

**ASSESSMENT OF GUIDANCE AND COUNSELING SERVICES  
PROVISION TO STUDENTS: A CASE OF SELECTED SIX UNIVERSITIES  
IN DAR ES SALAAM**

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REQUIREMENTS FOR THE MASTER DEGREE IN SOCIAL WORK OF  
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**2015**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Assessment of Guidance and Counseling Services Provision to Students: A Case of Six Selected Universities in Dar es Salaam, Tanzania”* in partial fulfillment of the requirements for Master Degree in Social Work of the Open University of Tanzania.

.....

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.....

Date

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**DECLARATION**

**I, Amina Saidi Mmidi,** do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented in any other university for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

To “Allah” who is my strength, also to my inspiring husband, Washington Mlela and my children, Saidi, Mohamed, Rhoda and Rehema.

## ACKNOWLEDGEMENT

Any research work is not a personal effort and is not carried out in a vacuum. Research involves interacting and interrelating with people for changing ideas and seeking assistance and support both moral and material. The researcher therefore feels very much indebted to those who assisted and supported her in one way or another.

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**ABSTRACT**

Students in Tanzanian universities they were unable to cope with university life due to financial crisis and social problems. Consequently, suffer from resulting psychological and emotional disabilities, related to issues of disturbances and riots. The ability of students to overcome these challenges will depend on provision of guidance and counseling services delivery to students in Tanzanian universities. The main objective of the study was to assess the guidance and counseling services provision delivery to students in Tanzanian public and private universities. The study respondents were 186 from selected six universities in Dar es Salaam. Purposive, proportionate and stratified sampling techniques were used to select the respondents. The qualitative data was collected through an interview conducted to forty four university staff from six selected universities. Also Focus Group Discussion was involved one hundred and forty four students from six selected universities. The collected Qualitative data was coded, measured and analyzed through a Content Analysis Software (NUDIST version 6). The researcher labeled the interviewees' statements, grouped them into categories, and drew conclusions about what respondents said. The analysis of findings indicated that, in both public and private universities guidance and counselling services are not centrally co-ordinated, therefore to ensure provision of quality services. Therefore, differ in the services provision capacity. The trend of growing numbers of vulnerable students in universities is also evident. These are those experiencing economic stresses, psychology traumas and emotional detachment. It was recommended that, Tanzanian universities should establish guidance and counseling policies to improve services delivery.



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**LIST OF ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
APA	American Psychology Association
ARU	Ardhi University
Dos	Dean of students
DoSo	Dean of Students office
DSM	Dar es salaam
DUCE	Dar es Salaam University College of Education
FGD	Focus Group Discussion
HESLB	Higher Education Students Loan Board
HIV	Human Immune Deficiency Virus
IMTU	International Medical and Technology University
KIU	Kampala International University
MoEVT	Ministry of Education and Vocational Training
MUHAS	Muhimbili University of Health and Allied Sciences.
SJUIT	St. Joseph University of Information Technology
TACAIDS	Tanzania Commission of AIDS
TACOGA	Tanzania Counseling and Guidance Association
TAPA	Tanzanian Psychological Association
TCU	Tanzania commission of universities
U1	University Number 1
U2	University Number 2
U3	University Number 3



U4	University Number 4
U5	University Number 5
U6	University Number 6
UDSM	University of Dar es Salaam
UNAIDS	United Nation of AIDS
VCT	Voluntary Counseling and Testing

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The history of School counseling formally started at the turn of the twentieth century, although a case can be made for tracing the foundations of counseling and guidance principles to ancient Greece and Rome with the philosophy of Plato and Aristotle (Allen, 2000). In most African societies, there were various forms of social services that were provided for young people to enable them grow into responsible and productive members of their community. They were socialized in the community through history, oral narratives, proverbs, riddles, songs and dances especially during initiations.

The literature on formal guidance and counseling in African countries is rather scanty and traces the Guidance and counseling movement in Africa back to the fifties in Nigeria and sixties the in Botswana, Tanzania, Zambia and Swaziland (Biswalo, 1996). In Tanzanian Schools and colleges, guidance and counseling services can be traced back from the time when vocational education was emerging right at the colonial period. In the process of establishing counseling services in Tanzania, there was a need to first understand the underlying factors that influenced people's belief and perceptions about such practices.

Apart from what could be done in schools and colleges in Tanzania, guidance and counseling was more or less a private family affair. Parents and relatives counseled their children on all matters of life management and problem solving (Makinde,

1987). However, today's family structure of Tanzanians has changed dramatically, and, in fact, "typically" intact, nuclear family is the exception. Many of our students do not come from stable, healthy families. As the HIV/AIDS epidemic spread, many have not had fathers or mothers present in their lives, and a surprising number have not had parent love and attention that is necessary for a child to grow up to be a psychologically healthy human being (TACAIDS, 2008).

Moreover, after the introduction of boarding schools that led to moral deterioration and existence of HIV/AIDS pandemic which made people to lose hope of their life, hence two decades ago the Ministry of Health in Tanzania decided to introduce a course of study on guidance and counseling at the University of Dar es Salaam as a way to overcome the problems (Ministry of Health, 2010).

Furthermore, most of students in universities are adolescents or young adults. This is a trying period in relation to their physical, emotional development. At this age also, the adolescents may try all sorts of adjustment mechanism to get their needs fulfilled. In addition students in the universities are not homogeneous group but have stratified social, economic, political and ethnic background.

Apart from that, the widespread use and abuse of alcohol and other drugs in our society is another potent influence on our students. Some use these substances as part of their own coping mechanism, and others have grown up in homes where one or both parents were addicted to alcohol or other drugs. Those who have grown up in families rendered dysfunctional by abuse of alcohol or other drugs frequently have emotional, psychological, and relational problems (Makinde, 1987).

Further, Biswalo (1996) illustrates that, higher education institutions have a crucial two-fold responsibility; to nurture students who have varying abilities, capacities, interests and unlimited potential, and prepare these individuals to become effective functioning members of their changing societies. At present there are some students who are engaged in antisocial behavior such as drug and alcohol abuse, and irresponsible sexual behavior, which leads to decline of moral integrity, because they lack knowledge on how to effectively spend and manage their leisure time.

As highlighted by Biswalo above, the challenges facing most students in universities can result to disruption of learning, financial demands, material and other resource wastage. Thus, guidance and counseling services will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the social and academic problems. In addition, students, in universities would require guidance and Counseling services in order to enhance their social and academic development.

In realizing the importance of guidance and counseling services provision to students in Tanzanian universities, professional guidance and counseling is still relatively a new phenomenon and there is slow growth of guidance and counseling services in Tanzania educational systems specifically universities. As a result, there is a need to assess the guidance and counseling services provision to students in Tanzanian public and private universities.

## **1.2 Statement of the Problem**

Guidance and counseling services have been put in place in Tanzanian universities by the government of Tanzania (MoEVT, 2002). This services are meant to assist

students develop their academic, social and personal competencies. However, this seem not to have been realized since there noticeable students' disturbances that often take the form of unrests, poor sexual relationships, wastage of time, poor study habits, substance abuse and difficulty coping with examination anxiety. Consequently, distress, depression, and unhappy have become part and parcel of students' life in the universities. Based on that, a considerable number of students suffer from resulting low intellectual competence, weak emotional control, and low self-esteem, which are related to issues of, strikes, demonstrations and riots. Such actions are normally in expression of opposition to university policies and regulations. The universities authorities are confronted with the personal adjustment challenges. This situation can be observed from the fact, many students show tendency of dropping out of University before graduation. In order to help students' behavior and maintain university harmony, it seems provision of guidance and counseling services are vital for students in Tanzanian public and private universities.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The purpose of this study was to assess guidance and counseling services provision to students in Tanzanian public and private universities.

#### **1.3.2 Specific Objectives**

- (i) To assess the availability of guidance and counseling services to students in Tanzanian public and private universities.

- (ii) To assess the current planned programs on guidance and counseling used in the management of various students' problems in Tanzanian public and private universities.
- (iii) To find out challenges that hinder guidance and counseling services provision to students in Tanzanian public and private universities.

#### **1.4 Research Questions**

From the objectives above, the following research questions were postulated:

- (i) What are the existing areas of guidance and counseling services offered to students in Tanzanian public and private universities?
- (ii) How are guidance and counseling programs used in the management of various students' problems in Tanzanian public and private universities?
- (iii) What are the challenges that hinder guidance and counseling services to students in Tanzanian public and private Universities?

#### **1.5 Significance of the Study**

The findings of this study will help to show the extent to which the guidance and counseling services are paramount for the overall student welfare in the universities. Therefore, the recommendation of this study may assist the government and the university management to make sure those programs on guidance and counseling services available in all Tanzanian universities. This will help Universities in planning and making appropriate decisions to strengthen guidance and counseling services. Further, the findings of this study could also assist students and University management to work in harmony when undertaking their daily activities, thus helping them to achieve academic, social, and personal growth and appropriate

integration into the values and productive activities of the society. Finally, it is anticipated that this study will create awareness on the importance of guidance and counseling services provision to students in Tanzanian universities, hence filling the gap in research in this area may prompt other researchers to undertake similar studies in other educational institutions.

### **1.6 Assumptions of the Study**

In this study, it was assumed that:

- (i) There is no statistically significant difference in the guidance and counseling services provision to students in Tanzanian public and private universities.
- (ii) The student problems in both public and private universities had more or less similar characteristics between the two categories of universities in terms of students' development and competencies in social, personal and academic.
- (iii) To determine whether there are differences in guidance and counseling services provision to students between Tanzanian public and private universities.

### **1.7 Limitation of the study**

The following factors posed as limitations to this study:

- (i) Some universities the study to be sensitive and were suspicious of the findings. The researcher assured them that them that the findings of the study would not be reported on the basis of individual institution but rather on the overall reports of respondents in the different institutions.
- (ii) There were some respondents who express only the social acceptable views. During collection of the qualitative data, some of respondents interviewed

were defensive when asked questions relating to their areas of services. To overcome this, the researcher assured them that the data was to be treated with confidentiality.

- (iii) Some institutions took long to respond to the letter written to them seeking permission to use their institutions for the study. The researcher made every possible effort to visit the selected institutions to familiarize her with them and explain clearly the purpose of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews on what other scholars says about guidance and counseling services provision to students and the importance of guidance and counseling services in a university setting. Moreover, a knowledge gap is established from other researchers on similar issues. This chapter is divided into three parts, the an overview of guidance and counseling services, theoretical framework and definition of concepts.

#### **2.2 An Overview of Guidance and Counseling Services**

As explained by Biswalo (1996), the need for guidance and counseling services today could be due to the over-growing complexity of the society and people have to learn how to cope with the upcoming challenges. In addition, there are increasing social, economic, personal and even educational challenges in the modern society. Moreover, the unprecedented expansion of education Institutions and first generation learners, create a number of psychological problems that are personal vocational and social.

According to Willey and Andrew (2001) realized that, one can be helpful to another by sharing insight, perspective, understanding, warmth, and acceptance is pervasive over the history of the human. As studies by Egan (2002) notes that, the goals of counseling is to reduce psychological disturbances. Therefore, counselors tend to be most effective when they enable clients to help themselves after the end of

counseling. Thus, the ultimate goal of counseling is self-helping so that client become their own best counselors. However, the MoEVT (2004) has tried to institutionalize the services within the educational system by appointing untrained teachers and lecturers not specializing in guidance and counseling. These personnel are charged with the responsibility of advising students on job selection and career information.

Andrew and Nwoye (2009), reported that since Tanzanian independence in 1961 Tanzanian universities also involved in a series of various changes. That is where guidance and counseling in the education system should help students to develop their capacities to the full. This help is of the most important in Tanzania as long as the history and age of education provision and in its systems found today.

### **2.3 Ethical Dilemmas in Providing Guidance and Counseling Services**

The profession of guidance and counseling services is upheld and developed by well-established professional associations such as American Psychological Association (APA). There is also Tanzanian Psychological Association (TAPA) and Tanzania Counseling and Guidance Association (TACOGA). These associations have developed codes of ethics to protect the rights of clients and to monitor the profession.

The ethical and legal issues related to guidance and counseling services on university campuses have become increasingly complex. Although counselors and psychologists may not always view it as a good thing, the public is scrutinizing their work more than ever before and consume results, sometimes unrealistically.

Gladding, (1990) discussed the codes of ethics in guidance and counseling services. The first concerns the fundamental conflict between the need to provide and manage guidance and counseling and other services for a very large number of students and the need to provide high-quality and comprehensive care with careful documentation. In the counseling field, there is a concern that counselors behave in an ethical way. Further there is the conflict between a client's rights to confidentiality and the obligation of the counselor to the campus community.

Two studies of ethical problems in university guidance and counseling centers and ethical beliefs of guidance and counseling center staff highlight some of the confusing ethical issues. Marley, Gallagher and Brown (2005) conducted a Delphi study of fifty four counseling centers 'directors. They identified a number of ethical situations that the participants found "very difficult to solve" or extremely difficult to re-solve". Further, counselors are mandated to maintain all matters arising during any guidance and counseling of client confidentiality.

All advice given should not in any way be disclosed nor discussed with another person without client consent. Professional codes of conduct (some ethical considerations) guidance and counseling services is an interactive relationship that takes place between the counselor and clients (in this study between counselor and student). It becomes important that some issues related to codes of conduct in counseling relationships is objectivity. The need to be objective in counseling relationships is important. Counselors need to be impersonal in dealing with the client and be objective with his/her view, offer options that are clear and understood

by the client is very clear of the kinds of decisions he/she is going to make. Counselor's views should to be imposed on the client.

In considering ethical consideration in provision of guidance and counseling services, some aspects of professional codes of conduct to help counselor do a good job have been presented by professional counseling associations. Such associations are the American Counseling Associations (<http://am.aampc.org>). These codes are to help regulate the guidance and counseling activities that counselors will be expected to carry out in the university setting. They are also meant to ensure success in helping these young people make adjustments in their lives.

It is necessary for counselors to become aware of the following ethical codes of behavior, as they help them to conduct counseling professionally. Adherence to these codes of conduct is of paramount importance and a foundation for successful practice. The ethical dilemmas reported in the National Survey of Counseling Center Directors (Ghallagher, 2005) illustrate specific concerns;

- (i) How do we handle an HIV-positive student who refuses to inform his sexual partner?
- (ii) What can be discussed with parents of students who commit suicide?
- (iii) A student's report that is being sexually abused but requests that this remain confidential, is there mandate to report
- (iv) What to do if two different students report being raped in residence hall by the person but neither wants to file a report?

- (v) How to provide feedback to staff who need to know how successful we have been in helping the students, while on the other hand, we have confidentiality requirements to observe?

As explained by Peterson (1991), counselors need to learn a process for thinking about and dealing with ethical dilemmas by realizing that most ethical issues are complex, even in a university setting. There is, therefore, the willingness to seek consultation as a sign of professional maturity. Counselors should be aware that being a professional counselor does not imply that one is perfect or super human. Therefore, counselors should not conform to unsound judgment. In making an ethical decision, counselors rely on personal values as well as ethical standards and legal precedents. They also consult with professional colleagues. According to Gladding (1999), it is not enough for counselors to have an academic knowledge of ethical standards. They must have a working knowledge as well and be able to assess at what developmental level they and their colleagues are operating. Therefore, it is crucial that counselors be informed about the state and legal decisions which affect the ways in which counselors work.

Corey (1991) notes that counselors are liable for civil and criminal mal practice if they violate clients' rights or societal rules. To protect them legally, counselors have to follow the ethical standards of the professional organizations and operate according to recognized norms. As counselors continue to develop as professionals, the ethical and legal aspects of counseling will probably become more complicated and enforcement of procedures will become stricter. This may occur especially when counselors deal with issues of clients in expanding institutions affected by various

complexities due to modern technology and advancement. However, ignorance of ethics is not excuse for counselors in their practice.

#### **2.4 The University Contributions to Guidance and Counseling Services in University**

For the university guidance and counseling services to be effective in assisting students to develop their academic, social and personal competencies, the support of the university administration is vital. Moreover, for an educational system to succeed there is need for all role players and stakeholders to do their part. In an educational institution, the administration provides the necessary facilities and resources. Considering the practical importance of adequate physical facilities in the operation of a good guidance and counseling service, the following facilities are recommended: private office, waiting room, office for the Associate Dean of students, office for counselors (an individual office for each counselor).

Apart from that, each office should have visual and auditory privacy, informational materials for reading and study by students on guidance and counseling, appropriate furnishings to accommodate at least three persons other than the counselor, furnishing to meet the counselor's professional needs, a telephone and adequate lighting, air condition and/or ventilation, storage facilities for guidance and counseling records, small staff conference room and transportation facilities for staff.

#### **2.5 Knowledge gap**

In this study, a researcher focused on assessment of guidance and counseling services provision to students in Tanzanian public and private universities. Various writers

have examined the important role of guidance and counseling services in various perspectives. Argument is that guidance and counseling services help students overcome life challenges and associated problems that face them, both inside and outside the university environment.

In the same vein, guidance and counseling services provision make students think and be respectful on the issues related to disturbances and riots while at the university. Therefore there is an urgent need of introducing and strengthening the guidance and counseling services in the Tanzanian universities to meet various needs of the students, administration and the educational system. It is unfortunate, by and large that in most of Tanzanian's universities, policies pertinent to guidance and counseling services are still lacking.

As results professional guidance and counseling services are to date still patchy and ineffective. Based on that, the above writers in overviews, they did not cover the knowledge gaps on assessing guidance and counseling services provision to students in Tanzanian universities, which this study intends to fill.

## **2.6 Theoretical Framework**

Counseling theories are tools used by counselors to help them become more effective (Engelks & Vandergoot, 1982). The Counselors integrate these theories in their counseling framework to direct them in decisions they make and methods of counseling they use. This study will be guided y the following theories: Existential Theory, Behavioral Theory and Social Learning Theory.

### **2.6.1 Existential Theory**

Essentially, the theory reacts against the tendency to view counseling as a system of well-defined techniques instead it stresses building on the basic conditions of human existence, such as choice on the quality of the person-to-person therapeutic relationship. It is concerned with what is meant to be fully human. The fully human can make choices, can experience freedom, and can be responsible in life goals. It is not a school of thought on counseling rather it is a philosophy of counseling that stresses the divergent understanding of the subjective world of the person.

Clearly the guidance and counseling service provision to students in Tanzanian universities must examine what it can and what it wants to offer. From the existential theory perspective, on the service provision circumstances, existential counselors in Tanzanian universities may have a number of roles and functions to perform. The major roles and functions to perform include exerting their efforts in understanding the subjective world of the students in order to help that person come to new understanding and options.

The existential counselors also strive to build effective relationship, which is a necessary condition to invite students (clients) accept responsibility and not to avoid it. Therefore, to use existential theory in provision guidance and counseling services should be based on the values of society regarding the expectations of what education and training should enable students achieve their optimal goals in the university settings. The important thing for counselors in this existential theory to students is to enable them make realistic progress in their educational program. In



applying this theory the student can enhance the optimum achievement and proper adjustment of academic, social and personal competencies.

In existential theory it is basically assumed that clients have problems because they have misconceptions about their world. Based on that, the client is invited to define and question the ways they perceive and make sense of their existence. They are encouraged to examining their values, beliefs, and assumption to determine their validity. For many students in university settings tend to think that problems result entirely externally. They think that others are responsible for their action. Therefore, existential theory in guidance and counseling services helps students in developing right ideals and conduct for living in a society.

Moreover, this will be a useful manner and will provide opportunities for training and play effectively and joyfully. For university students, living together in a group is the basis of all learning. In their interaction with the individuals in the society and university environment, students require to be guided in social behavior and relationships. This is due to the heterogeneous background of the students in the educational institutions. This is because they assimilate their culture from the environment around them.

As stated earlier, the existential counselors employ varying methods not only from students but also with the same students at different phases of counseling service provision. No set of techniques are specified or essential but the nature of student's problem determine the techniques to apply during the problem solving sessions. In specific terms, under this theory a counselor is expected to be highly innovative and

creative to come up with the best techniques for solving each student's problem. From the broad perspective, the theory contribution to society will be greatly enhanced if guidance and counseling is available when problems interfere with university performance and personal development. One of the simplest criticisms of this theory, lies on the fact that it does not focus on analyzing past experience. The past experience in provision of effective guidance and counseling services to students can help to trace the root cause of the student's problems, hence to come up with appropriate conclusion.

### **2.6.2 Behavioral Theory**

The emphasis of this theory is no how behavior is leaned or acquired (Mangal, 2007). Thus, the underlying principle behind behavioral theory is that behavior can be learned, unlearned and relearned (Ngari, 2008). The view is that learning and its process with on the environment critically affects the way people things and act. The behavioral theory is grounded on a scientific view of human behavioral the applies a systematic and structured approach to counseling. Behavior modification or behavior therapy is the application of basic research and theory from experimental psychology to influence behavior for purposes of resolving personal and social problems and enhancing human functioning (Engelks & Vandergoot, 1982).

Thus according to Adams, Calhoun and turner (1981) behavior modification aim to increase peoples life skills hence making hem competent in various aspects. Therefore, this knowledge will help the counselor understand and explain students behavior in different environments (public and private universities) and equip the

counselors with the skills on how to strengthen counseling in order to assist students develop their academic, social and personal competences.

A hallmark of behavior therapy is the identification of specific goals at the onset of counseling process. Usually, the goals are very specific, that is to change a single or a small range of behaviors. In helping clients achieve their goal, behavior counselors usually assume an active and directive role. Thus although the client generally determines what behavior will be changed, the counselor usually determines how this behavior can best be modified. In designing a treatment plan, behavior counselors employ techniques and procedures that are specifically appropriate for a particular client. In selecting these strategies, counselors have a wide range of options, a few of which include relaxation training, systematic desensitization, modeling methods, assertion-training programs and self-management programs.

The behavioral counselor use techniques such as summarizing, reflection, clarification, and open ended-ended questioning (Nelson- Jones, 1995). They also act as the role models for the clients. In this case, clients often view the counselor as worth of emulation hence they pattern attitudes, values, beliefs and behavior after him or her. Therefore, students may acquire academic, social and personal competences by modeling appropriate social, personal competencies and even individual coping skills from the counselor. Through their actual behavior during sessions, a counselor can best teach self – disclosure, risk taking, openness, and honesty among others. Assertion training that helps people to express their feelings, thoughts beliefs and altitudes ate also emphasized in behavioral approach. Through this students are able to deal with interpersonal difficulties as they stay in the

university. Behavioral theories seek to enhance behavior modification among the clients and if effectively applied to students expected ways of life.

### **2.6.3 Social Learning Theory**

Social learning theory as proposed by Albert Bandura in 1986 stresses that behavior is not solely determined by inner drives or the environment, but is result of an interactive association between inner processes and environmental variables. The inner processes are covert events based on earlier experiences and are controlled by external environmental influences to bring about overt responses (Feltham & Horton, 2006). In Bandura's view, verbal representation and imaginable representation of the environment guide a person's behavior. Thus one can use both insight and foresight to solve his or her problems. Learning also occurs through observational learning in a process known as modeling. Therefore students can acquire competencies such academic, social and through modeling. The counselor needs to act as a role model to the students in each of the environment (public or private university).

Bandura also developed the concept of efficacy expectations, which he conceived as convictions of an individual that certain behavior will produce certain outcomes (Mangal, 2007). Efficacy expectation can also be explained as a person's judgment about his or her ability to plan, execute and maintain a particular action or behavior. These expectations influence choices of activities and environment settings. For provision of effective guidance and counseling, the understanding of the student efficacy expectation in his/her prevailing environment is essential. He also explained issues on motivation and based it on representation of future outcomes, which generate current motivators of behavior because of the anticipated future

reinforcements. The anticipation of self-approval or self-criticism motivates or demotivates behavior. Students can also be motivated to their academics, social and personal capacities thus meeting their basic objectives in their institutions of higher learning. Bandura also observed that learning is controlled by limits of someone's expectation efficacy. Thus people learn from various environments that Bandura proposed in counseling and learning new behavior include: modeling, efficacy expectations and phobia reduction. These processes can be enhanced through guided participation, modeling and systematic desensitization.

## **2.7 Counseling Intervention Approaches**

Despite the existence of many approaches, this study shall introduce three common and most popular approaches /techniques of guidance and counseling which include: the counselor centered approach, the client centered approach and the elect guidance and counseling approach. The aims of this study is to differentiate between the three approaches of guidance and counseling, explain the main activities of the counselor under each approach of guidance and counseling show the difficulties and limitations in the application of client centered and counselor centered approaches of guidance and counseling.

Further highlight circumstances under which a counselor would apply a client centered and counselor centered approach. Mabeyo (2008) argues that conduct of guidance and counseling services requires a body of knowledge regarding the approaches used in guidance and counseling services. On that basis, this study tries to put forth the main approaches that guide guidance and counseling services in university setting. As said earlier, there are many guidance and counseling

techniques and approaches as there are counselors, why? This is because there are equally many or perspectives. In many cases the approaches, techniques and methods reflect these perspectives. However, within those perspectives, counselors would always either be direct, none direct or use a combination of both methods.

### **2.7.1 Counselor Centered Approach**

Williams E.G. (2002) is the chief proponent of this technique. As the name of this technique suggests, the counselor uses his/her professional training and experience to describe remedies for the client's problems. The counselor does not believe that client has the means necessary to solve his/her problem effectively. Therefore the counselor gives the client necessary tools for solving or coping with the problem by interpreting the problem. That means the counselor takes responsibility. This guidance and counseling approach may include; establishing rapport with the client, interpreting the collected data to the client, advising or planning a program of action with the client, assisting the client to carry out the action plan, making referrals if applicable, and follow-up. This is to determine thereof guidance and counseling services. In this last point, the counselor seeks to know if the client carried out his/her plan of action successfully or not.

### **2.7.2 Client Centered Approach**

On the contrary to the above approach, the second approach is called the client-centered approach. Carl-Rogers (1998) is the chief proponent of this technique. With this technique the client is the hub/center or focus of the guidance and counseling process because he/she takes the active role in the process. Basics for this technique are: the client seeks help from the counselor quite voluntarily, agrees on the guidance

and counseling terms before actual counseling begins, the terms include the client's willingness to own his/her problem, and the client's readiness to talk freely and exhaustively about the problem and the client's restraint from expecting a readymade solution to the problem from the counselor. When the terms are agreed upon the counseling sessions starts by counselor giving appropriate information as necessary. The counselor applies as many guidance and counseling skills as possible to help.

### **2.7.3 Electric Approach**

Essentially, the electric Approach is a technique of combining both directive and non-directive techniques in guidance and counseling services. The proponent of this technique is F.C. Thorne (1999). He advocates of this technique in guidance and counseling services. He believes that there are strengths and weaknesses in each of the techniques; therefore the counselor selects the approach as he/she practices. This method gives the counselor some flexibility to counsel effectively by choosing the best tenets of several techniques.

Most counselors and authors writing about effective guidance and counseling services referred this technique as the most practical and feasible for all counselors depending on situation and nature of the problem. In this study, the researcher tries to put forward the different approaches that are commonly applied in guidance and counseling services. It is however important for the researcher to assess the guidance and counseling service provision to students in Tanzanian public and private universities.

## **2.8 Definition of Terms**

In this study the following terms were defined as follows:

1. **Guidance:** this is a means of helping students to understand and use wisely the academic, social and personal opportunities they have or a form of systematic assistance to students in satisfactory adjustment to university and life in general.
2. **Counseling:** this is a process that involves the skilled and principled use of relationships, which aims at meeting the therapeutic needs of university students through helping them make realistic decisions and plan changes.
3. **Public university:** an institution of higher learning granting certificates, diplomas, and degrees. The institution is established and maintained by funding from the exchequer.
4. **Private university:** an institution of higher learning granting certificates, diplomas and degrees and may be owned by an organization. The commission for higher education checks the quality control. The institutions is not maintained by funds from the exchequer.
5. **University student counselor:** professionally trained university staff member who is charged with the responsibility of offering guidance and counseling services to students
6. **Dean of student:** the staff member of university who is responsible to oversee student's welfare and discipline.
7. **Students:** these are students taking their first degree courses in public and private universities in Tanzania.
8. **Peer counselor:** this is a student who has been trained in various aspects of life and basic counseling skills to intervene in different problems and challenges that face students in the university.



9. Adolescent: a person growing from childhood to adulthood: mentally, emotionally, socially and physically. The age includes 13 to 25 years.
10. Academic competency: this means that the university students have acquired sufficient skills in making realistic education progress. This includes being knowledgeable about good study habits, coping with examination anxiety and note taking among others.
11. Personal competency: - The university students developed suitable knowledge on how to adjust properly to personal issues, emotions, distress and challenges such as lack of friends, failure, feelings of inadequacy and sometimes inferiority.
12. Ant – social behavior: - Behavior opposed to the social order of the institution (universities). This includes students unrests, poor sexual relationships, substance abuse , and poor communication skills among others.
13. Social competency:- This means that the university undergraduate students have acquired adequate knowledge that helps them know how to behave with consideration to other people . This includes being able to deal with psychological distress and developing social skills that promote good relations such as tolerance, kindness, honesty, sensitivity, respect for other and communication skill among others.
14. Effectiveness:-Outcome of the intended and expected results of guidance and counseling services in public and private universities in Kenya on students academic, social and personal competencies.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

This is a descriptive study which intends to assess guidance and counseling services provision to students in Tanzanian public and private universities, using qualitative approach. The qualitative data complements the study with information on perception, opinion, attitude and experiences towards the guidance and counseling services provision to students in Tanzanian public and private universities. Qualitative data was collected from all targeted populations (Students and staff). The descriptive method was designed to expose respondents, personal feelings, image, wishes and perceptions in total ways of responding towards the research objectives.

However, this study was dependent upon both secondary and primary data in order to get quality data. That means, the secondary data was gathered through available data from various documents and academic data bases done by different authors in the field of Social Work, Psychology, and Sociology. Further, the researcher visited different six selected universities (three public and three private universities), various libraries, and websites that end with education government or org that contain information that is safe to use, since forums online aren't required to publish facts, to make sure the information gathered is trustworthy. The primary data collected through, observations, interviews and Focus Group Discussions. The data collected were coded, tabulated and analyzed by software for analysis qualitative data called NUDIST version 6(N6).

The researcher chose descriptive research method for data collection, measurements and analysis of data to get information on current status of guidance and counseling service provision to students in Tanzanian public and private universities. Hence the researcher decided to interact with students and university personnel who provide guidance and counseling services to students.

### 3.2 Study Area

The study involved a total of six universities which were categorized. The universities were by geographical distribution and type of ownership (public and private). The universities were University of Dar es Salaam (UDSM), Ardhi University (ARU) and Muhimbili University of Health and Allied Sciences (MUHAS) are public owned. The St Joseph University of Tanzania (SJUIT), Kampala International University (KIU) and International Medical and Technology University (IMTU) which are private owned.

**Table 3.1: Sample of study Public and Private Universities in Dar es Salaam**

Name of University	Ownership Status	Code Title	Location in Dar es Salaam
University of Dar es Salaam	Public	UDSM	Ubungo area, Observation Hill in Kinondoni District
Ardhi University	Public	ARU	Makongo area, Observation Hill in Kinondoni District
Muhimbili University of Health and Allied Sciences	Public	MUHAS	Upanga area in Ilala District
St Joseph University of Tanzania	Private	SJUI	Mbezi Makondeko area in Kinondoni District
Kampala International University	Private	KIU	Gongolamboto area in Ilala District
International Medical and Technology University	Private	IMTU	Mbezi beach area in Kinondoni District

Source: Admissions Guide book for Higher Education Institutions in Tanzania

2012/2013-2014/2015

According to Tanzania Commission of Universities (TCU, 2012/2013), currently there are eleven public and private Universities in Dar es Salaam. The reasons for selecting only six Universities situated in Dar es Salaam was that first, Dar es Salaam is the largest city in Tanzania with large number of universities. Second, Dar es Salaam is home to many educational institutions where many students are faced with similar characteristics of academic problems compared to other Tanzanian cities. The selected Universities are shown in Table 3.1.

### **3.3 Study location and Rationale**

The study was conducted in six universities located in Dar es Salaam city. The researcher decided the study to be conducted only in the six universities among the eleven universities located in Dar es Salaam city for the following reasons: The city has become the third fastest growing in Africa, 9<sup>th</sup> fastest in the World (United Nations Human Settlements, 2009). Furthermore, the Dar es Salaam city has large number of public and private universities compared to other cities in Tanzania.

However, globalization has affected many of social modernization and economic growth phenomenon in many large cities including Dar es Salaam. Traditional societies are being invaded very quickly by foreign culture .Hence, students in Dar es Salaam universities live in a world full of rapid changes. On the other hand students, who have problems in coping with demands and challenges of globalization, could create stress and tension upon entry to the university. For that matter, the university students may have to make various adjustments of an intellectual emotional and social nature. In provision of guidance and counseling services to students in universities settings must examine what it can and what it wants to offer. That is why

this study is assessing guidance and counseling services provision to students in Tanzanian public and private universities, particularly in Dar es Salaam.

### 3.4 Study Population

The researcher focused on gathering information from a target population of 186 respondents because the researcher could not in a position to study a large population, because most of the students in the six selected universities were semester examinations. In meeting the study objective, the researcher decided to collect information only from a small population of study, for the purpose of minimizing time for respondents during the interview and Focus Group Discussion. Table 3.2 presents a record of the composition of the respondents from the six selected public and private universities.

**Table 3.2: Respondents Population from Six Tanzanian Public and Private Universities**

S/No	Distribution of respondents	Public Universities (%)	Private Universities (%)
1	Students	60 (55.8 %)	60 (55.8%)
2	Dean of Students	3 (2.79%)	3 (2.79%)
3	Student Counselors	12 (11.16%)	12 (11.16%)
4	Student Administrators	6 (5.58%)	6 (5.58%)
5	Student leaders	12 (11.16%)	12 (11.16%)
	<b>Total</b>	<b>93 (50%)</b>	<b>93 (50%)</b>

Source: Researcher (2013)

### 3.5 Sampling Techniques

In this study cluster sampling was used when selecting six Tanzanian public and private universities. The researcher groped public and private universities situated in Dar es Salaam according to similar characteristics that ensure their comparability in

terms of students population, then select a sample at the institutional level, with a simple random technique, three institutions from public and private were selected. This is based upon the assumption that institutions within a category are fairly similar with their long services regards to student profile. Further, the selection of proportion of students was occurred. According to Mugenda (1999) the sample size depends upon the purpose of the study and the nature of the population under scrutiny. In this study, the sample size of the students was determined by using snowball sampling technique. In selecting these samples the researcher used the six students leaders from their organizations who were asked to identify twenty four students from their programs, who became become a sample of the study. According to Early (1990), snowball sampling technique is useful if you know little about a group or organization you wish to study, as you need to make contact with a few individuals, who can then direct to other members of the group. Also it is difficult to use this technique when the sample becomes fairly large.

Further, a stratified random sampling procedure was employed in selecting Dean of students, student counselor, student administrator and student's leaders to becoming respondents to the study. The researcher used this method in that, the selected sample based on respondents knowledge and experiences in the provision of guidance and counseling services to students. This technique was employed to ensure a fairly equal representation of variables for the study.

### **3.6 Data Collection Techniques**

The researcher used two sources for data collection. These were primary sources and secondary sources. In primary sources, the researcher obtained descriptive data from

respondents by Focus Group Discussions, Interviews and observation. These instruments were developed by examining the research objectives. The researcher asked permission from the organization management and obtained consent as demonstrated in a written cover letter. The letter spells out the purpose of the study and encouraging the interviewee's cooperation. Once the organization consent has been obtained, the researcher secured the potential research respondents to be interviewed. Thereafter, the researcher was making an appointment with the University Counselors, Dean of Students and student leaders. The appointment was done to identify free time to meet them accordingly as scheduled.

### **3.7 Focus Group Discussion**

The Focus Group Discussion was considered appropriate for soliciting in –depth qualitative data to get information about the effectiveness of guidance and counseling services to students in the universities. Focus Group Discussion techniques were used to students for data collection. According to Stewart (1990), the strength of FGD relies on allowing participants to agree or disagree each other so that it provide insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exist in a particular community in terms of beliefs and their experiences and practices.

### **3.8 The Interview**

The interview schedule was developed to provide the necessary qualitative data from the Dean of student, student counselors and student administrators. Qualitative data was necessary in a study to supplement the quantitative data (Cohen & Swerdlik, 2005). Bell (1999) emphasizes that in adapting a qualitative perspective, the

researcher appears to be concerned with understanding of the perceptions of the words and seeks insight into the area of study.

The interview schedule was divided into two sections. These included section A that had items on respondents' bio- data and section. The items in section B focus on examining research objective items of availability of guidance and counseling programs to students, resources for conducting counseling services, weakness and suggestions to improve the services. In order to elicit the respondents' reactions on the way guidance and counseling conducted in the universities; unstructured interviews used one basis by use clarifying questions or probe and phrases in order to stimulate discussions to achieve relevant information to questions. The unstructured interviews questions allowed the researcher to be free formulate question and raises issues on the spur at the moment depending what occurs in the context of the discussion. Further allows respondents to give their own and more independent views and suggestions. In all the six selected universities the interviews were conducted in the Dean of Student's and the Students counselor's office.

### **3.9 Observation**

According to Kumar (2005:119), observation is the one way to collect primary data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Rwegoshora, (2006) explain non-participatory observer as the method by which an observer participates in the activities of the group which he/she is studying. Normally an observer lives with the group for a long period of time. In this case, due to time constrain participant observation was conducted for a short period of time during the university staff



interviews and students Focus Group Discussion without observant identified, the researcher attention is watching, listening, recording interpret the interaction and draw conclusions.

Moreover, the researcher used various secondary data including various documents regarding guidance and counseling services in academic institutions. These were documents from Tanzania government publications, university records of various researches and published and non published records. These documents helped the researcher to collect more information about guidance and counseling services provision to students in university settings.

### **3.10 Data Processing**

Processing of qualitative data was an ongoing process throughout the data collection period. Information collected from Focus Group Discussion (FGD) and unstructured interviews were initially tape recorded, translated and transcribed verbatim and typed in the computer. Each group discussion or in-depth interview was translated and transcribed immediately after the session. The transcriptions were typed using MS Word XP Processor.

For insuring accuracy the researcher transcribe the interviews and send them back to respective respondents for confirmation and approval. They were later subjected to content analysis, where key themes and concepts were identified in the transcript and analyzed. The content analysis method enabled the researcher to systematically include large amounts of textual information. Such amounts of textual information categorized to provide meaningful reading of content under scrutiny, study objective.

### **3.11 Piloting**

According to Murray (2003), piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. Pilot study was conducted before the main study. The purpose of conducting the pilot study was to check on suitability and clarity of the questions on the instruments designed, relevance of the information being thought, the language used and the content validity of the instruments from the responses given. Their comments were used to improve the instruments. For this purpose, two universities with similar characteristics to those under study but not included in the sample were selected. These include one public Dar es Salaam University College of Education (DUCE) and one private Tumaini University (DSM Campus). Twenty students, ten from each university were randomly selected.

### **3.12 Methods of Data Analysis**

In this study the typed data were analyzed by the use of software analysis of qualitative data called NUDIST version 6 (N6). This analysis of software structure was preferable, comfortable with more sequential methods of data processing for a quality outcome. The researcher found NUDIST so useful for this study during interview sessions and group discussions.

In addition, the researcher analyzed the qualitative data presented during Focus Group Discussions in two ways: in writing and in graphics. The coding was done manually and it was a slow process. Data collected by using content analysis approach were from transcripts of group discussions and open-ended interviews. This categorized the information done by researcher to get themes. Further, the researcher

used abbreviation to label and code information. After these processes researcher used Microsoft Word and Excel to write information and presented by tables and graph to elaborate all the information. This is often done to look across all respondents and their answers in order to identify consistencies and differences from each question.

The researchers decided to use the qualitative program where statistician software manipulates numbers, and qualitative software manipulates words. However, with qualitative software, much more user input is needed. A researcher usually, has to go through the text, code it, and enter the codes into a computer. The qualitative programs vary a lot more than the statistician ones do, but in general, the way they work is that a researcher feeds in a lot of words such as transcripts of group discussions, or open-ended interviews.

This amounting of the text then needs to be coded. But that understanding doesn't save you much time in analysis, it can be a big time saver when it comes to presenting the results. It also helps researcher think about the structure of data by forcing the researcher to categorize. The research involved students during gathering information. This means that they were perceived as crucial members of University life. The researcher found that it was better to apply the descriptive method through FGD.

The FGD conversation was allowing the researcher to observe from respondents' gestures, facial expression and pauses. The benefits of this method include, allowing for immediate verification, it allowed the sharing of information and different views

and perspectives among the group members. Furthermore, the researcher designed an interview schedule as one of the data collection for Dean of Students, Student Counselors and Student Administrators.

There are many reasons for using interviews. Some of the reasons are: the researcher needs to ensure that the respondents have a clear idea of why they have been asked, the researcher has control over the topic and format of the interview. This is because a detailed interview guide was used. Consequently, there is a common format, which makes it easier to analyze codes and compare data. All respondents were asked the same questions. In Secondary Data collection, various documents concerning guidance and counseling services in academic institutions, particularly universities, were used. These are documents from government publications, public universities, private universities and various sources, published and non published records.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter contains all results and discussion concerning the study objective and research questions. The research findings are presented using descriptive statistics. Furthermore, brief narrations of the qualitative data gathered from the respondents, to answer study objectives and research questions. In this study qualitative data used and it consist of words and observation, not numbers. The primary goal of such study is to determine meanings rather than causes. Thus, in this approach there were open ended questions asked to respondents during an interview and Focus Group Discussions.

Further observations were recorded on diary during watching and listening in individual's interview and Focus Group Discussion. Furthermore, the qualitative information obtained through individual's interview and Focus Group Discussion (FGD) was descriptive by analyzed and a major summary was reported together with direct quotations from respondents in providing more insight for explaining the findings of the study. Analysis is often conducted and conclusions reached by content analysis of information contained in the field notes. As with all data, analysis and interpretation are required to bring order and underrating.

#### **4.2 Study Population**

A total of 186 were selected from six Tanzanian public and private Universities. Students respondents were 144, 72 male students from public universities and 72

female students were selected for Focus Group Discussion in order to gather general information about perceptions, opinions, and feelings towards guidance and counseling services provision to students. The large sample of the study focuses on male and female student leaders and activists in both Tanzanian public and private universities. The assumption was; students in both either public or private university had more or less similar characteristics. Further, students were considered as the appropriate subject of the study because the majority of them in both public and private universities may be encouraged their students to practice various social skills such as patience, love or kindness, friendliness, sensitivity, respect for other people and their property and communication skills reflecting the respect.

It was assumed that one's position in the university community may have direct or indirect influence on students matters within a given university For that matter, the study conducted In-Depth interview with the university administrative and academic staff The In- Depth interview guide was developed and participants discussed and assessed the guidance and counseling services provision to students within university, service availability as well as utilization on management various student problems.

42 University Staff were selected for in –depth interviews. The researcher interacted with the Dean of students' staff, Students administrators/counselors and academic staff, in the sense that they looks after student affairs at the University. These include personal, social and spiritual, as well as disciplinary matters of student's lives while at the university. In meeting the research objectives, the researcher wanted to get comprehensive information from them to answer the study questions.

Sample of this study is, therefore, a smaller group of elements drawn through a definite procedure from accessible population. The elements making up this sample are those that were actually studied. However, to insure maximum cooperation of the university community, the researcher worked closely with the office of the Dean of students (Dos) as well as Deputy Vice Chancellor Planning and Finance and Administration (DVC-PFA) and Deputy Vice Chancellor Academic Affairs (DVC-AA). The three offices supported the researcher in reaching respondents and to decide on appropriate timing of carrying out the study.

### **4.3 Distribution of Respondents by Gender**

Examination of distribution of respondents by gender characteristics helps the researcher to gauge the accuracy of the data analysis by demographic variables. As data indicated, that the majority of male respondent (students) in Public University is higher 33 (8.1%) than female 27 (3.9%). While in private university males were 18 (3.6%). However; the trend was a reverse in the case of Female students in private universities. The findings shown in **Table 4.3 indicate** that female students in private universities were 42 (27.6 %).

Generally, distribution of respondents by gender needed to be known in this study on the assumption that, each gender has or will have different views on the study topic. Guidance and counseling services need to be strengthened through employment of adequate number of professional counselors male and female. The researcher wanted to compare and contrast their key ideas being expressed about the guidance and counseling service provision to students in Tanzanian Public and Private Universities. To some extent, the researcher believed that, human beings try to make

sense out of what they experience. It is through such forces this study demonstrates how the division of social world into male and female is deeply engrained into the people's mind, perception and beliefs. As indicated Table 4.1.

**Table 4.1: Demographic Distribution of Respondent's by Gender**

Gender	Public University		Private University	
	Male ( %)	Female (%)	Male (%)	Female (%)
Students	33 (8.1%)	27 (6.9%)	18(3.6 %)	42 (5.4%)
Students' Leaders	9 (1.8 %)	3 (0.36 %)	8 (0.96% )	4 (0.48)
Dean of Students	1 (0.06%)	2 (0.12%)	2 (0.12%)	1 (0.06%)
Counselors	5 (1.2%)	7 (1.68%)	4 (0.96%)	8 (1.92%)
Students Administrators	4 (0.48%)	2 (0.24%)	5 (0.6%)	1 (0.12%)
<b>TOTAL</b>	<b>52</b>	<b>41</b>	<b>37</b>	<b>56</b>

Source: Researcher (2013)

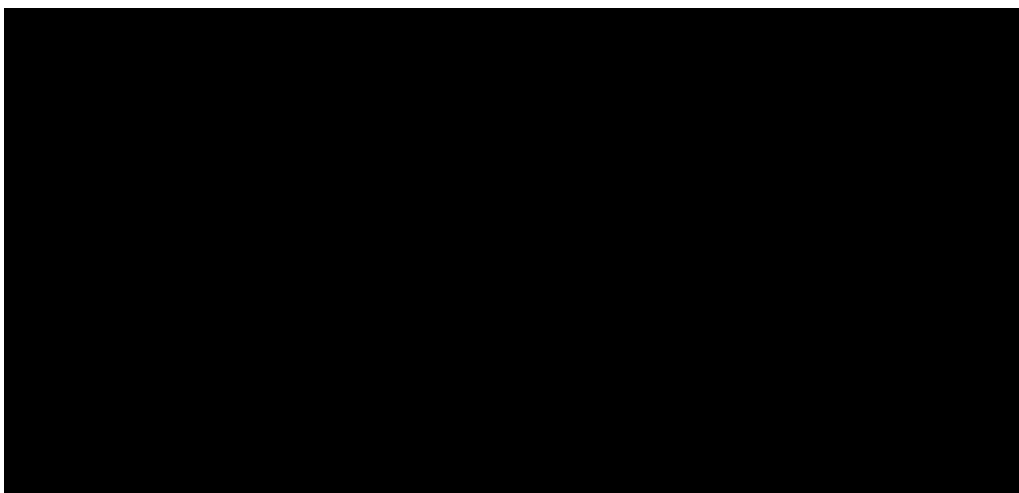
Figure 4.1 also provides a visual representation of the relationships among female and male. The figure indicates the number of female professional counsellors is higher than male counsellors. This findings has impact on provision of guidance and counseling services to students in Tanzanian universities. Pennington (1991) points out that female stress the value of interpersonal traits such as being likeable, easy to get along with, friendly, sociable, pleasant and popular. They mainly operate in the realm of interpersonal relationship than concrete achievement.

Further, he/she asserts that, when men disclose themselves and talk about their problems, they usually consult women. This may support Turnners (1991) idea that there is tendency for more effective therapeutics to be females. This is because women are more likely to listen supportively and may understand men's emotions



such as fear and self-doubt. In contrast men mainly intimate with other men. However, they can be friendly to each other. Thus men are mainly center their conversations on sports, business, or personal stories of each achievement in the physical relation or with women.

In addition, female value personal benefits such as self-fulfillment from job they choose and helping others. This aspect may explain the tendency that women choose service occupations as their vocation. Thus, guidance and counseling services to students in university may be affected by gender differences. For instance males often unconsciously exhibit their superiority and females their inferiority. In most cases when talking to a man, women typically give low signals as smiling, nodding; hold their bodies or keep their legs together. Men more likely use high status gestures by smiling only occasionally, holding their heads still and assuming a symmetrical relaxed body postures.



**Figure 4.1 : Distribution of Respondents by Gender**

**er**

Source: Researcher (2015)

It is with this knowledge of social pattern of body language that a counselor need to understand a counselee student, if the counsellors have to assist the students to overcome their problems. However, in order to bring a real change within females themselves, especially the female mindset, self esteem and attitude, empowerment of females able to participate fully and effectively in guidance and counseling services provision to students in Tanzanian universities, it is very crucial.

#### **4.4 Background Characteristics of Respondents by Age**

Before testing the validity of research questions, the researcher through unstructured questions wanted to know the demographic characteristics of respondents by age. This was on the assumption that the age of respondents might have an impact to response to research questions towards the effectiveness of guidance and counseling services provision to students in Tanzanian public and private universities. **Table 4.4 provides** a summary of student respondents, age and demographic characteristics respectively.

The findings table 4.4. indicates that a large proportion of the students in public universities were in the age bracket 20-24 (45.6 %). Others were in age 25-29 (28.4%) in public and private universities. The assumption for this difference of age may be for those in category of age 25-30 was with requirement entry grade as stipulated by Tanzania Commission of University (TCU,2013/2014). The majority were delayed to join due to poor financial status, which made to them fail pay cost sharing according to Higher Education Students Loan Board (HELSEB). Therefore, delay to secure sponsorship for those students in age category 20-24 in public and private universities with requirement entry grade with financially able parents they

may enroll for various degree programs immediately after completing the secondary education. The proportion of males in public and females in private university aged between 30 to 45 were lower than age 29 to 45 to each category. This indicates that, most of students are in young ages. The university as an important social institution, was required to help prepare citizens for tomorrow's challenges. Based on that reasons, guidance and counseling services provision to male and female students in all ages in Tanzanian public and private universities is very important. These include intellectual, social, physical, and moral capacities.

**Table 4.2: Distribution of Students Respondents by Age**

Age group	Male		Female		Total (%)
	Public	Private	Public	Private	
19 years and above	0	0	0	1	1 (0.5 %)
20-24	19	20	17	29	85 (45.6%)
25-29	16	18	11	8	53 (28.4%)
30-34	4	3	6	2	15 (8.6 %)
35-39	7	2	8	3	20 (10 %)
40-44	3	1	1	2	7 (3.7%)
45 plus	3	1	1	0	5 (2.6%)
<b>Total</b>	<b>52</b>	<b>45</b>	<b>44</b>	<b>45</b>	<b>186</b>

Source : Recherche (2013)

Basically, the study was guided by the following questions:

- (i) What are the existing areas of guidance and counseling services to students in Tanzanian Public and Private Universities?
- (ii) How are guidance and counseling programs used in management of various students' problems in Tanzanian Public and Private Universities?
- (iii) What are the factors that hinder guidance and counseling services to students in Tanzanian Universities Public and Private Universities?

#### 4.5 Research Question 1: What are Existing areas of Guidance and Counseling Services to Students in Tanzanian Public and Private Universities?

The first research question sought information on the availability of guidance and counseling programs offered to students in public and private Tanzanian universities. This was determined by the issues that students were facing: social, personal, career and vocational and spiritual problems which on solving, they require various programmes to in place. A total of 42 from six Tanzanian public and private universities were interviewed. Table 4.5 below presents the findings from this question which was provided to university staff in both public and private universities. Table 4.5 and 4.6 gives a summary on areas of guidance and counseling offered to students in six public and private universities.

**Table 4.3: Areas of Guidance and Counseling Programs Offered to Students in Public and Private Universities**

Area of Guidance and Counseling Services Offered To Student	Frequents	Rate in %
Academic	231	(81.9%)
Social	205	(81.0)
Personal	180	(72.8)
Health	176	(72.9)
Spiritual	107	(29.9)

Sources: Researcher (2013)

The data in Table 4.5 shows a high percentage (81.9) of students seeks guidance and counseling in academic area. Thus academic needs were common among the students and this observation is supported by Biswalo (1996) argument that students need help on how to digest and own lecture notes for better retrieval during the

examinations. Other academic guidance and counseling services that the students may be given include guidance on choice of courses, decisions on interests and abilities, good habits, learning ,remembering techniques, gaining confidence, timetabling and examination techniques. Further , the data also shows that, the large propotions (81.0) of students were provided with social guidance and counseling services. This indication may support the idea of Biswalo (1996) that all students would need social guidance and couseling to enable them gain understanding the root courses of the problems and to make rational decisions on how to solve or cope with the problems.

Therefore, students may be guided in social behaviour and relationships since they come from heterogeneous background and because the majority of them are at ages 20-30 adolescent stage of life may require adequate direction for their proper social adjustment. These social skills help to promote good interpersonal relationships within the Universities.It is necessary that the counsellors view student's issues in light of students development. As they develop they continue to develop cognitively, socially and emotional.

**Table 4.4: Areas of Guidance and Counseling Services Offered to Students in Private Universities**

<b>Areas of provision guidance and couseling</b>	<b>Frequents (F)</b>	<b>Percentages (%)</b>
Academic	170	(83.5)
Social	162	(79.0)
Personal	143	(70.6)
Health	145	(65.5)
Pritual	155	(72.3)

Source: Researcher (2013)

As indicated **Table 4.6**, a high percentage of students (83.5) receive academic guidance and counseling services in the private universities. As explained earlier many student would seek academic guidance and counseling services in order to get information on how to progress in their educational plans and choices. The other main areas of guidance and counseling services include social (79%), personal (70.6%), health (65.5%) and spiritual (72.3%).

The researcher observed that, due to various initiatives to curb the HIV/AIDS scourge (particularly limiting transmission) in the country, addressing transmission among the mobile population such as students in Tanzanian universities the only 65.5% were provided with health guidance and counseling services. In generally, the researcher observed that, in both Tanzanian public and private universities there's limited information on HIV/AIDS related services availability and utilization among university communities.

According to data given in Table 5, a proportion of 46.8% of students received guidance and counseling on peer issues. Makinde (1994), state that students have problems related to themselves, their parents and family, their friends and their lecturers and this could hamper holistic growth which includes academic, social and personal development. The counsellors can assist students who were going through psychological problems such as lack of friends, loneliness, failure, feelings of inadequacy and sometimes inferiority complexes. Students at times have difficulty to concentration. They feel tense, anxious and depressed hence require guidance and counseling to overcome these problems.

The researcher observed that, in public universities studied career guidance and counseling offices are separated from students of counseling offices. Most of career counseling is done under the academic departments through academic advisors. Generally, the researcher, observed that, academic advisors have proved very useful in assisting first year students who wanted to change courses and advising students on choice of final dissertation titles.

Further, the researcher also observed that, in private universities there was no career and vocational guidance and counseling services or centers. The institutions had career placement services. Further, researcher observed that although career and vocational guidance and services counseling was done separately from psychological counseling offices, Nevertheless, the career and occupation guidance and counseling consultation is a psychological problem especially for finalist students. This implies that, the Dean of Students and Students Counsellors ought to effect this duty through the academic departments. In any case as just observed by researcher there is need for this services to be evaluated in order to strengthen or improve career and vocational guidance and counseling services to students in Tanzanian public and private universities.

Zunker (2002) explains that college students must learn to relate their personal characteristics to occupational requirements. Therefore, career activities in universities must provide assistance in helping students understand that career development is a life style based on sequential series of educational and occupational choices. The students need to be given opportunity to identify and use a wide variety

of resources to maximize their career development potential. According to Biswalo (1996) all students require career and vocational guidance and counseling. This will enable the students to define their training programmes in terms of employment opportunities and draw up possible long term career development plans. The counsellors provide information on conditions of work, wages, benefits, contracts, prospects for promotion or other advancement, employer demands, professional associations and workers unions. They encourage and give students some needed experiences and techniques in exploring job markets.

According to Table 5 it also shows percentage 25.9% of students who receive spiritual guidance and counseling services. The students may be guided on spiritual matters in the universities. Moreover, most of the private universities are sponsored by religious organisations. Frank and Caryn (2005) notes that students are very interested in exploring spiritual issues, questioning, expanding and deepening their faith perspectives. In their hunger to explore the meaning of life, college students redefine their faith as distinct from doctrinal religious creeds. Manthei (1997) considers faith development an on going process, a way of learning into and giving meaning to the conditions of one's life. The researcher observed that, in most public and private Universities the spiritual guidance and counseling are offered through various religious groups on campus. For Muslims, there was students Sheikh and Christian there was students who offer spiritual guidance and counseling including priests from within and outsiders. Nonetheless, with the increase of students in each academic year, it is a fact that in most of public and private universities the available services are not adequate.



#### **4.7 The Research Question Two: How are Guidance and Counseling Programs Used in Management of Various Students' Problems in Tanzanian Public and Private Universities?**

The researcher need to assess how guidance and counseling programs used in management of various student's problems in public and private universities selected for study. The study was also interested in knowing guidance and counseling services are provided under a variety of different labels. The major areas of guidance and counseling programs used to students from selected public and private universities .

##### **4.7.1 Peer Education Programs**

A peer education is voluntary program concerned with improving guidance and counseling, spreading needed information through such programs where students can gain the knowledge and skills to strengthen their need, and assert more control over their lives. Further, peer educator is teaching relationship between people who are in some way equals. That equality can be defined by age, sex, gender, geographical (students from the same university and anything people have in common). The essential idea is that, peer educators and learners share some degree of common experience and desire to help and learn from one another.

The researcher found that all three public universities used peer educational programs, and it is voluntary. Students who were interested in becoming peer counselors took a one week training course offered through the Dean of Students Department and funded by the university management. They receive instructions and practice in basic guidance and counseling skills and in the career development process. Special attention was paid to helping the peer counselors assess when a

student blocked regarding a career or a major are related to personal or developmental problems that need to be addressed in personal counseling.

In the case of selected private universities, the situation was different from public universities. The researcher found that, in private universities there was no peer educator programs. The students were assisted by class representatives during initial stages of their crisis they were experiencing. Afterwards, the class representatives forwarded the students' problem to the university counselor. Everyone experiences problems of growth and development. Some problems pass with time, others can be resolved with personal creative problem solving and some can be solved by consulting with family, friends or other resources. Sometimes problems persist in spite of all attempts to solve them: sometimes they are just too complicated, too to be managed without additional support. At these times professional and guidance and counseling services can provide assistance in rebuilding problem solving resources and options.

#### **4.7.2 Educational and Vocational Guidance and Counseling Services**

Educational and Vocational guidance and counseling is defined as individual contacts with counselee in whom the counselor's main purpose is to facilitate the counselee's career development process. This definition and category would encompass guidance and counseling situation such as helping students become aware of the many occupations available for exploration (Makinde, 1998). This aspect of guidance and counseling services should concern itself with assisting students in their curriculum and university life choices. Students need assistance in subject choice and planning for courses that they take.

From the observation done by the researcher in selected public universities, indicates that, school or faculty staff (Lecturers) provided vocational guidance and counseling services to students. The lecturers are best placed to give relevant advice to students since they know their academic strengths and weaknesses in areas that may pertain to specific vocations, occupations or jobs. The fact that the lecturer know the interests and aptitudes of most of their students makes them the best persons to assist their students in areas that are related to their vocations. In the case of selected private universities, vocational guidance and counseling is provided to students under career resource centers for specific information about vocational and career areas.

The researcher through interview sessions in public and private university found that, in many cases, with training, encouragement, and backup, they can provide limited guidance and counseling services to students. The universities culture as well as issues like promotion, tenure, and evaluation make a considerable difference as to how much time and energy a lecturers can spend in students guidance and counseling service. Further, there were volunteer and parttime professionals. Some academic department have begun to use volunteer retired faculty to provide counseling to students as a contribution to the department and university.

Using part-time counselors is an innovative that can provide need and targeted services. It is also important to understand that not all lectures feel comfortable in individual discussions with students about personal or developmental concerns. In order to provide vocational and career counseling it is better to train mentor to be good listener and good counselor. Organized mentors programs, can be particularly

valuable to student ,who might othewise have difficulty time engaging in kind of conversations with school or faculty lecturer.

#### **4.7.4 Personal/Social Guidance and Counseling Services**

Personal/Social guidance and counseling deals with emotional disterss and behavioural difficulties that arises when an individual struggles to cope with developmental stages and tasks. Any facet of development can be turned into a personal adjustment problem and it is inevitable that everyone will at some time encounter exceptional difficulty and with an ordinary challenge of life. For example; axiety over a career decition, lingering anger over an interpersonal conflict, depressive feeling when bored with work, excessive guilty about serious mistake,a lack of assertaion and confidence, grief over the loss of a loved one and so forth.

There are many valid reasons why personal/social guidance acounseling should be made available to students. Certainly, counseling as a kind of individualized and intergrative learning process fits into an educational framework. Clearly, counsellors have a higher level of expertise in this area and find working directly with students on these developmental goals rewarding, which may make it difficult to move toward an initiator-catalyst approach.However, counsellors should work on leveraging their expertise in this area so that a large number of students are affected.

#### **4.7.5 Spiritual Guidance and Counseling Services**

Religious service plays a great role in people's way of life. There are many dimentions of sprituality including the oneness of persons, the desire for inner peace and sense of wholness. It includes religious but is not necessary synonymous with it.

It assumes certain life enhancing beliefs about human dignity, human rights and reverence for life. Religions such as Islam, Christianity, Buddhism and Hinduism are practiced in Tanzanian universities. According to Collins (1988), there is a significant correlation between the well-being of people and the experience of spiritual dimension. There is increasing willingness of many counsellors to engage with the spiritual yearnings of many of their clients (Feltham, 2006).

However, the approach and course of any guidance and counseling, largely depends on the nature of the counsellee problem. Therefore, counsellors dealing with students experiencing religious and spiritual problems need to listen carefully, show acceptance and empathy and try to determine the nature and causes of the real problem. The counsellor then seeks to God (Allah) to touch lives and change so that students may be helped to live with greater meaning, stability, fulfillment and spiritual maturity.

The knowledge of religious beliefs may guide the guidance and counseling service providers dealing with students experiencing spiritually related challenges that can affect their social and academic development. The researcher found that, many counsellors in Tanzanian public and private universities selected for study, find it difficult to work effectively with clients' (in this study students) religious spiritual concerns because they themselves have not explored their own spiritual needs. Further, the researcher noted that the public universities had Chaplains and Mosques and Students Religious Associations. These groups enhance the spiritual growth among the students. While in private universities a spiritual counseling service also is high. This could have been enhanced by the influence of sponsorship of most private

universities which include religious organizations. Moreover, the researcher noted that university chaplaincy provided support and opportunities to students irrespective of their faith.

As explain by Ngari (2008), spiritual feelings and beliefs have a powerful influence in people's way of life. Those students experiencing challenges may acquire a sense of comfort through religious expressions such as prayers. The American Psychological Association (APA) acceptance that those who believe in God's (Allah) power even during psychological counseling receive added strength and power to cope and grow since religion prescribes what is healthy for the human behavior and personality. It can be accepted that religious influence shapes what people think about themselves and their actions.

Thus enhanced by religions belief, various moral and ethical principles describes what a healthy person should be for instance the commandments of do not steal, do not kill and do not tell lies. Observers of such guidelines mean that people are able to live in harmony with each other. The implication is that, practice of such religious belief in a university setting creates a favorable environment to student's development. However, as noted by Ngari (2008), counselors need not disclose their religious affiliations because this may hurt the client who may have a very different religious belief.

#### **4.7.6 General Health Guidance and Counseling Services**

Health guidance and counseling services refers to guiding and counseling students for maintaining sound health. Students must get to know that sound health is a

prerequisite for participating in curricular and extra-curricular activities. Students must appreciate conditions for good health and take necessary steps for insuring good health. In Tanzanian universities students are counseled on the deadly disease of HIV/AIDS, which has impacts not to university students only but also to the whole nation. Some of the impact of the HIV/AIDS includes: loss of skilled manpower, loss of government's investments, affect human resource targets, deters economic growth, absenteeism from classes and social and psychological trauma. When the University guidance and counseling offices provide various health programs to students, the researcher observed that four universities studied out of six had health facilities within the campus.

The Voluntary Counseling and Testing (VCT) centers were also available. According to UNAIDS report (2011) Voluntary counseling and testing (VCT) has been introduced in many low-resource setting as it helps create awareness of an individual's HIV status and offers the opportunity for counseling on risk behavior modification being a cornerstone in the prevention of HIV/AIDS. Further the report explains that, VTC is one among different approaches which have been implemented as an attempt to show the spread of HIV infection and minimize its impact at the individual, family, and society level.

On top of that, VCT is perceived to be an effective strategy in risk reduction among sexually active young people like tertiary level students. With reference to the education, the impact will be declining enrolment levels, reduce entrants, high drop-out rates, increase in University number of orphans and repeat rates, increased illness and deaths among students, academicians and supporting staff. HIV/AIDS will also

have an impact in exacerbating the problem of shortages of skilled personnel and reduced contact time in classroom, hence affect performance.

In response to the above mentioned challenges, the government of Tanzania being the signatory to the international and regional agreements, sees that these challenges of the 21<sup>st</sup> century, present opportunities consistent with our macro and micro policies, reform, plans and priorities within education sub-sectors. (TACAIDS, 2008). The researcher found out that, by definition “counseling” assumes a helping relationship in which a client, having identified a problem or concern, seeks the help of a mental health professionals. VCT differs fundamentally from other counseling relationship in two respects.

First VCT counselors are given minimal formal training and generally are not mental health professional .Given the clinical context in which VCT occurs, test counselors are mostly nurses, medical assistants, and paraprofessionals such as outreach workers and volunteers with little more than a few days of formal training in HIV prevention counseling. Second, the “counseling” relationship in VCT is not requested by client but imposed unilaterally by guidelines regulating the provision of HIV testing. Counseling is thus a condition for receiving the test. Because the clients are primarily seeking the test result, not a counseling session, any discussion about risk with the counselor is experienced as an unpleasant but necessary requirement for getting the test. In this way, the university VCT center service should be established with regular training programs for VCT counselors to impart counseling knowledge and skills to respond to the needs of the students.



#### **4.8 The Research Question Three: what are the Factors That Hinder Guidance and Counseling in Public and Private Universities?**

From the study objective, the researcher wanted to assess the effectiveness of guidance and counseling services provision to students in Tanzanian public and private universities. In assumption that, at present, guidance and counseling is dynamic approach towards the prevention and reduction of students' problems. As noted earlier by the researcher, guidance and counseling in Tanzania universities is being conducted most of the time in the office of the Dean of Students through student counselors and student administrators.

The researcher needed to examine status of guidance and counseling services in the university. The researcher used interviews semi-structured and open-ended questions that were asked on face to face in order to stimulate discussions as well as probable explanations on ethical questions. The ethical questions asked were; is guidance and counseling activity designed to get valid student problems? Are there procedures in place to insure that the guidance and counseling activities proceed ethically?

And are there a clear plan and adequate funding for follow-up guidance and counseling activities? The interview questions focused on supervision of day-to-day guidance and counseling services to students, availability of physical facilities and suggestion to improve the services. The interview duration was six days that means one day for each university. From the sought information by the researcher, the elements of supervision guidance and counseling services, in both public and private universities, was discussed during interviews. Supervision in this case refers to formal monitoring relationship that ensures that counseling services are being

delivered effectively and competently. Monitoring the counselor's work involves determining whether they are practicing a safe, ethical and in an effective manner. To fulfill monitoring function the supervisors need to review the counselors' practice, including how they advertise and their services, their procedures and record keeping. The supervisor should meet regularly with the counselors.

Further, the researcher noted that in most of counselors in the studied public and private universities perform their services unobserved, in the absence of any accountability checks with means of assessing their job performance. Therefore supervision is one way by which that quality of accountability can be ensured. Supervision also helps to protect the rights and welfare of students and emphasizes the responsibilities of counselors. Manthei (1997), states that counselors should avoid asking someone who would have dual roles of supervisor and immediate superior or evaluator. Supervision should occur in a neutral professional setting that provides privacy and sense of purpose.

From the information sought by the researcher, supervision was not a very common practice among many universities' counselors in the institutions studied. Some of the student's counselors reported that they were supervised by Dean of Students. Further, student counselors also act as Dean of Student, responsible for carrying out the counseling policies, budgeting, and setting up counseling loads and overseeing the training of new staff members, attend regularly university meetings as well as consulted student counselors for cases that may require referrals. The issue of ethics in counseling was also discussed during interviews. The researcher sought information especially on the factor of confidentiality. The Majority of Student

Counselors and Students Administrators in selected public universities expressed that the counselors are few to serve the growing number of students in all the university campuses. Further, they lack well-equipped counseling offices with necessary materials for counseling services. That will enable them to provide effective services to students. This need contrast with the ideas of McLeod (1998) that, the availability of suitable, private and convenient rooms for conducting counseling is of prime importance to allow confidentiality.

The researcher observed different counseling offices were available in both public and private universities selected for the study. In private universities the counseling rooms were better equipped than in the public universities. Majority of Dean of Students, Student's Counselors and Students Administrators in private universities expressed satisfaction with the physical facilities in their working place. Therefore, the researcher findings indicate that conducive environment in counseling rooms contributes to the overall effectiveness of the counseling process. This was because the primary role of counseling services is not that merely counselors using certain techniques with warmth and sympathy and guided by acceptable theories of counseling.

In addition, the researcher observed that student's class representatives were used in assisting their fellow students to overcome their problems, while in public universities used peer counselors. These are students identified as capable of helping others solve their personal or social problems. Such students under were a short training in the ABCs of guidance and counseling services. In some of public and private universities studied, the students were involved in workshops to train them in

offering counseling services to their fellow students in solving day-to-day social problems.

It was apparent from the interviews between the researcher and counselors from public and private universities, that guidance and counseling services play a great role in assisting students. As with the case of public universities, counselors in sometimes had multiple functions to perform as Dean of Students and Students Counselor. It was very clear therefore that he/she would face a number of challenges. Some of the challenges were: the conflict of roles between administration and counseling and become the bridge between the university management team and the cares about the well being of each student holistically, namely, physically, socially, emotionally and spiritually. This is an implication that, counseling is a stressful occupation in which some burn out is inevitable. Such outlook observation helped the researcher better understand the effectiveness of guidance and counseling services to students and be able to make recommendations. In analyzing the data, the researcher evaluated the usefulness of the information given by the respondents.

## **4.9 Focus Group Discussions**

### **4.9.1 Steps in Planning Focus Group Discussion**

One part of planning of a Focus Group Discussion was to identify the most suitable respondents to participate in the group. The researcher used student leaders and student activists and student peer educators. The researcher was a facilitator to guide the discussion, written hand notes, with recording equipment (tape recorder) and observations during the discussion. Before the date of the Focus Group Discussion,

researcher invited the respondents to take part in particular Focus Group Discussion, using established selection criteria guide, the guide was designed with the overall study questions to ensure that topics covered in the Focus Group Discussion relate to research objectives. Further, the researcher and respondents plan a time of day that is convenient for the respondents and location within the university campus. Also the agreed located places were convenient and comfortable for respondents, quite, and had some degree of privacy.

#### **4.9.2 Guiding principles for the Focus Group Discussion**

In this study the Focus Group Discussion was considered appropriate for soliciting in-depth qualitative data. The group dialogue tends to generate rich information, as respondents' insights tend to "trigger" the sharing of others' personal experiences and perspectives in a dynamic way that was not presented during the in-depth interviews. At the beginning of a Focus Group Discussion, the researcher thanked that it was helpful to let every respondents know about some ways to make the group proceed smoothly and respectfully for all respondents.

In order to maintain this situation the researcher and respondents were agreed some recommendations guidelines or "Ground Rules" that help to establish the group norms. The ground rules presented to the groups were: Only one person talks at a time, confidentiality was assured "What was shared in the room stayed in the room", it was important for respondents to hear all sides of an issue-both the positive and negative, there was no right or wrong answers to questions-just ideas, experiences and opinions and it was important for women's and men's ideas to be equally represented and respected. These ground rules were presented on flip chart page on a

wall in a clear visible location. In each of the universities studied the focus group discussion was conducted in the respondents' place of choice. In order to make discussions more meaningful the researcher used probes questions.

These were meant to seek further clarification on the respondent's responses. The discussions were conducted by using two language English and in Kiswahili (the national language). Each university had three FGD which carried seven respondents. On average each FGD session took at one and half hour. FGDs were recorded and later transcribed verbatim. The Focus Group Discussion Guide was:

A: Students experience on available guidance and counseling services in the university

- (i) Are you aware with guidance and counseling services to students in the university?
- (ii) Have you ever utilize guidance and counseling services to students in the university?
- (iii) How do you assess accessibility of student to utilize each guidance and counseling program in the university? Give reasons for your assessment
- (iv) Indicate how useful is for each guidance and counseling programs in management /overcome students problems?
- (v) How do you assess contribution of guidance and counseling services to students in university setting?
- (vi) Are you aware on university guidance and counseling policy?
- (vii) Explain how university implementing guidance and counseling services?

Before the discussion the researcher expressed this topic to respondents, to establish as appreciation for valuable contributions that they were making to the needs assessment. Further, the researcher agreed to keep personal information that is revealed confidential. No information will be publicly reported that would identify them as participants in the study. For maintaining confidentiality during the Focus Group Discussion, the researcher explained to respondents how confidentiality will be protected.

Therefore, names of the university and students were withheld. Codes UI, U2, U3, U4, U5, and U6 were used to identify the universities and groups involved in the study, each name of respondent identifies by code number. On top of that, the researcher during the focus group discussion applied social work professional ethics, and principles on dealing with client problems solving such as maintaining confidentiality, voluntary participation, respect for people's rights, dignity, listening skills, using probing questions and building rapport.

The following was a Focus Group Discussion done by the researcher with students from selected public and private universities, in order to get the respondent's perceptions, views, ideas and experiences about the study objective.

**Focus Group Discussion for students in Public Universities was as follows:**

**Experiences of availability of guidance and counseling services to students**

**Researcher:** Which are currently available guidance and counseling services provided to students in the university?

**Student:** Most guidance and counseling issues are in the areas of social, academic and psychological problems. Sometimes the counselor provides services to people who show signs of personality maladjustments. Usually, who students show maladjustment behavior, is forwarded to the university disciplinary committee

**Researcher:** How do you assess accessibility of each guidance and counseling services?

**Student response:** Students are assisted; especially those who are ready to open up their problems. The common problems are handled by Dean of Students, Student counselors and Student Administrators', these are drug and alcohol abuse, unplanned pregnancy, inadequate accommodation, financial difficulties, adjusting to university life, family problems, and cultural issues such as witch- craft, conflict issues, peer pressure and poor academic performance, discipline cases, bereavement, personality issues. Those were common issues to students

**Researcher:** Explain! How useful is for each guidance and counseling services provided to students?

**Student response:** Most Counseling Services are provided to students through Dean of Students Office, counselors, students' administrator, and academic advisers. Guidance and counseling services helps a student to develop physically, mentally, intellectually, emotionally, morally and socially. There is therefore change in behavior that is self- initiated when alternatives are provided. Through social guidance and counseling services, the students acquire information about various social issues which influence every individual now and then.



**Researcher:** Are you aware on guidance and counseling services policy to students? Explain how university implementing the policy

**Student responses:** The policy is available and stipulated to help students develop right ideas and conduct for living in socially useful manner. The student also acquires opportunities for training and education for work hence living joyfully.

**Researcher:** How university implementing guidance and counseling policy?

**Student response:** The policy failure to be implemented due financial crisis. Counseling offices under supervision of the Dean of Students in collaboration with external stakeholders tried to organize workshops and preventive program on stress management and life skills at least once per semester.

### **Focus Group Discussion for Private Universities**

#### **Experiences on available guidance and counseling services**

**Researcher;** which are current available guidance and counseling services to students in the university?

**Students' response:** The personal /social guidance and counseling assist the students in developing healthy and positive attitudes and values. Further, they help the students to acquire a better understanding of the world through the acquisition of skills and attitude s and /or participation in work-related programs. Encourage the student to plan and utilize leisure time activities well. Assist the students in understanding his strengths, weakness, interest, values, potentialities and limitations.

**Researcher:** Indicate how guidance and counseling is useful?

**Students:** The students have many issues. But there were inadequate programs to help students become more competent in dealing with their own challenges. Mostly

students' challenges are related to the issue of abortion, sexuality, time management, roommate issues, drug abuse, peer pressure, bereavement/grief, and marital issues for married students, depression and cultural shock for international students.

**Researcher:** How do you assess accessibility of guidance and counseling services to students in the university?

**Students:** The university counsellors and academic advisors have always been ready to help students on how best to cope with academics, students on other hand have failed to use them fully by thinking that they have to see their counsellors and academic advisors when they are in crisis. Under such circumstances the counsellors and academic advisors may not be of much help except consolation

**Researcher:** How do you assess contribution of guidance and counseling services to students in influencing behaviour change? Give reasons for your assessment

**Students' response:** There was no good guidance and counseling programs on youth drug and alcohol abuse in the University, despite drug abuse having multiple negative effects on student's academic. Drug use can also cause serious academic, financial and emotional problems for students. Further, drugs cause mental and cognitive impairments that make it difficult for students to succeed in university. Therefore, students need effective guidance and counseling services regarding drug and alcohol abuse.

#### **Availability of guidance and counseling services to students**

**Researcher:** Are you aware on university guidance and counseling policy?

**Students' response:** There is no in place guidance and counseling policy. However, we make follow-ups and some students leaders are working to make sure the management put in priority.

**Researcher:** How university empowered to utilize guidance and counseling services

Student response: The aspect of guidance and counseling to students in this area is becoming a compelling component in the process of knowledge and skills delivery and acquisition. It is in this respect that universities educational guidance and counseling is vested in the hands of counsellors in collaboration with academic advisors (lecturers), by so doing, the academic advisors and the rest of the academic staff assist and make sure that all students excel in their studies. However, this is being possible when students are also serious with their studies and are making the best use of their time.

**General observation on guidance and counseling services provision to students**

In addition to the above findings, the researcher observed that, university guidance and counseling services are typically under the Dean of Students. This system was common to all universities studied. As administrator the Dean of Students is coordinator and overseer of the university students affairs, be they academic, social, recreational or health related.

On similar observation, indicated the Dean of students will be required to support two major administrative sections of the university namely the university management team, on other hand the students management team. The Dean becomes the bridge between them such that each party has access to the information of decisions made by the party beyond the bridge. Further, Dean of Students is to be a care giver of students physically, mentally, socially and spiritually. Student both individually and groups have many concerns. To achieve this objective the Dean of Students needs to employ the skills and attitudes of guidance and counseling.

Moreover, the researcher observed that, there was work load for Dean of students, Students Counsellors and Students Administration due to increased students population in public and private universities. In the sense that, scheduled guidance and counseling appointments for full time counsellor should ordinarily not exceed 50%-60% of the work day, to allow time for preparation of interviews and reports, updating institutional information, research, staff and faculty or schools, contacts, staff meetings, supervision and consultation, personal development and work in and emergency counseling cases, etc For the guidance and counseling to be effective to students to accomplish these objectives and to enable the counsellor to give reasonably 150 students be allocated one full- time counsellor per academic year. Therefore, the counsellor's work load should be flexible and adjusted (APA, 2009).

Further, the general observation from both selected public and private indicates that, there are various schemes guiding students and counseling them on their academic, social and career needs. Practice varies from one institution to another. At one end, we have institutions with well developed central Guidance and Counseling offices, as well as Faculty/School and Departmental levels offering such services. Trained counsellors with access to data on each student and host of other resources are found in such institutions. The above poses a challenging situation both on part of the counselors, academic advisors and the students. In normal circumstances, a dedicated counsellor or advisor can not feel relieved when his or her counselees are not coming to him or her to seek help.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introductions**

This study sought to assess guidance and counseling services provision to students in Tanzanian public and private universities. In assessment, the study has raised many questions about service provision and available guidance and counseling programs used to overcome students problem as well as how this programs useful to them. Thus, funding of factors that hinder guidance and counseling service provision to students.

The major conclusion is that universities students like any other population groups were growing with various social problems and difficulties counseling planning for their future, as well as financial problems that is not adequate to carter for expenses during the course, such as difficult in registering courses, to pay off campus private accommodation and other academic requirements. Based on that, a considerable number of students suffer from resulting low intellectual competence strikes, demonstration, and riots. In order to maintain university harmony it seen guidance and counseling service provision are vital to students in Tanzanian public and private universities.

#### **5.2 Conclusions**

Objective one of this study aimed to identify the existing guidance and counseling services provision to students in Tanzanian public and private universities. The results have shown that in most of public and private university there are guidance

and counseling services provided to students based on social, personal academic, health and spiritual. It is important to note that the reported response rate is the outcome of the several factors: first, student may be guided on how to adjust to the institutions academic life through planned orientation programs. Other academic guidance and counseling services that the student may be given included: choice of courses, study habits, gaining confidence, timetabling, examination techniques. Further, and services on personal issues. This may imply that, the root causes of their problems need rational decisions on how to solve or cope with the problems.

Objective two of this study, sought to evaluate guidance and counseling services programs used in the management of various students problems in Tanzanian public and private universities. The results show that, peer educational programs used in improving guidance and counseling to students. Peer educator is teaching relationship between people who are in the same way equals. That equality can be defined by age, sex, gender or geographical (students from the same university and anything people have in common). The essential idea is that, peer educator and learners share some degree of common experience and desire to help and learn from one another.

Further, the finding shows that, students received general health guidance and counseling services within their campus. In three public universities (UDSM, ARU, and MUHAS) and one private university (IMTU), VCT centers were also available. However the more presence of VCT facilities in universities does not necessarily imply that students will use them. This may imply that HIV testing within universities is still stigmatized. Further, observed that mobilization campaigns were

locally organized by each university in collaboration with researchers. Although the integration was to ensure ownership of the whole exercise universities differ in their capacities to organized and conduct mobilization campaigns.

However the results have shown that, spiritual guidance and counseling services provided support and opportunity student irrespective of their faith. Thus enhanced by religious belief various moral and ethical principles for instance the commandments of do not steal, do not kill and do not tell lies. The implication is that practice of such religious beliefs in a university setting creates a favorable environment to student's development.

Objectives three of this study sought to find out factors that hinder guidance and counseling services provision to students. It was observed that in most of public university there is no independent budget. In the same time linked with district and regional programs to provide guidance and counseling services to students. For the case of private university invariably rely on funding from outside the country and this cannot sustain a comprehensive guidance and counseling programs.

Further, observed that, only two public universities (UDSM, ARU) and one private (IMTU) have streamlined policies for guidance and counseling services while one public (MUHAS) and two private universities (KIU, SJUIT) were still in preparation. In the same vein, both public and private university, guidance and counseling service are still supplementary to the core activities of the universities. Thus, the three studies objectives of this study have been achieved. The remaining part is on how that evidence can be transformed into action.

### **5.3 Recommendations**

Based on the result of this study, the researcher submits several recommendation specific to key audience in this case policy markers, researchers and university management as follows:

#### **For policy markers**

For comprehensive strategies and sustainable guidance and counseling services provision to student, there is need to introduce a budget line for guidance and counseling activities in university and avoid the proposal writing methods to donors.

#### **For Universities Management:**

- (i) Mainstreaming of guidance and counseling service provision to students. Based on that the current guidance and counseling programs involve student behavior in social academic and health activities it is important to maintain a student development and university harmony.
- (ii) University should these to establish youth VCT canthers with composes, as well as employ trained counseling counselors.
- (iii) The various guidance and counseling programs should be initiated in universities for the purpose of either preventing future occurrence of student problem or solving existing problem.
- (iv) Mainstreaming vocational guidance and counseling programs. This will enable student to define their training programs in terms of employment opportunities and draw up possible log term career development plans.



**For students**

- (i) Encouraged to form more group, clubs and association that aim to promote change in reduction of risk behavior and increase in positive social norms.
- (ii) Empowered to utilize guidance and counseling services available at university.

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## APPENDICES

### Appendix I: Universities in Tanzania

#### 1. List of 46 Universities on Tanzania according to TCU 2012/2013

1	University of Dar es Salaam	Dar es Salaam
2	Ardhi University	Dar es Salaam
3	Hurbert Kairuki University	Dar es Salaam
4	Muhimbili University college of Health Science	Dar es Salaam
5	Mzumbe University	Morogoro
6	Sokoine University	Morogoro
7	Mount Meru University	Arusha
8	Open University of Tanzania	Dar es Salaam
9	Saint Augustine University	Mwanza
10	Tumaini University	Iringa
11	University of Arusha	Arusha
12	University of Dodoma	Dodoma
13	Zanzibar University	Zanzibar
14	Islamic University of Morogoro	Morogoro
15	St. John's University	Dar es Salaam
16	International Medical Technology University	Dar es Salaam
17	Theophilo Kisanji University	Mbeya
18	Kampala International University	Dar es Salaam

19	Mount Meru University	Arusha
20	State University of Zanzibar	Zanzibar
21	Dar es Salaam University College of Education	Dar es Salaam
22	Iringa University College	Iringa
23	Eckneforde Tanga University	Tanga
24	Catholic University of Health and Allied Science	Mwanza
25	Jomo Kenyatta University of Agriculture and Technology	Arusha
26	Jordan University College	Morogoro
27	Josiah Kibila University College	Kilimanjaro
28	Kilimanjaro Christian Medical University College	Iringa
29	Mkwawa University College of Cooperative and Business Studies	Kilimanjaro
30	Mount Meru University	Arusha
31	Mwenge University of Education	Kilimanjaro
32	Ruaha University College	Iringa
33	Sebastian Kolowa University	Tanga
34	St. Francis University college of health and Allied Sciences	Morogoro
35	St. Joseph University in Tanzania engineering Technology	Dar es Salaam
36	St. Joseph University college of Information	Songea
37	St. Joseph University College of Agricultural and Science Technology	Songea
38	Stephano Moshi Memorial University	Kilimanjaro
39	Stella Marris Mtwara University	Mtwara

40	Theofilo Kisanji University Dar es Salaam	Dar es Salaam
41	Tumaini University Dar es Salaam	Dar es Salaam
42	Tumaini University Makumila	Iringa
43	United African University of Tanzania	Dar es Salaam
44	University of Arusha	Arusha
45	University of Bagamoyo	Coast Region
46	Mkwawa University of College of Education	Iringa

Source: Tanzania Commission for Universities 2012/2013

## 2. List of Nine Public Universities in Tanzania

1	University of Dar es Salaam	Dar es Salaam
2	Ardhi University	Dar es Salaam
3	Muhimbili University college of Health Science	Dar es Salaam
4	Mzumbe University	Morogoro
5	Sokoine University	Morogoro
6	Open University	Dar es Salaam
7	University of Dodoma	Dodoma
8	Zanzibar University	Zanzibar
9	Dar es Salaam University College of Education	Dar es Salaam

Source: Tanzania Commission for Universities 2012/2013

### 3. List of Thirty Seven Private Universities on Tanzania

1	Hurbert Kairuki University	Dar es Salaam
2	Mount Meru University	Arusha
3	Saint Augustine University	Mwanza
4	Tumaini University	Iringa
5	University of Arusha	Arusha
6	Islamic University of Morogoro	Morogoro
7	St. John's University	Dar es Salaam
8	International Medical Technology University	Dar es Salaam
9	Theophilo Kisanji Univeristy	Mbeya
10	Kampala International University	Dar es Salaam
12	State University of Zanzibar	Zanzibar
13	Iringa University College	Iringa
14	Eckneforde Tanga University	Tanga
15	Catholic University of Health and Allied Science	Mwanza
16	Jomo Kenyatta University of Agriculture and Technology	Arusha
17	Jordan University College	Morogoro
18	Josiah Kibila University College	Kilimanjaro
19	Kilimanjaro Christian Medical University College	Iringa
20	Mkwawa University College of Cooperative and Business Studies	Kilimanjaro
21	Mount Meru University	Arusha
22	Mwenge University of Education	Kilimanjaro

23	Ruaha University College	Iringa
24	Sebastian Kolowa University	Tanga
25	St. Francis University college of health and Allied Sciences	Morogoro
26	St. Joseph University in Tanzania engineering Technology	Dar es Salaam
27	St. Joseph University college of Information	Songea
28	St. Joseph University College of Agricultural and Science Technology	Songea
29	Stephano Moshi Memorial University	Kilimanjaro
30	Stella Marris Mtwara University	Mtwara
31	Theofilo Kisanji University Dar es Salaam	Dar es Salaam
32	Tumaini University Dar es Salaam	Dar es Salaam
33	Tumaini University Makumila	Iringa
34	United African University of Tanzania	Dar es Salaam
35	University of Arusha	Arusha
36	University of Bagamoyo	Coast Region
37	Mkwawa University of College of Education	Iringa

Source: Tanzania Commission for Universities 2012/2013

#### 4. List of Five Public Universities Allocated in Dar Es Salaam City

1	University of Dar es Salaam	Dar es Salaam
2	Ardhi University	Dar es Salaam
3	Muhimbili University college of Health Science	Dar es Salaam
4	Open University of Tanzania	Dar es Salaam
5	Dar es Salaam University College of Education	Dar es Salaam

Source: Tanzania Commission for Universities 2012/2013

**5. List of Eight Private Universities Allocated In Dar Es Salaam City**

1	Hurbert Kairuki University	Dar es Salaam
2	St. John's University	Dar es Salaam
3	International Medical Technology University	Dar es Salaam
4	Kampala International University	Dar es Salaam
5	St. Joseph University in Tanzania engineering Technology	Dar es Salaam
6	Theofilo Kisanji University Dar es Salaam	Dar es Salaam
7	Tumaini University Dar es Salaam	Dar es Salaam
8	United African University of Tanzania	Dar es Salaam

Source: Tanzania Commission for Universities 2012/2013

**Appendix II: Interview Guide for Dean of Students Counsellors and  
Administrators, Academic Advisers (Qualitative Guide)**

1. What are the existing guidance and counseling services provided to students in your university?
2. How the guidance and counseling programs implemented?
3. Explain how useful of each program in management of various students problems
4. What the kind of problem do you receive from students which need guidance and counseling services?
5. What have university done in prevention various students' problems?
6. Which opportunities are there for greater promotion of guidance and counseling programs at your university?
7. What the weakness and challenges facing in provision of guidance and counseling services to students?
8. What needs to be done in order to overcome the challenges?



**Appendix III: Questions for Students Focus Group Discussion (Qualitative guide)**

**A: Experience of available guidance and counseling service to students**

1. Are you aware with available guidance and counseling service providing to students in university?
2. Have you ever utilize guidance and counseling service?
3. Which of the areas have you been given guidance and counseling service?
4. How do you asses' accessibility of each guidance and counseling service in the university?
5. Indicate how useful is for each guidance and counseling service provided to students in the university?
6. How do you assess contribution of guidance and counseling service in influencing student behavior change? Give reasons for your assessment.

**B: Available of university guidance and counseling policy.**

1. Are you aware on University guidance and counseling policy? Can be get a copy?
2. Explain how Does University is implementing student's guidance and counseling policy related to overcome student's problem.

## **Appendix IV: Schedule for University Students Counsellors**

### **Section I: Bio – Data**

1. Name of University
2. Gender
3. Level of professional qualification First degree ( ) Masters ( ) P.HD ( )

### **Section II: Status of Guidance and Counseling services Provision in the University**

4. What issues of counselling do you receive from the students? Identify them
5. Who are the most regular clients (students) in your office? Male/Female students? Give reasons for any gender difference.
6. Do you have adequate guidance and counselling resources (physical facilities and human resources)?
7. Do you have peer counsellor in your university? Comment on the programme (Training, consultation, referral, supervision, among other).
8. Do you consult/counsel parents of your clients (students). Explain you answer.
9. Do students utilize recreational facilities available to them in this university?
10. Have you had any complains from the students about the guidance and counselling services offered to them? Do you think these services are effective in terms of provision, collaboration, case conference, confidentiality and outreach programmes, counselling policy and budge? Explain your answer in relation to student's development of academic.

11. What are the major weaknesses of guidance and counselling services in your university?
12. Give suggestions on how to improve guidance and counselling services provided to students.

## **Appendix V: Students Focus Group Discussion**

### **Guiding Principles for the Group**

At the beginning of a focus group, it is helpful to let everyone know about some ways to make the group proceed smoothly and respectfully for all participants. The following are some recommended guidelines or ground rules that help establish the group norms:

Only one person talk at a time.

1. Confidentiality is assured. What is shared in the room stays in the room.
2. It is important for us to hear everyone ideas and opinions. There is no right or wrong answers to question – just ideas, experiences and opinions, which are all valuable.
3. It is important for us to hear all sides of an issue- both the positive and the negative.
4. It is important for women's and men's ideas to be equally represented and respected.
5. All mobile phone should be in silent voice or closed.

These ground rules were presented to the group and displayed through the discussion, on a flip chart page that is taped or hung on a wall in a clearly visible location. In addition to these ground rules, which have been established prior to the focus group further the riser the though. It is important to invite participants to establish their own ground rules or guiding principle for the discussion. The above ground rules have been presented.