O. (2013). 'The Descriptive Survey Design.' In S. M. Tichapondwa (Ed.), *Preparing Your Dissertation at a Distance: A Research Guide*. Canada: Virtual University for Small States of the Commonwealth.
- Tuchili, A.M. & Ndholu, D. (2017). 'Behaviour modification through guidance and counselling among students in selected public universities in Zambia: is it possible?' *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(6), 88-90.
- Tuchili, A.M. & Ndholu, D. (2016). 'Effects of guidance and counselling services on students' interpersonal, study, vocational and problem-solving skills in selected public universities in Zambia.' *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 3(12), 14-20.
- Tudor, E.R., Keith, T., Valentine, J. & Worrall, M. (2009). *The Person-Centered Approach: A Contemporary Introduction*, Palgrave: Macmillan.
- Tüzemen, S. (2016). 'Advances in Modern Physics: Transition from Positivism to Post-positivism in Education and Research.' *Advances in Research*, 6(1), 1-9.
- Venkatesh, V., Brown, S.A. & Bala, H. (2013). 'Bridging the Qualitative-Quantitative Divide: Guidelines for Conducting Mixed Methods Research in Information Systems.' *MIS Quarterly*, 37 (1), 21-54.
- Wamalwa, E.B. (2019). 'Role of guidance and counselling in managing discipline among tertiary college students in Western Region, Kenya.'
- Wambeti, N.S. & Mwenda, K.J. (2016). 'Rethinking School Guidance and Counselling in Kenya: Addressing Students' Needs Effectively in Secondary Schools.' *International Journal of Education and Research*, 4(12), 253-264.
- Whiston, S.C., Li, Y., Goorich, M.N. & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytical replication and extension. *Journal of Vocational Behaviour*, 100, 175-184.
- Williams, C. (2007). 'Research Methods'. *Journal of Business and Economics*, 5 (3), 65-72.
- Wood, M.J. & Roskerr, J.C. (2011). *Basic Steps in Planning Nursing Research from Question to Proposal*. London: Jones and Bartlett.

- Wulz, J., Gosteiger, M. & Ruland, J. (2018). 'The role of student counselling for widening participation of underrepresented groups in higher education.' *European Higher Education Area: The impact of past and future policies*, 203-218.
- Yauch, C.A. & Steudel, H.J. (2003). 'Complementary Use of Qualitative and Quantitative Cultural Assessment Methods.' *Organizational Research Methods*, 6 (4), 465-481.
- Yin, R.K. (2009). *Research Design and Methods: Applied Social Research Methods Series 5*. California: Sage Publications.
- Zohrabi, M. (2013). 'Mixed Methods Research: Instruments, Validity, Reliability and Reporting Findings.' *Theory and Practice in Language Studies*, 3 (2), 254-262.

APPENDICES

Appendix A: Ministry of Higher and Tertiary Education, Science and Technology Permission to Conduct Research at Universities in Zimbabwe

All official communications should be addressed to:
"The Secretary for Higher & Tertiary Education
Telephones: 795891-5, 796441-9, 730055-9
Fax Numbers: 792109, 728730, 703957
E-mail: thesecretary@mhet.ac.zw
Telegraphic address: "EDUCATION"



Reference:

MINISTRY OF HIGHER AND TERTIARY
EDUCATION, SCIENCE AND
TECHNOLOGY DEVELOPMENT
P. BAG CY 7732
CAUSEWAY

04 October 2017

University of Zimbabwe
Faculty of Education
Department of Education Foundations
P.O Box MP 167
Mount Pleasant
HARARE


Dear Mrs B Bondai,

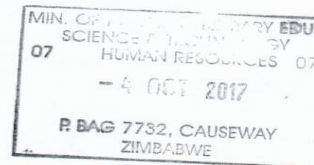
REQUEST FOR AUTHORITY TO CARRY OUT A RESEARCH ON "RESEARCH IN UNIVERSITIES IN HARARE PROVINCE AND MASHONALAND CENTRAL PROVINCE: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on **"RESEARCH IN UNIVERSITIES IN HARARE PROVINCE AND MASHONALAND CENTRAL PROVINCE: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES."**

Accordingly, please be advised that the Head of Ministry has granted permission for you to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.


P. Mavhondo (Mr)
Acting Director - Human Resources
FOR: PERMANENT SECRETARY



Appendix B: Ethical Clearance from Unisa College of Education Ethics Review Board



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/07/12

Ref#: **2017/07/12/49252283/9/MC**

Dear Ms Bondai,

Name: Ms B Bondai
Student#: 49252283

Decision: Ethics Approval from
2017/07/12 to 2022/07/12

Researcher:

Name: Ms B Bondai
Email: bbondai2010@gmail.com
Telephone#: +26304303211

Supervisor:

Name: Prof R Chireshe
Email: chireshe@yahoo.co.uk
Telephone#: +263717432610

Title of research:

An evaluation of the effectiveness of guidance and counselling services offered in Zimbabwean Universities

Qualification: D Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/07/12 to 2022/07/12.

The medium risk application was reviewed by the Ethics Review Committee on 2017/07/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix C: Request for Permission to Conduct Research at the University of Zimbabwe



Ref#:2017/07/12/49252283/9/MC

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF ZIMBABWE

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

The Registrar

The University of Zimbabwe

P. O. Box MP 167

Mount Pleasant

Harare

Zimbabwe

Dear Registrar

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF ZIMBABWE: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

I, Beatrice Bondai (National Registration Number, 75-138772C 07; Student Number 49252283) am doing research entitled, 'An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities' under the supervision of Professor Regis Chireshe (Cell number +263717432610, e- mail. chireshe@yahoo.co.uk), in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa (UNISA). We have personal funding to conduct this study. We are requesting your office to grant us permission to carry out this study at your university.

The study aims to evaluate the effectiveness of guidance and counselling services offered to students at your university. The study will employ a mixed methodology which will adopt the convergent or concurrent design. Two independent samples, that is, one of counsellors selected through random purposive sampling and the other one of students selected through stratified convenience sampling will take part in the study. All in all 10 counsellors will be interviewed and 20 students (10 males and 10 females) will respond to questionnaires. Counsellors will be engaged in one on one interview which will take approximately one hour in length and students will respond to a questionnaire comprising closed-ended and open-ended questions. The study will not interfere with normal operations of the universities as the researcher and research assistants will administer questionnaires and conduct interviews outside normal working hours convenient for participants.

Participation in this research is voluntary. Participants will be asked to sign consent forms before commencement of the study. The respondents' contributions will be strictly anonymous and confidential and used for academic purposes only. Anonymity is also assured to all the participating universities. If results of this study are published, individual names and other personally identifiable information will not be used. When the research is completed, the researcher will retain the data under lock and key and on her laptop with a password known by her only for up to 5 years.

It is hoped that the results of the study will benefit the university and all stakeholders who have interest in guidance and counselling. The study can enhance guidance and counselling services offered at this university.

There are no foreseeable potential risks involved in the study. There will be no reimbursement or any incentives for participating in the research. Feedback procedure will entail giving participating universities, specifically counsellors and students, hard and soft copies of the findings and recommendations of the study through Students Advisory and Counselling Department.

I am therefore requesting for permission to carry out the study in your university. I assure you that no anticipated risks are expected to the participants.

Yours sincerely



Beatrice Bondai


Researcher

Cell Number: +263773120260

E-mail Address: bbondai2010@gmail.com

Appendix D: Permission to Conduct Research at the University of Zimbabwe

Copy all
Departments
06/11/17

University of Zimbabwe  Registrar's office	Registrar: Dr N A Mutongoreni P O Box MP 167, Mount Pleasant, Harare, Zimbabwe General Line: 263-4-303211 ext 11105 Direct Line: 263-4-303284 Fax: 263-4-308941 e-mail: registrar@admin.uz.ac.zw Physical address: Office Number R1, Ground Floor, Administration Building Memorandum
---	--

To : Ms Beatrice Bondai
Department of Educational Foundations

cc : Vice Chancellor
Registrar's Master File
Research File
Running File

From : Registrar

Date : 2 November 2017

Subject: **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF ZIMBABWE: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES**

Reference is made to your letter dated 20 October 2017.

I am pleased to inform that the Vice Chancellor has approved your request for permission to conduct research at the University of Zimbabwe on "**An Evaluation of Guidance and Counselling Services offered in Zimbabwean Universities**".

Please be advised accordingly.


DR N A MUTONGORENI
Registrar

MGN/vz

Appendix E: Request for Permission to Conduct Research at Bindura University of Science Education



Ref#:2017/07/12/49252283/9/MC

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT BINDURA UNIVERSITY OF SCIENCE EDUCATION

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

The Registrar

Bindura University of Science Education

Private Bag 1020

Bindura

Zimbabwe

Dear Registrar

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT BINDURA UNIVERSITY OF SCIENCE EDUCATION: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

I, Beatrice Bondai (National Registration Number, 75-138772C 07; Student Number 49252283) am doing research entitled, 'An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities' under the supervision of Professor Regis Chireshe (Cell number +263717432610, e- mail. chireshe@yahoo.co.uk), in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa (UNISA). We have personal funding to conduct this study. We are requesting your office to grant us permission to carry out this study at your university.

The study aims to evaluate the effectiveness of guidance and counselling services offered to students at your university. The study will employ a mixed methodology which will adopt the convergent or concurrent design. Two independent samples, that is, one of counsellors selected through random purposive sampling and the other one of students selected through stratified convenience sampling will take part in the study. All in all 5 counsellors will be interviewed and 20 students (10 males and 10 females) will respond to questionnaires. Counsellors will be engaged in one on one interview which will take approximately one hour in length and students will respond to a questionnaire comprising closed-ended and open-ended questions. The study will not interfere with normal operations of the universities as the researcher and research assistants will administer questionnaires and conduct interviews outside normal working hours convenient for participants.

Participation in this research is voluntary. Participants will be asked to sign consent forms before commencement of the study. The respondents' contributions will be strictly anonymous and confidential and used for academic purposes only. Anonymity is also assured to all the participating universities. If results of this study are published, individual names and other personally identifiable information will not be used. When the research is completed, the researcher will retain the data under lock and key and on her laptop with a password known by her only for up to 5 years.

It is hoped that the results of the study will benefit the university and all stakeholders who have interest in guidance and counselling. The study can enhance guidance and counselling services offered at this university.

There are no foreseeable potential risks involved in the study. There will be no reimbursement or any incentives for participating in the research. Feedback procedure will entail giving participating universities, specifically counsellors and students, hard and soft copies of the findings and recommendations of the study through Students Advisory and Counselling Department.

I am therefore requesting for permission to carry out the study in your university. I assure you that no anticipated risks are expected to the participants.

Yours sincerely



Beatrice Bondai

Researcher

Cell Number: +263773120260

E-mail Address: bbondai2010@gmail.com

Appendix F: Permission to Conduct Research at Bindura University of Science Education



BINDURA UNIVERSITY OF SCIENCE EDUCATION

P. Bag 1020
Bindura, Zimbabwe

Tel: +263-0271-7615
7531/2/6, 7622/4
Cell: 0772 154 882/7
registrar@buse.ac.zw
buseregistrar@gmail.com

REGISTRY DEPARTMENT

17 November 2017

Mrs Beatrice Bondai
University of Zimbabwe
Faculty of Education
Department of Educational Foundations
P O Box MP 167
Mt Pleasant
HARARE

Dear Mrs Bondai

**RE: APPLICATION FOR PERMISSION TO CARRY OUT EDUCATIONAL RESEARCH AT
THE BINDURA UNIVERSITY OF SCIENCE EDUCATION.**

Permission to carry out Research on

**AN EVALUATION OF THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING
SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES.**

Bindura University of Science Education has granted you the permission on the following conditions;

- a) That in carrying out this research you do not disturb the programmes of the institution.
- b) That you avail to the University a copy of your research findings.
- c) That the permission can be withdrawn at any time by the Registrar or by any higher officer.

Please note that the contact person during your research period is the Dean of Students, Dr RK Makado.

I wish you success in your research work and in your University/College studies.

Yours faithfully

SG Chitera (Mr)
ACTING REGISTRAR

CC: Dean of Students, BUSE

"Promoting Science for Human Development"

Appendix G: Request for Permission to Conduct Research at Catholic University of Zimbabwe



Ref#:2017/07/12/49252283/9/MC

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT CATHOLIC UNIVERSITY OF ZIMBABWE

University of Zimbabwe
Faculty of Education
Department of Educational Foundations
PO Box MP 167
Mount Pleasant
Harare
20 October 2017

The Registrar
Catholic University of Zimbabwe
Private Bag 18443
Cranborne Avenue
Hatfield
Harare
Zimbabwe

Dear Registrar

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT CATHOLIC UNIVERSITY OF ZIMBABWE: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

I, Beatrice Bondai (National Registration Number, 75-138772C 07; Student Number 49252283) am doing research entitled, 'An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities' under the supervision of Professor Regis Chireshe (Cell number +263717432610, e- mail. chireshe@yahoo.co.uk), in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa (UNISA). We have personal funding to conduct this study. We are requesting your office to grant us permission to carry out this study at your university.

The study aims to evaluate the effectiveness of guidance and counselling services offered to students at your university. The study will employ a mixed methodology which will adopt the convergent or concurrent design. Two independent samples, that is, one of counsellors selected through random purposive sampling and the other one of students selected through stratified convenience sampling will take part in the study. All in all 2 counsellors will be interviewed and 20 students (10 males and 10 females) will respond to questionnaires. Counsellors will be engaged in one on one interview which will take approximately one hour in length and students will respond to a questionnaire comprising closed-ended and open-ended questions. The study will not interfere with normal operations of the universities as the researcher and research assistants will administer questionnaires and conduct interviews outside normal working hours convenient for participants.

Participation in this research is voluntary. Participants will be asked to sign consent forms before commencement of the study. The respondents' contributions will be strictly anonymous and confidential and used for academic purposes only. Anonymity is also assured to all the participating universities. If results of this study are published, individual names and other personally identifiable information will not be used. When the research is completed, the researcher will retain the data under lock and key and on her laptop with a password known by her only for up to 5 years.

It is hoped that the results of the study will benefit the university and all stakeholders who have interest in guidance and counselling. The study can enhance guidance and counselling services offered at this university.

There are no foreseeable potential risks involved in the study. There will be no reimbursement or any incentives for participating in the research. Feedback procedure will entail giving participating universities, specifically counsellors and students, hard and soft copies of the findings and recommendations of the study through Students Advisory and Counselling Department.

I am therefore requesting for permission to carry out the study in your university. I assure you that no anticipated risks are expected to the participants.

Yours sincerely



Beatrice Bondai

Researcher

Cell Number: +263773120260

E-mail Address: bbondai2010@gmail.com

Appendix H: Permission to Conduct Research at Catholic University of Zimbabwe



Catholic
University of
Zimbabwe

P. O. Box H200, Hatfield, Harare, Zimbabwe
Location: 18443, Cranborne Avenue, Hatfield, Harare
Telephone: +263 04 570 396, 573 405, 570 169
Cell: 077 9 726 880, 077 5 580 521
Fax: +263 04 573 973
email: info@cu.z.ac.zw
www.cuz.ac.zw

09 November 2017

Dear Beatrice Bondai

Re: REQUEST TO CARRY OUT RESEARCH AT THE CATHOLIC UNIVERSITY OF ZIMBABWE

This is to advise that the Research Ethics Committee of the Catholic University of Zimbabwe is in receipt of your letter dated 20 October 2017 requesting to carry out research on the topic: 'An evaluation of guidance and counselling services offered in Zimbabwean Universities' at Catholic University.

We are pleased to inform you that you have been granted permission to proceed with this research under the agreed conditions that you signed for in our 'Request to Conduct Research Form' and as per your commitment in your request letter.

Thank You

Rwodzi A. Moyo

Research Ethics Committee (CUZ)



..... (Research Board Chair)

[Signature] (Research Ethics Committee Member)

Appendix I: Request for Permission to Conduct Research at Women's University in Africa



Ref#:2017/07/12/49252283/9/MC

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT WOMEN'S UNIVERSITY IN AFRICA

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

The Registrar

Women's University in Africa

188 Sam Nujoma

Avondale

Harare

Zimbabwe

Dear Registrar

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT WOMEN'S UNIVERSITY IN AFRICA: AN EVALUATION OF GUIDANCE AND COUNSELLING SERVICES OFFERED IN ZIMBABWEAN UNIVERSITIES

I, Beatrice Bondai (National Registration Number, 75-138772C 07; Student Number 49252283) am doing research entitled, 'An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities' under the supervision of Professor Regis Chireshe (Cell number +263717432610, e-mail. chireshe@yahoo.co.uk), in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa (UNISA). We have personal funding to conduct this study. We are requesting your office to grant us permission to carry out this study at your university.

The study aims to evaluate the effectiveness of guidance and counselling services offered to students at your university. The study will employ a mixed methodology which will adopt the convergent or concurrent design. Two independent samples, that is, one of counsellors selected through random purposive sampling and the other one of students selected through stratified convenience sampling will take part in the study. All in all 3 counsellors will be interviewed and 20 students (10 males and 10 females) will respond to questionnaires. Counsellors will be engaged in one on one interview which will take approximately one hour in length and students will respond to a questionnaire comprising closed-ended and open-ended questions. The study will not interfere with normal operations of the universities as the researcher and research assistants will administer questionnaires and conduct interviews outside normal working hours convenient for participants.

Participation in this research is voluntary. Participants will be asked to sign consent forms before commencement of the study. The respondents' contributions will be strictly anonymous and confidential and used for academic purposes only. Anonymity is also assured to all the participating universities. If results of this study are published, individual names and other personally identifiable information will not be used. When the research is completed, the researcher will retain the data under lock and key and on her laptop with a password known by her only for up to 5 years.

It is hoped that the results of the study will benefit the university and all stakeholders who have interest in guidance and counselling. The study can enhance guidance and counselling services offered at this university.

There are no foreseeable potential risks involved in the study. There will be no reimbursement or any incentives for participating in the research. Feedback procedure will entail giving participating universities, specifically counsellors and students, hard and soft copies of the findings and recommendations of the study through Students Advisory and Counselling Department.

I am therefore requesting for permission to carry out the study in your university. I assure you that no anticipated risks are expected to the participants.

Yours sincerely



Beatrice Bondai

Researcher

Cell Number: +263773120260

E-mail Address: bbondai2010@gmail.com

Appendix J: Permission to Conduct Research at Women's University in Africa

WOMEN'S UNIVERSITY IN AFRICA

549 Arcturus Road
Manresa Park
Harare, Zimbabwe



Tel: (263)-4- 2934551
Fax: (263)-4-2984558
Email:
bmugwise@gmail.com
registrar@wua.ac.zw

Addressing Gender Disparity and Fostering Equity in University Education

1 November 2017

Mrs B. Bondai
University of Zimbabwe
Department of Education Foundations
Mt Pleasant
Harare

Dear Mrs Bondai

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH AT WOMEN'S UNIVERSITY IN AFRICA

Reference is made to your request for permission to carry out research on the following topic:
“An Evaluation of Guidance and Counselling Services offered in Zimbabwean Universities in fulfillment of PhD in Educational Psychology which you are undertaking with University of South Africa (UNISA).”

After due diligence of your research proposal, you are hereby granted permission to carry out your research. However, the findings of your study should be confined to your original intentions only i.e research. Any breaching of this understanding can constitute an act of misconduct.

You are requested to submit a hard copy of the completed research project to the Registrar's department of the University.

Thank you for your cooperation.

Yours sincerely

B. Mugwise (Mrs)
REGISTRAR

CC: Pro-Vice Chancellor
Research Board Chairperson

Appendix K: Research Assistant Confidentiality Agreement



Ref#: 2017/07/12/49252283/9/MC

RESEARCH ASSISTANT CONFIDENTIALITY AGREEMENT

Title of study: An Evaluation of Guidance and Counselling Services Offered in Zimbabwean Universities

I, _____ [name of research assistant], agree to assist the primary researcher with this study. I agree to maintain full confidentiality.

I agree to:

1. keep all research information shared with me confidential by not discussing or sharing the information in any form or format (e.g., disks, tapes, transcripts) with anyone other than the primary researcher;
2. hold in strictest confidence the identification of any individual that may be revealed during the course of performing the research tasks;
3. not make copies of any raw data in any form or format (e.g., disks, tapes, transcripts), unless specifically requested to do so by the primary researcher;
4. keep all raw data that contains identifying information in any form or format (e.g., disks, tapes, transcripts) secure while it is in my possession. This includes:
 - keeping all digitized raw data in computer password-protected files and other raw data in a locked file;
 - closing any computer programmes and documents of the raw data when temporarily away from the computer; and using closed headphones if transcribing recordings;
5. give, all raw data in any form or format (e.g., disks, tapes, transcripts) to the primary researcher when I have completed the research tasks; and
6. destroy all research information in any form or format that is not returnable to the primary researcher (e.g., information stored on my computer hard drive) upon completion of the research tasks.

Printed name of research assistant-----

Address:-----

Telephone number:-----

Signature of research assistant----- Date-----

Name of main researcher: Beatrice Bondai Signature  Date-----

Appendix L: Letter Requesting an Adult (Counsellor) to Participate in an Interview



Ref#:2017/07/12/49252283/9/MC

LETTER REQUESTING AN ADULT (COUNSELLOR) TO PARTICIPATE IN AN INTERVIEW

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

Dear Participant

RE: REQUESTING CONSENT TO PARTICIPATE IN AN INTERVIEW

This letter is an invitation to consider participating in a study I, Beatrice Bondai, am conducting as part of my research as a doctoral student entitled: An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities, under the supervision of Professor Regis Chireshe in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa.at the University of South Africa. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of this study entitled: An Evaluation of the Effectiveness of Guidance and Counselling Services in Zimbabwean Universities, in education is substantial and well documented. Generally, students in universities worldwide and Zimbabwe in particular, face various challenges which are academic, personal-social and career oriented. Institutional guidance and counselling services in universities are meant to help students address such challenges ethically, rationally and effectively. In this interview I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately one hour in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer and hard copies will be locked up in a cabinet in my office for a period of 5 years.

The benefits of this study include improved guidance and counselling services offered to students and improved communication between counsellors and clients. The results of the study can also help the university and stakeholders interested in guidance and counselling services. There are no known or anticipated risks to you as a participant in this study. You will not be reimbursed or receive any incentives for your participation in the research. If you would like to be informed of the final research findings, please contact Beatrice Bondai on +263 773120260 or email bbondai2010@gmail.com. The findings are accessible for a period of 5 years.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +263773120260 or by email at bbondai2010@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact Professor Regis Chireshe on +263717432610 or email chireshe@yahoo.co.uk.

I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

Beatrice Bondai

Signature----- 

Date-----

CONSENT FORM

I have read the information presented in the information letter about the study in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):-----

Participant's Signature:-----

Researcher's Name:-----Beatrice Bondai-----

Researcher's Signature: ----- *B Bondai* ----- Date: -----

Appendix M: Participant Information Sheet for University Counsellors



Ref#:2017/07/12/49252283/9/MC

PARTICIPANT INFORMATION SHEET FOR UNIVERSITY COUNSELLORS

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

Dear Prospective Participant

RE: COUNSELLOR INFORMATION SHEET

I, Beatrice Bondai, am doing research under the supervision of Professor Regis Chireshe in the Department of Special Needs Education towards a PhD in Educational Psychology at the University of South Africa. We have personal funding to evaluate the effectiveness of guidance and counselling services in Zimbabwean universities. We are inviting you to participate in a study entitled: An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities.

The study is expected to collect important information that could assist in the evaluation of the effectiveness of guidance and counselling services in your university. It is hoped that the results of the study will benefit the university and all stakeholders who have interest in guidance and counselling. The study can enhance guidance and counselling services you offer at this university. There will be no reimbursement or any incentives for participation in the research. The researcher however will acknowledge you for the valuable information you would have contributed to this study, which undoubtedly will enhance quality and effectiveness of guidance and counselling services in your university.

You are invited to participate in this study because you offer guidance and counselling services to students. I obtained your contact details from the Students Advisory and Services Department. Similar counsellors from this university and from other three universities will also take part in this study. Thus, a total of 20 counsellors (from all the four universities) will take part in the study.

The study involves unstructured interview which will be audiotaped with your consent. The interview will take approximately one hour. Unstructured questions which you will be asked will

seek information regarding the nature and effectiveness of guidance and counselling services offered at your university, your perceptions and that of students about the effectiveness of guidance and counselling services offered in your university, your competencies as a guidance counsellor and your opinion on how guidance and counselling services in your university could be enhanced. Interview will last approximately an hour.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving reasons.

The study will not interfere with your normal operations as interviews will be conducted outside normal working hours convenient to you. There are no foreseeable potential risks involved in the study. You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and members of the research team, will know about your involvement in this research. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings or workshops. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, my supervisor, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report for this study may be submitted for publication, but you and other individual participants will not be identifiable in such a report. Hard copies of your answers will be stored by the researcher for a period of five years in a locked up cabinet in the researcher's office for future research or academic purposes; electronic information will be stored on a password protected researcher's laptop, after which, if necessary, will be destroyed. Hard copies will be shredded and, or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. A copy of this approval letter can be obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact Beatrice Bondai on +263773120260 or email bbondai2010@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact Professor Regis Chireshe on +263717432610 or email chireshe@yahoo.co.uk.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



Beatrice Bondai

Researcher

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publication and, or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree/do not agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant's Name and Surname (please print)-----

Participant Signature

Date

Researcher's Name and Surname-----Beatrice Bondai-----

BBondai-----

Researcher's signature

Date

Appendix N: Cover Letter for a Student Questionnaire



Ref#:2017/07/12/49252283/9/MC

COVER LETTER FOR A STUDENT QUESTIONNAIRE

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

P. O. Box MP 167

Mount Pleasant

Harare

20 October 2017

Dear Respondent

RE: STUDENT QUESTIONNAIRE COVER LETTER

This questionnaire forms part of my PhD research entitled: An Evaluation of the Effectiveness of Guidance and Counselling Services in Zimbabwean Universities, under the supervision of Professor Regis Chireshe in the Department of Special Needs Education at the University of South Africa. You are one of the 20 students selected by a stratified convenience sampling strategy to take part in this study. Hence, I invite you to take part in the survey.

The aim of the study is to evaluate the effectiveness of guidance and counselling services offered at your university. The results of the study may benefit the university, students and other stakeholders interested in guidance and counselling. The study may enhance effectiveness of guidance and counselling services at your university.

You are kindly requested to complete this questionnaire, comprising 7 sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately an hour to complete. You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age and gender will contribute to a more comprehensive analysis. Depending however on the free schedules of the other 19 participants from this university, you may respond to the questionnaire in a group setting. If this setup obtains then issues of confidentiality may be compromised in the sense that the other 19 will obviously know that you would have taken part in the study. Caution

will however be taken to ensure that your responses to given questions will not be disclosed to other participants. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or withdraw from answering this survey without penalty at any stage. However, you may not withdraw your consent after you have submitted your questionnaire. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Department of Education and the Ethics Committee of the College of Education, UNISA. If you have any research related enquiries, they can be addressed directly to me or my supervisor. My contact details are: +263773120260, email: bbondai2010@gmail.com and my supervisor can be reached at +263717432610, Department of Education, College of Education, UNISA, email: chireshe@yahoo.co.uk.

By completing this questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to Beatrice Bondai after completing it.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

A handwritten signature in cursive script that reads "B Bondai".

Beatrice Bondai

Researcher

Appendix O: Interview Guide for a University Counsellor



Ref#:2017/07/12/49252283/9/MC

INTERVIEW GUIDE FOR A UNIVERSITY COUNSELLOR

Research Title: An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities

Serial number:

Date:

SECTION A: BIOGRAPHICAL INFORMATION

1. Gender

Male	Female
1	2

2. Age range

25-30yrs	31-35yrs	36-40yrs	40+yrs
1	2	3	4

3. Experience as a counsellor

1-5yrs	6-10yrs	11-15yrs	16+yrs
1	2	3	4

4. Counsellor status

Full time	Part time
1	2

5. Teaching experience

1-5yrs	6-10yrs	11-15yrs	16+yrs
--------	---------	----------	--------

1	2	3	4
---	---	---	---

6. Highest counselling qualification

Certificate in counselling	Diploma in counselling	BSc. in counselling	MSc.in counselling	Other (specify)
1	2	3	4	5

7. Type of university

State university	Private university	Church university
1	2	3

SECTION B: TYPES OF GUIDANCE AND COUNSELLING SERVICES IN THE UNIVERSITY

8. Which are the guidance and counselling services you offer to students?

SECTION B: PURPOSE/OPERATIONS OF GUIDANCE AND COUNSELLING SERVICES

9. What purpose does each of these guidance and counselling services serve?

10. What specific issues are addressed through orientation services?

11. What information packages do you avail to students?

12. How do you assess students who need guidance and counselling?

13. Which specific tools do you use for assessing students who need guidance and counselling?

14. Which specific personal-social issues do students usually present for guidance and counselling?

15. In your view, have you dealt with these issues effectively? Explain your response.

16. Which specific academic issues do students usually present for guidance and counselling?

17. In your opinion, have you dealt with these issues effectively? Explain your response.
18. Which specific career issues do students usually present for guidance and counselling?
19. In your opinion, to what extent are these services effective in meeting students' needs?
20. What specific career services do you offer students who will be in their final academic year or preparing to go on attachment?
21. How do you follow-up on students on attachment/ part time placement?
22. To what extent do you collaborate with other stakeholders to ensure students get quality services?
23. Which stakeholders do you collaborate with?
24. How do referral services operate in your institution?
25. How do you ensure that clients get quality referral services?
26. How do you ensure that students access quality guidance and counselling services?

SECTION D: PROGRAMME EVALUATION

27. In your view, what is the importance of evaluating guidance and counselling programmes?
28. How often do you evaluate your guidance and counselling programmes?
29. Which parties are involved in the evaluation?
30. Which methods do you employ in such evaluations?
31. What is the focus of such evaluations?
32. To what extent do you find these evaluations helpful in improving service delivery?

SECTION E: PERCEPTIONS OF COUNSELLORS ON GUIDANCE AND COUNSELLING SERVICES

33. What is your opinion of the guidance and counselling services you offer to students?
34. How are students benefitting from guidance and counselling services?
35. From your experience, do many students access these services?
36. What could be done to promote students' access to these services?

SECTION F: GUIDANCE- COUNSELLORS COMPETENCIES

37. How competent are you in offering guidance and counselling services to students?
38. How do you measure your competencies?
39. How competent are you in handling crisis situations, e.g. bereavement, suicidal ideation, terminal illness, abuse?
40. How competent are you in assessing students' counselling needs?
41. How much knowledge do you have about use of career assessment tools, e.g. psychological tests, personality tests, interest tests?
42. Which ethics do you observe when counselling students?
43. How competent are you in counselling clients from diverse cultural backgrounds?
44. How do you rate your awareness of your own cultural assumptions, values and biases?
45. How often are you supervised in your practice?

SECTION G: ENHANCEMENT OF GUIDANCE AND COUNSELLING SERVICES

46. In your view, what should be done to promote effective guidance and counselling services in universities?

Appendix P: Questionnaire for University Students



Ref#:2017/07/12/49252283/9/MC

QUESTIONNAIRE FOR UNIVERSITY STUDENTS

Research Title: An Evaluation of the Effectiveness of Guidance and Counselling Services in Zimbabwean Universities

Serial number:

Date:

SECTION A: BIOGRAPHICAL INFORMATION

Indicate the correct answer with an 'X'.

1. Gender

Male	Female
1	2

2. Age range

19-24yrs	25-30yrs	30+yrs
1	2	3

3. Intake

2 nd	3 rd	4 th +
1	2	3

4. Type of university

State university	Private university	Church university
1	2	3

SECTION B: TYPES OF GUIDANCE AND COUNSELLING SERVICES IN THE UNIVERSITY

5. To what extent do you agree or disagree with the following statement?

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The following guidance and counselling services are offered in your university:	5	4	3	2	1
a. Orientation					
b. Information					
c. Personal-social					
d. Academic					
e. Career					
f. Assessment					
g. Placement					
h. Referral					
i. Follow-up					
j. Consultation					

SECTION C: PURPOSE OF GUIDANCE AND COUNSELLING SERVICES

6. If orientation services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students are oriented in the following areas:	5	4	3	2	1

a. University surroundings					
b. Adapting and adjusting to the new academic environment					
c. Accommodation					
d. Choice of programmes					
e. Scholarships					
f. Career choices					
g. Library					
h. Study skills					
i. Health issues					
j. Relationships					
k. Guidance and counselling services					

- i) Comment on any other forms of orientation services offered at your university which have not been mentioned above.

7. Indicate with an 'X' the appropriate box that best represents your opinion on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We are offered effective orientation	5	4	3	2	1

services					
----------	--	--	--	--	--

i) Give reasons for your response to question 7.

ii) In your view, how can orientation services at your university be made more effective?

8. If information services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Information services include the following:	5	4	3	2	1
a. Prospectuses					
b. Change of programme					
c. Scholarships					
d. Career/occupational abstracts					
e. Guides and occupational files					
f. Health services					
g. Library services					
h. Guidance and counselling services					

i) Comment on any other information services you are offered at your university.

9. Indicate with an 'X' the appropriate box that best represents your opinion on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We are offered effective information services	5	4	3	2	1

i) Give reasons for your response to question 9.

ii) In your view, how can information services offered at your institution be made more effective?

10. If personal-social counselling services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Personal-social counselling services offered in the university include the following:	5	4	3	2	1
a. Accommodation					
b. Adjustment					
c. Conflicts with peers/lecturers					
d. Financial problems					
e. Relationships					

f. Bereavement					
g. Health issues					
h. Safety and survival skills					
i. Spiritual					
j. Emotional					
k. Substance abuse					

- i) Comment on any other personal-social counselling services you are offered at your university.

11. Indicate with an 'X' the appropriate box that best represents your opinion on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We are offered effective personal-social counselling services	5	4	3	2	1

- i) Give reasons for your response to question 11 above.

12. If academic counselling services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree

Academic counselling services offered in the university include the following:	5	4	3	2	1
a. Study skills					
b. Setting learning goals					
c. Utilising the library/computer laboratory					
d. Academic writing					
e. Test/examination taking skills					
f. Academic achievement					

- i) Comment on any other academic counselling services you are offered at your university.

13. Indicate with an 'X' the appropriate box that best represents your opinion on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We are offered effective academic counselling services	5	4	3	2	1

- i) Give reasons for your response to question 13 above.

14. If career counselling services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Career guidance and counselling services offered in the university include the following:	5	4	3	2	1
a. Development of task skills and marketability					
b. Understanding economic situation and world of work					
c. Graduate deployment					
d. Writing CVs and application letters					
e. Career fairs/expos					
f. Interview preparation					
g. Entrepreneurship					

i) Comment on any other career guidance and counselling services offered at your university.

15. Indicate with an 'X' the appropriate box that best represents your opinion on the following statement:

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We are offered effective career guidance and counselling services	5	4	3	2	1

i) Give reasons for your response to question 15 above.

.....

16. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students who receive guidance and counselling excel in their personal-social, educational and career endeavours	5	4	3	2	1

i) Give reasons for your response to question 16 above.

ii) In your view how can personal-social, academic and career guidance and counselling services offered at your university be made more effective?

17. If attachment services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree

Placement/attachment services offered in the university include the following:	5	4	3	2	1
a. A placement office that networks with companies					
b. Helping students to find appropriate place in educational setting					
c. Helping students with job seeking and interviewing skills					
d. Helping students secure appropriate attachment					
e. Helping students to find appropriate job placement					

i) Give detail on any other placement services offered at your institution.

18. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students are offered effective placement services	5	4	3	2	1

i) Give reasons for your response to question 18 above.

ii) In your opinion, how can placement services at your university made more effective?

19. If follow-up services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Follow-up services offered in the university include the following:	5	4	3	2	1
a. Checking on the extent students on attachment/part time jobs are adjusting.					
b. Checking the extent students have been able to achieve according to their abilities and aptitudes.					
c. Monitoring students' adaptation and development in the placements sites.					
d. Checking on students who need assistance.					

i) Give detail on any other follow-up services given to students.

20. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students are offered effective follow-up services	5	4	3	2	1

i) Give reasons for your response to question 20 above.

ii) In your view, how can follow-up services at your institution be made more effective?

21. If assessment services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Assessment services offered in the university include the following:	5	4	3	2	1
a. Assessment of individual's:- abilities capabilities interests personality					

b. Assessment done for purposes of:- admission placement counselling					
c. Assessments are done through:- interviews psychological tests observations anecdotal records self-report forms					

i) Give detail on any other forms of assessment done at your institution.

22. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students are offered effective assessment services	5	4	3	2	1

i) Give reasons for your response to question 22 above.

ii) In your opinion, how can assessment services at your university be made more effective?

23. If consultation services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Consultation services offered in the university address the following:	5	4	3	2	1
a. Personal-social aspects					
b. Academic aspects					
c. Study skills					
d. Test anxiety					
e. Absenteeism					
f. Study skills					
g. Consultation with administration					
h. Consultation with Lecturers					
i. Consultation with Employers					
j. Consultation with other agents					
k. Cumulative record folders are used for consultation purposes.					

- i) Give detail on any other forms of consultation services offered at your institution.

24. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students are offered effective consultation services	5	4	3	2	1

- i) Give reasons for your response to question 24 above.

- ii) In your view, how can consultation services at your institution be made more effective?

25. If referral services are offered at your university, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Referral services offered in the university focus on the following:	5	4	3	2	1
a. Personal-social/academic/career issues that need specialists					
b. Referring students to the following for					

further assistance:- Lecturers					
c. Referral to administrators					
d. Referral to clinical psychologists					

- i) Give detail on any other forms of referral services offered at your institution.

26. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Students are offered effective referral services	5	4	3	2	1

- i) Give reasons for your response to question 26 above.

- ii) In your opinion, how can referral services at your institution be made more effective?

SECTION D: PROGRAMME EVALUATION

27. Please show by indicating with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree

It is important to evaluate guidance and counselling services periodically.	5	4	3	2	1
---	---	---	---	---	---

i) Give reasons for your response to question 28 above.

28. Please show by indicating with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Guidance and counselling services at our institution are evaluated.	5	4	3	2	1

i) Give reasons for your response to question 28 above.

.....

29. If guidance and counselling services at your university are evaluated, please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Evaluation done in the university focuses on the following aspects:	5	4	3	2	1
a. Quality of service delivery					
b. Counsellor-client ratio					
c. Adequacy of human resources					

d. Adequacy of material resources					
e. Achievement of guidance and counselling objectives					

- i) Give detail of any other aspect that evaluation of guidance and counselling services focuses on.

30. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
The following methods are used to evaluate guidance and counselling services at our institution:	5	4	3	2	1
a. Direct feedback from clients					
b. Staff appraisals					
c. Comparative data from other institutions					
d. Interviews					
e. Questionnaires					
f. Observations					

- i) Give detail of any other method that is used to evaluate guidance and counselling services.

.....

 31. Please indicate with an 'X' the extent to which you agree or disagree with the following statement:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Guidance and counselling services offered in the university are evaluated effectively.	5	4	3	2	1

i) Give reasons for your response to question 31 above.

ii) In your opinion, how can evaluation of guidance and counselling services at your university be made more effective?

SECTION E: PERCEPTIONS OF STUDENTS ABOUT GUIDANCE AND COUNSELLING SERVICES

32. What are your perceptions about guidance and counselling services offered at your institution?

33. How often do you access guidance and counselling services?

34. Which services do you find most beneficial to you?

35. Which guidance and counselling services do you think do not serve your needs?

SECTION F: GUIDANCE-COUNSELLOR COMPETENCIES

36. Please indicate with an 'X' the extent to which you agree or disagree with the following statements:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Guidance-counsellors at our university have the following competencies:	5	4	3	2	1
a. Guidance and counselling skills					
a. Genuine interest in the helping relationship					
b. Can effectively handle crisis situations					
c. Do not judge clients					
d. Accept clients as they are					
e. Respect clients' confidentiality/privacy					
f. Feel for clients					
g. Address clients'					

informed consent					
h. Effective listening and attending skills					
i. Assessment skills					
j. Multiculturally sensitive e.g.: Effectively address students' abilities, disabilities, economic status, gender, ethnicity, sexual orientation, social status, religion etc.					
k. Effectively use psychological tests					
l. Effectively use personality tests					
m. Effectively use aptitude tests					
n. Effectively use interest tests					

- i) In your opinion, what other competencies do your guidance-counsellors require to achieve effectiveness in their practice?

SECTION G: ENHANCEMENT OF GUIDANCE AND COUNSELLING SERVICES

37. Please indicate with an 'X' the extent to which you agree or disagree with the following statements:

Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
Guidance and counselling services in the university could be enhanced through the following:	5	4	3	2	1
a. Establishment of a fully-fledged counselling centre					
b. Qualified personnel					
c. Continuous training, professional development and continuing education for staff and trainees.					
d. Intensive research by counsellors					
e. Periodic supervision and mentoring of counsellors					
f. Teamwork and partnership among stakeholders					
g. Periodic objective programme evaluation					
h. Proper planning					
i. Well- furnished and spacious counselling rooms					
j. Assessment tools:- psychological,					

personality, interest and career tests					
k. Career centre					
l. Computer laboratory					
m. Workshop rooms					
n. Offices for career counsellors and advisors and a receptionist					
o. Library					

i) In your opinion, what else needs to be done to enhance guidance and counselling services in this university?

Appendix Q: Participant Information Sheet for University Students



Ref#:2017/07/12/49252283/9/MC

PARTICIPANT INFORMATION SHEET FOR UNIVERSITY STUDENTS

University of Zimbabwe

Faculty of Education

Department of Educational Foundations

PO Box MP 167

Mount Pleasant

Harare

20 October 2017

Dear Prospective Participant

RE: PARTICIPANT INFORMATION SHEET

I, Beatrice Bondai, am doing research under the supervision of Professor Regis Chireshe in the Department of Special Needs Education towards a PhD in Education at the University of South Africa. We have personal funding to evaluate the effectiveness of guidance and counselling services in Zimbabwean universities. We are inviting you to participate in a study entitled: An Evaluation of the Effectiveness of Guidance and Counselling Services Offered in Zimbabwean Universities.

The study is expected to collect important information that could assist in the evaluation of the effectiveness of guidance and counselling services in your university. It is anticipated that the study will benefit the university, students and all stakeholders interested in guidance and counselling. The study can also enhance the effectiveness of guidance and counselling services offered to students. There will be no reimbursement or any incentives for participation in the research. The researcher however will acknowledge you for the valuable information you would have contributed to this study, which undoubtedly will enhance quality and effectiveness of guidance and counselling services in your university.

You are invited to participate in this study because as a student you are one of the beneficiaries of guidance and counselling services offered to students by counsellors at your university. I obtained your contact details from the Students Advisory and Counselling Services Department. Other students from this university and from other three universities will also take part in this study. Thus, a total of 80 students (from all the four universities) will take part in the study.

The study involves responding to a questionnaire which comprises both closed ended and open ended questions. These questions will seek information regarding the nature and effectiveness of guidance and counselling services offered at your university, your perceptions about the effectiveness of guidance and counselling services offered in your university, your opinion about competencies of guidance counsellors and how guidance and counselling services in your university could be enhanced. The questionnaire may take approximately an hour to complete it.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw from the study without giving a reason. It is however impossible to withdraw from the study once you have submitted the questionnaire.

The study will not interfere with your normal operations as you will be asked to respond to the questionnaire outside normal working hours convenient to you. There are no foreseeable potential risks involved in the study. Your name will not be recorded anywhere and no one, apart from the researcher and members of the research team will know about your involvement in this research. However, depending on the free schedules of the other 19 participants from this university, you may respond to the questionnaire in a group setting. If this setup obtains then issues of confidentiality may be compromised in the sense that the other 19 will obviously know that you would have taken part in the study. Caution will however be taken to ensure that your responses to given questions will not be disclosed to other participants. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings or workshops. Your answers may be reviewed by people responsible for making sure that research is done properly, including my supervisor, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report for this study may be submitted for publication, but you and other individual participants will not be identifiable in such a report. Hard copies of your answers will be stored by the researcher for a period of five years in a locked up cabinet in the researcher's office for future research or academic purposes; electronic information will be stored on a password protected computer, after which, if necessary, will be destroyed. Hard copies will be shredded and, or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. A copy of this approval letter can be obtained from the researcher if you so wish. If you would like to be informed of the final research findings, please contact Beatrice Bondai on +263773120260 or email bbondai2010@gmail.com. The findings are accessible for a period of five years. Should you have concerns about the way in which the research has been conducted, you may contact Professor Regis Chireshe on +263717432610 or email chireshe@yahoo.co.uk.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

B Bondai

Beatrice Bondai

Researcher

CONSENT TO PARTICIPATE IN THIS STUDY

I, -----, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw from the study only when my questionnaire has not been submitted.

I am aware that the findings of this study will be processed into a research report, journal publication and, or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have received a signed copy of the informed consent agreement.

Participant's Name and Surname (please print)-----

Participant Signature

Date

Researcher's Name and Surname-----Beatrice Bondai-----

B Bondai

Researcher's signature

Date